



5TH GRADE | CONSTITUTIONS

Comparing Constitutions Collage

Essential understandings

- | | |
|--|---|
| <input type="checkbox"/> Since time immemorial | <input type="checkbox"/> Identity |
| X Tribal government | <input type="checkbox"/> Lifeways |
| <input type="checkbox"/> Language | <input type="checkbox"/> Treaties with the United States |
| <input type="checkbox"/> Sovereignty | <input type="checkbox"/> Genocide, federal policy, and laws |
| X History | |

Learning outcomes

By the end of this lesson, students will be able to:

- Students will be able to create a collage visually representing the differences and similarities in various constitutions, including the Coquille Indian Tribe Constitution, the US Constitution, and the Oregon Constitution.

Essential questions

How do constitutions establish the framework for governments and protect the rights of citizens?

Logistics

- Where does the activity take place? *Classroom*
- How are the students organized?
X Whole class ☒ Teams: 3-4 ☐ Pairs X Individually

Time required

190 minutes

Oregon Standards

Students who demonstrate understanding can:

Oregon ELA Standards

- CCSS.ELA-LITERACY.5.RI.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- CCSS.ELA-LITERACY.5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Oregon Arts Standards



- 5th VA.7.RE1.5
 1. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).
 2. Using art vocabulary, analyze the components used in visual imagery to convey a message.

Materials

- Large Cardstock or poster paper (for background)
- Cardstock or construction paper (various colors)
- Magazines, newspapers, or printed images (cuttings or whole pages)
- Scissors
- Glue sticks
- Markers, colored pencils, or crayons
- Rulers (optional)
- Copies of key excerpts from the Coquille Indian Tribe Constitution, the US Constitution, and the Oregon Constitution (age-appropriate excerpts focusing on similar and different elements)
- Chart paper or whiteboard
- Markers/pens for writing on chart paper

Vocabulary

- Coquille Indian Tribe: A federally recognized group of indigenous people who have lived on the southern Oregon Coast since time immemorial.
- Constitution: A document that establishes the framework of a government, outlining its structure, powers, and limitations.
- Preamble: An introductory statement that outlines the purpose and goals of a document.
- Bill of Rights: The first ten amendments to the US Constitution, guaranteeing fundamental rights and liberties.
- Articles: The main divisions of a constitution, outlining the structure and powers of government.
- Tribal Sovereignty: The inherent right of a tribe to govern itself.
- Reservation: Land set aside for the exclusive use of a tribe by the US government.
- Symbol – an image that represents or stands for something else, especially a material object representing something abstract.
- Elements of Art
 - Line – marks made in artwork, including curves, straight lines, zig zags, dotted lines, and more
 - Shape – lines that come together to contain a space in artwork; can be round, jagged, organic, geometric, and more
 - Value or Color – represents the tones, hues, and visual impressions of light reflecting off material objects; values



are black, white, gray, and colors are all other hues (red, blue, yellow, etc)

- Space – refers to areas within or around objects in an artwork, that can be used to create depth or a sense of three-dimensionality or realism, or to define the foreground (front) and background
- Texture – the surface quality of an artwork, either real physical texture or implied texture (a visual effect)
- Mixed Media – artwork that combines more than one art medium or material (e.g. collage)
- Triptych – an artwork created in three parts, such as a painting on three panels

Extension Activities

- Students can create a timeline of important events in the history of the Coquille Indian Tribe or Oregon.
- Research and compare constitutions from other countries.
- Design a mock amendment to one of the constitutions, addressing a contemporary issue.

Overview

Students explore the nature of Constitutions through three lessons, the first of which addresses the complex vocabulary needed to access the lesson material. In the second lesson, students will analyze and compare the preambles of the U.S. Constitution, the Oregon Constitution, and the Constitution of the Coquille Indian Tribe. The third lesson has students analyze and compare the contents of the three Constitutions.

Background for teachers

- ❖ Understand that this material is a small snapshot of a much larger picture. A bibliographic list has been provided for those that would like to broaden their understanding.
- ❖ Keep in mind that the written history can be confusing, and documents often contradict each other. Tribal peoples recorded their history **orally** from time immemorial, passing it down from generation to generation. Historians, anthropologists, and archeologists have worked to help compile pieces of our history. Written accounts by early settlers provide information, but it is important to remember that these represent a skewed version of historical events. Legal documents, such as land records and affidavits of tribal elders provide information, but can be difficult to piece together as dates were often generalized and the interpretations of *cousin*, *aunt*, and *uncle* was used in a broader manner than what is used today.
- ❖ The term *tribe* is a White construct, introduced by early explorers and settlers in an attempt to organize the native peoples of the coast into groups. It is generally believed that tribal ancestors organized themselves into family villages. The villages were sometimes part of a larger complex of related villages. Seasonal villages were occupied at different times of the year, depending on the source of food and materials being hunted or gathered.
- ❖ The term *chief* was introduced by the earliest non-native visitors. A more accurate term to use is *headman*. Village complexes generally held one main headman, with individual villages containing a headman; some villages / complexes may have had more than one headman.
- ❖ There were many indigenous villages along the southwestern coast of what is known today as Oregon, and intermarriage among the villages was common. Genealogical studies suggest that “borders” around certain people groups were permeable, rather than fixed. In these patriarchal societies, women moved to the village of their husbands. This practice of intermarriage provided a multicultural familiarity with habits, skills, dialects, and tribal lore. Lifeways encouraged regular visitations between homes of

kinsmen on both sides of families. Coquille ancestry can be linked with many other native groups, such as Coos, Umpqua, Tututini, Klamath, and more.

- ❖ Miluk-speaking settlements were located along the coast and a few miles upriver. Nuu-wee-ya' -speaking villages were located about five miles upstream from the ocean, and continued up into the forks of the Coquille River.
- ❖ Non-native speakers often found indigenous names to be unpronounceable, and so would assign new, familiar names to people and places. Thus, many Coquille ancestors are known as *Chief Washington Tom*, *Chief John*, *Old Whiskers*, *Mary*, *Caroline*, *Susan*, etc.

To prepare for this lesson teachers should

Vocabulary Building

- **Materials:** Chart paper or whiteboard, markers/pens
- **Preparation:**
 - Brainstorm a list of key terms students will encounter in the unit (e.g., constitution, preamble, federalism, amendment).
 - Create a graphic organizer on chart paper or the whiteboard where students can record definitions and examples for each term.

Analyzing Preambles

- **Materials:** Copies of excerpts focusing on the Preamble from the U.S. Constitution, Oregon Constitution, and Coquille Indian Tribe Constitution (enough for each student group)
- **Preparation:**
 - Gather and copy excerpts focusing on the Preamble from each Constitution. Ensure the excerpts are age-appropriate and highlight similar and different elements.
 - Divide students into small groups.

Comparing Constitutions

- **Materials:** Copies of excerpts focusing on key elements from the U.S. Constitution, Oregon Constitution, and Coquille Indian Tribe Constitution (enough for each student), cardstock or poster paper, magazines/newspapers/images, scissors, glue sticks, markers/colored pencils/crayons, rulers (optional)

- **Preparation:**
 - Gather and copy excerpts focusing on key elements (beyond the preamble) from each Constitution. Choose elements that allow for comparison (e.g., branches of government, rights). Ensure the excerpts are age-appropriate.
 - Prepare other collage materials like magazines, newspapers, or printed images that students can use to represent their findings.

References

- 5th Grade Lesson 2 - Tribal Government Lesson
- Grade 5 Support Materials

Resources

- [Coquille Indian Tribe Constitution](#)
- [Oregon Constitution](#)
- [US Constitution](#)

Considerations for teachers

Assessment

1. GALLERY WALK: HAVE STUDENTS DISPLAY THEIR COMPLETED COLLAGES AROUND THE ROOM. STUDENTS CAN ROTATE IN PAIRS TO OBSERVE EACH COLLAGE AND ANSWER REFLECTION QUESTIONS PROVIDED BY THE TEACHER (E.G., "WHAT ARE SOME SIMILARITIES YOU SEE BETWEEN THE CONSTITUTIONS?", "HOW DOES EACH CONSTITUTION PROTECT THE RIGHTS OF ITS PEOPLE?").
2. EXIT TICKET: STUDENTS ANSWER A BRIEF EXIT TICKET QUESTION TO ASSESS THEIR UNDERSTANDING (E.G., "WHY IS IT IMPORTANT TO HAVE A CONSTITUTION?").

Practices

- *Small/paired groups* – Small groups - groups of 2-4

- *Classroom discussion* – Begin lesson by discussing as a whole group what a constitution is and writing students’ ideas on the whiteboard.

Learning targets

- Students can define key vocabulary terms related to constitutions, such as constitution, preamble, rights, and structure of government.
- Students can identify similarities and differences between the Coquille Indian Tribe Constitution, the US Constitution, and the Oregon Constitution.
- Students can explain how constitutions establish the framework for governments and protect the rights of citizens.

Appendix

Materials included in the electronic folder that support this lesson are:

- Grade 5 Lesson 2_Lesson Plan Folder
- Grade 5 Lesson 2_Support Materials Folder

Activity 1.

Constitution Triptych Collage | 190 minutes - this can be broken up over 2-3 days if needed.

Overview. Students will be able to create a collage comparing the differences and similarities in various constitutions, including the Coquille Indian Tribe Constitution, the US Constitution, and the Oregon Constitution.

Step 1. Introduction (15 minutes):

Activating Prior Knowledge (5 minutes):

Say: Alright class, gather around! Today we're going on a journey to explore the foundations of governments – their constitutions! But before we dive in, let's see what you already know. What comes to mind when you hear the word "constitution"?

(Write student responses on the board, e.g., laws, rules, government).

Say: Great ideas! The constitution is like a blueprint for a government. It outlines the structure, powers, and limitations of that government, kind of like a set of rules that everyone has to follow.

Step 2. Introducing the Essential Question (5 minutes):

Say: Now, constitutions aren't all created equal. Different governments might have different needs and goals. So, the big question we'll be exploring today is: **How do constitutions establish the framework for governments and protect the rights of citizens?**

Say: We'll be comparing three specific constitutions: the Coquille Indian Tribe Constitution, the US Constitution, and the Oregon Constitution. By looking at their similarities and differences, we'll see how each one builds a strong foundation for its people.

Step 3. Instruction (30 minutes):

Group Formation and Constitution Excerpts (5 minutes):

Say: Alright, constitution detectives! We'll be working in small groups today.

(Divide students into small groups.)

Say: I'll be handing out excerpts from three different constitutions: the Coquille Indian Tribe Constitution, the US Constitution, and the Oregon Constitution. Your mission is to examine these excerpts closely, looking for clues about how each document sets up its government and protects the rights of its people.

Similarities and Differences (15 minutes):

(Distribute copies of the constitution excerpts.)

Say: Take a good look at your assigned excerpts. Can you find any similarities between them? For example, do they all have a preamble that explains the document's purpose? How do they structure their governments? Do they mention any rights or responsibilities for citizens or tribal members?

(After some time for reading and discussion within groups),

Say: Let's come together and share what you discovered! What are some key similarities you noticed across these constitutions? **(Record key points on chart paper or whiteboard).** Now, how do they differ? What unique aspects does each constitution have?

Step 4. Class Discussion (10 minutes):

(Facilitate a class discussion where each group shares their findings about the similarities and differences they identified.)

Say: As we compare these documents, remember the vocabulary terms we learned earlier. Words like "constitution," "preamble," "rights," and "structure" can help us understand how these documents function.

Step 5. Collage Creation (50 minutes):

Materials Distribution (5 minutes):



Say: Alright, artists and historians unite! Now that you've become constitution experts, it's time to showcase your knowledge through a creative project – a collage!

(Distribute construction paper, magazines/newspapers, scissors, glue sticks, and markers/crayons.)

Collage Theme (10 minutes):

Say: Your collage will be a visual representation of the similarities and differences we discovered between the three constitutions. Think of it like a story told through pictures and words! Remember, there is no wrong way to create a collage. The goal is for us to use images as symbols to represent our ideas and show what we have learned.

Review art vocabulary terms with students, including the Elements of Art, symbol, mixed media, and triptych.

Collage Sections (25 minutes):

Say: Imagine your collage divided into sections, like a triptych. Each section will represent a different constitution: the Coquille Tribe, the US, and Oregon. Within each section, use images, text clippings, or even your own drawings as symbols to depict key ideas from that constitution. Symbols are images that represent an idea or concept. For example, you could find an image of a judge to represent the judicial branch, or a picture of a peaceful protest to symbolize the right to free speech.

Incorporation of Vocabulary (10 minutes):

Show image to class of Jaune Quick to See Smith's Artwork, State Names (2000)

Say: What do you notice about Jaune Quick to See Smith's Mixed Media Artwork? (Listen and respond to student ideas – make sure they notice the text and the layers)

Say: As you noticed, in this artwork, the artist uses text and writing to make a statement, and has multiple layers in their work. We're going to do the same thing with our work. So next, we'll layer on some lines and text. Don't forget the vocabulary detectives we are! Remember those terms like "constitution," "preamble," and "rights"? Incorporate them into your collage with your crayons or markers, using colors, size, and shapes that represent your ideas.

Step 5. Wrap-Up and Assessment (15 minutes):

Gallery Walk (10 minutes):

Say: Once your collages are masterpieces, we'll turn our classroom into a mini-museum! Display your creations around the room and take a walk to admire each other's work. **(Students rotate in pairs to observe each collage and answer reflection questions provided by the teacher, e.g., "What do you notice?" "What do you wonder about?" "What are some similarities you see between the constitutions?", "What message do you think the artist was trying to send?" "How does each constitution protect the rights of its people?")**

Exit Ticket (5 minutes):

Say: Before you leave, jot down your thoughts on a quick exit ticket question: "Why is it important to have a constitution?"