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Civics Unfolds



For information concerning Teacher Grant opportunities, such as interschool visits, staff development, workshops, and Adapter and Disseminator grants, please contact:

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Goals and Objectives

Civics Unfolds is a project-based instructional strategy that improves student learning and reading skills. Using foldables, papers folded into specific formats, students read for details and create mini-projects that help students comprehend challenging primary documents like the Declaration of Independence, The Constitution and Bill of Rights. The project's purpose is to incorporate Common Core Reading Benchmarks with the Social Studies curriculum to help students improve their reading skills, develop subject matter vocabulary and develop critical thinking when applying civics concepts to America's dynamic culture.

*Common Core Reading Standards for Literacy in History /
Social Studies 6-12*

- *Key Ideas and Details*-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- *Language Arts/Reading*-Students will use new vocabulary that is introduced and taught directly, read for essential message in texts through inferring, paraphrasing, summarizing, and identifying relevant details and produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- *Civics*-Students will interpret the intentions of the Declaration of Independence, and the Constitution, evaluate rights contained in the Bill of Rights and other amendments to the Constitution, and examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- *Geography*-Students will interpret maps to identify geopolitical divisions and location of national parks.

Course Outline

First, students read primary documents and informational texts that set up guidelines for democracy used in the United States that guarantees equality and opportunity for all its citizens.

Second, students are given a model to use to create their foldable for the assignment. Four examples include a student version of the Declaration of Independence, student mini-Constitution, iBOR (individual Bill Of Rights) illustrated Children's Book and a student art collage that illustrates political groups used in Congress to sway public opinion.

In conclusion, students use their foldable projects as study guides. They will store them in their very own, custom-designed foldable (paper) backpack, created first week of school that will illustrate the location of national parks of the United States. Finally, as their teacher I can use all foldables as an alternative assessment to compliment test grades.

Lesson Plans / Sample Outline

Title of Project: Civics Unfolds

Quote: — *"In history, a great volume is unrolled for our instruction, drawing the materials of future wisdom from the past errors and infirmities of mankind."*

Edmund Burke

Subject Areas: Social Studies, Reading, Fine Arts

Duration: Five 45-minute classes

Setting: Classroom

Skills: Gathering information, analyzing, synthesizing, developing critical thinking

Vocabulary: Citizenship, Declaration of Independence, The Constitution, Bill of Rights, Amendment, Civil Liberties, Democracy, Special Interest Groups

Summary – **Civics Unfolds** is a project-based instructional strategy that improves student learning and reading skills. Academically students benefit when they categorize curriculum content. Using foldables, students read for details and create mini-projects that help students comprehend challenging

primary documents like the Declaration of Independence, The Constitution and Bill of Rights.

OBJECTIVES

Students will:

- Read for details.
- Design a foldable project based on historical document.
- Store their project in their U.S. Backpack for a study guide.

Materials:

- Brown paper bags or construction paper
- Colored markers or pencils
- Scissors
- Glue
- Tape/Masking Tape
- Replicas of The Declaration of Independence, The Constitution
- Magazines like National Geographic

Warm Up – Create a “Civics Cheer” or series of moves, to match the first sentence from the Declaration of Natural Rights from the *Declaration of Independence*. Create a second “Civics Cheer” for the Preamble from *The Constitution*.

- Declaration of Independence – “ We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”
- The Constitution’s Preamble – “ We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Below are the directions for the three documents featured in the workshop *Civics Unfolds*.

Foldable One - Declaration of Independence

Multiple Choice
 1/3 = 1/3
 1st period

The Declaration of Independence

Preamble

① Impet - force

Declaration of Natural Rights

① endowed - provided
 ② usurpations - unjust uses of power
 ③ despotism - unlimited power.

Life = Liberty = Happiness ☺

List of Grievances

Relinquish - give up
inestimable - priceless
annihilation - destruction
convulsions - violent disturbances
Laws for naturalization of foreigners
process by which foreign-born persons become citizens.
tenure - term
quarterming - lodging
pledge - make
dedicated - given up
perfidy - violation of trust
insurrections - rebellions
pillaged for redress: asked formally for a correction of wrongs.
Unassailable jurisdiction - unjustified authority.
Conspicuity - originating from the same source.

Resolution of Independence by the United States

Attitude: Rightness

Free states can ...

- 1 war ☹️
- 2 peace ☺️
- 3 alliances 🤝
- 4 commerce 💰
- 5 etc.

pledge

- 1 Lies ✖️
- 2 Truth \$\$\$
- 3 Love ❤️

DOI Project Directions

1. Use textbook pages 109-112
2. Take paper bag and fold into 4 parts
3. Title the project **Declaration of Independence**
4. Title Box One – **Preamble**
5. Define the vocabulary word
6. Design 5 symbols to represent each phrase of the sentence. Add commas after each **symbol** and end with a period.
7. Title Box Two – **Declaration of Natural Rights**
8. Define vocabulary words
9. Write out Life, Liberty and Happiness
10. Box Three – **List of Grievances**
11. Define vocabulary words highlighted in the text
12. Box Four – **Resolution of Independence by the United States**
13. Add two lists with picture symbols

Free States Can

1. Declare war
2. Declare peace
3. Declare Alliances

4. Develop Commerce

5. Etc.

Pledge

1. Lives

2. Fortune

3. Sacred Honor

On the back title it Signers of the Declaration.

Include Date August 2, 1776

Copy John Hancock's signature – President from MA

List each state and write one signer's name under it.

Signers of Declaration

Georgia
Lyman Hall

North Carolina

John Penn

South Carolina

Arthur Middleton

Maryland

William Paca

Virginia

Carter Braxton

Pennsylvania

George Ross

Delaware

George Read

New York

Francis Lewis

New Jersey

John Hart

New Hampshire

Matthew Thornton

Massachusetts

John Adams

Rhode Island

William Ellery

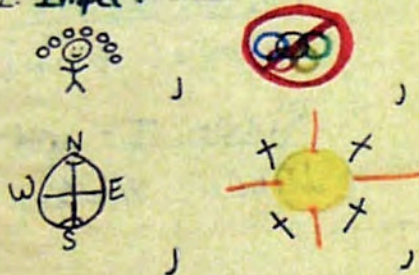
Connecticut

Olive Wolcott

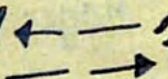
The Declaration of Independence

Preamble

1. Impel: force



Europe



Declaration of Natural Rights

1. Endowed: provided

2. Usurpations: take over

3. Despotism: absolute power

Liberty =

Happiness





List of Grievances

1. Relinquish: Give up
2. Inestimable: Priceless
3. Annihilation: Destruction
4. Convulsions: Violent disturbances
5. Laws for Naturalization of Foreigners: Process by which immigrants become citizens
6. Tenure: term
7. Quartering: lodging
8. Render: Make
9. Abdicated: Given up
10. Perfidy: Violation of trust
11. Insurrections: Rebellions
12. Petitioned for redress: Asked formally for a correction of wrong
13. Unwarrantable Jurisdiction: unjustified




Resolution of Independence by the United States

Rectitude: Rightness

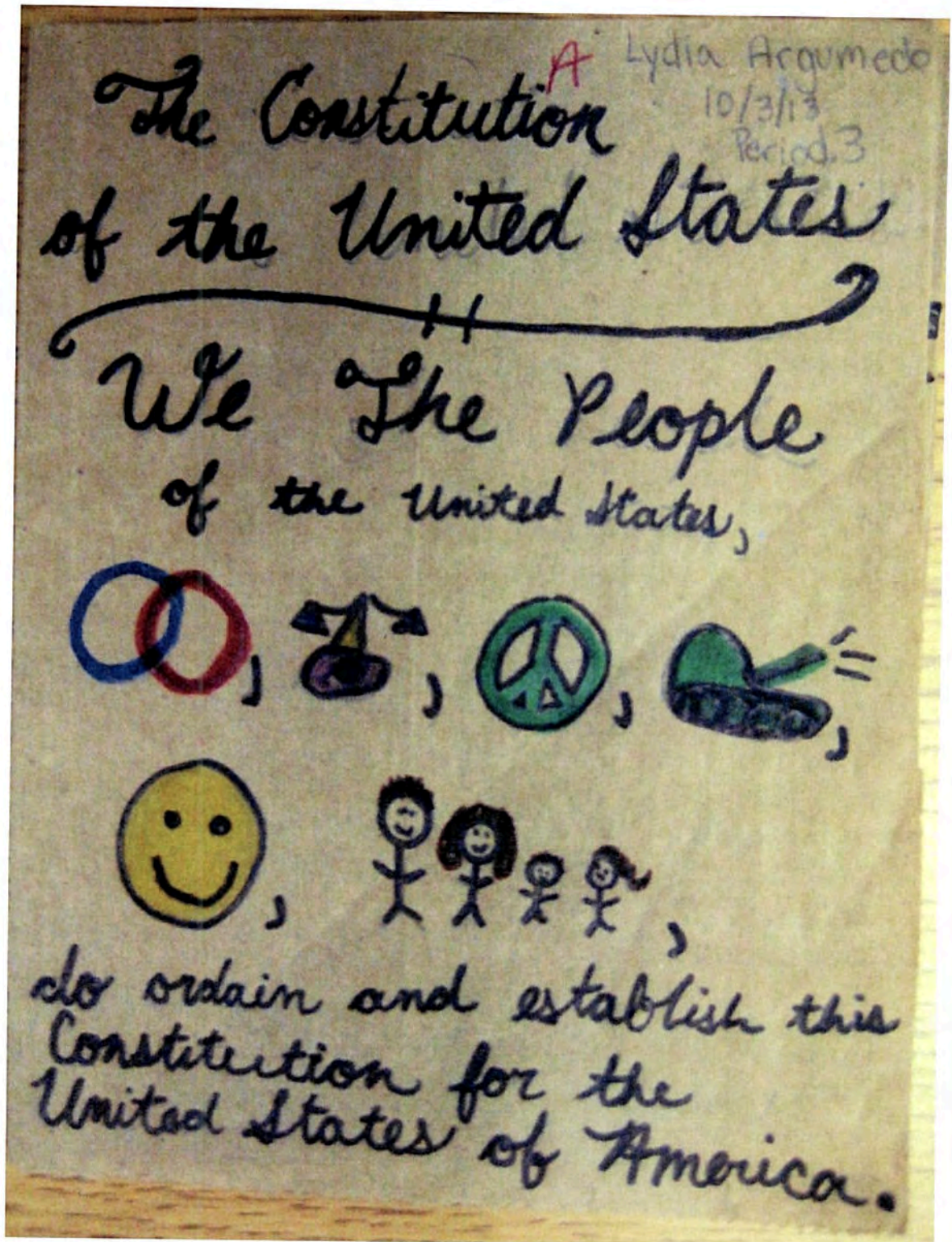
Free states Can:

1. Declare War 
2. Declare Peace 
3. Declare Alliances 
4. Develop Commerce 
5. Etc.

Pledge

1. Lives 
2. Fortune 
3. Sacred Honor 

Foldable Two – Mini Constitution Foldable



Mini Constitution Project

DIRECTIONS (red text is what you write on your mini-Constitution)

1. Front Cover includes your **heading** in the upper right hand corner.

The Title *The Constitution of the United States of America* and the **Preamble.**

We the People of the U.S., use picture symbols for the phrases, do ordain and establish this Constitution for the U.S. of America.

2. Inside pages will feature Articles I through VII.

3. Front inside page's title: **Art. I – The Legislative Branch**

Choose 10 vocabulary words. List and define them. They are the bold words in the text.

4. Next page, **Art. II – The Executive Branch**

No vocab words. Instead choose 2 words from Art. I and write two sentences using them.

5. Next page, **Art. III – Judicial Branch**

Define the 3 vocab words.

6. Next page, **Art. IV – Relations Among States**

Read the summary on text page 155, teacher sample below

- All states treat citizens equally
- Address admitting new states
- National government will protect states

7. Next page, **Art. V – Amendment Process**

Define 2 vocab words

8. Next page, **Art. VI – National Supremacy**

text 156

Create a math equation to summarize

Supremacy clause = Constitution + Federal laws + treaties > state laws

9. Last page, **Art. VII – Ratification**

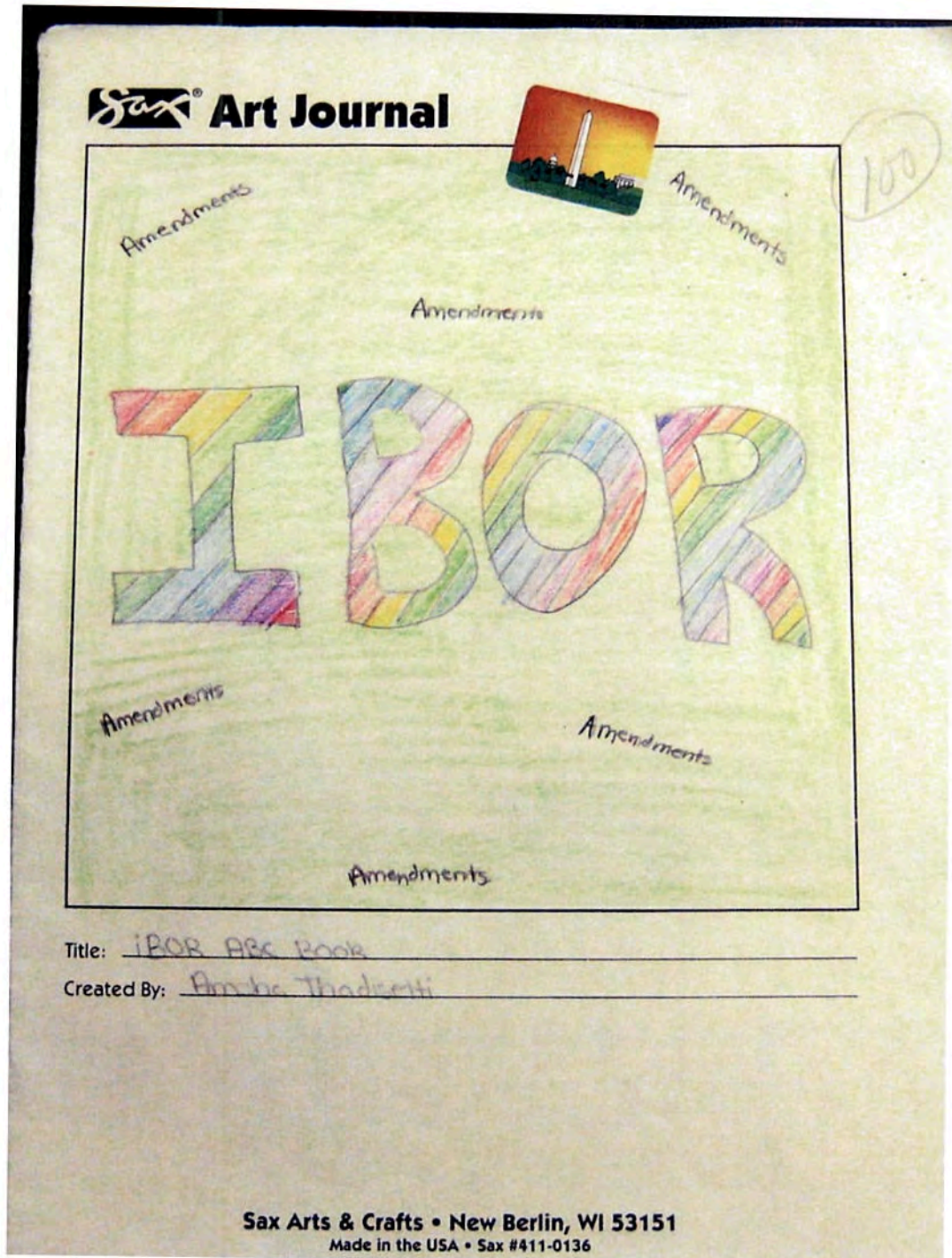
Signers

George Washington, President and Deputy from VA

List each state and include one signer on your project. Text 99

Foldable Three – The Bill of Rights

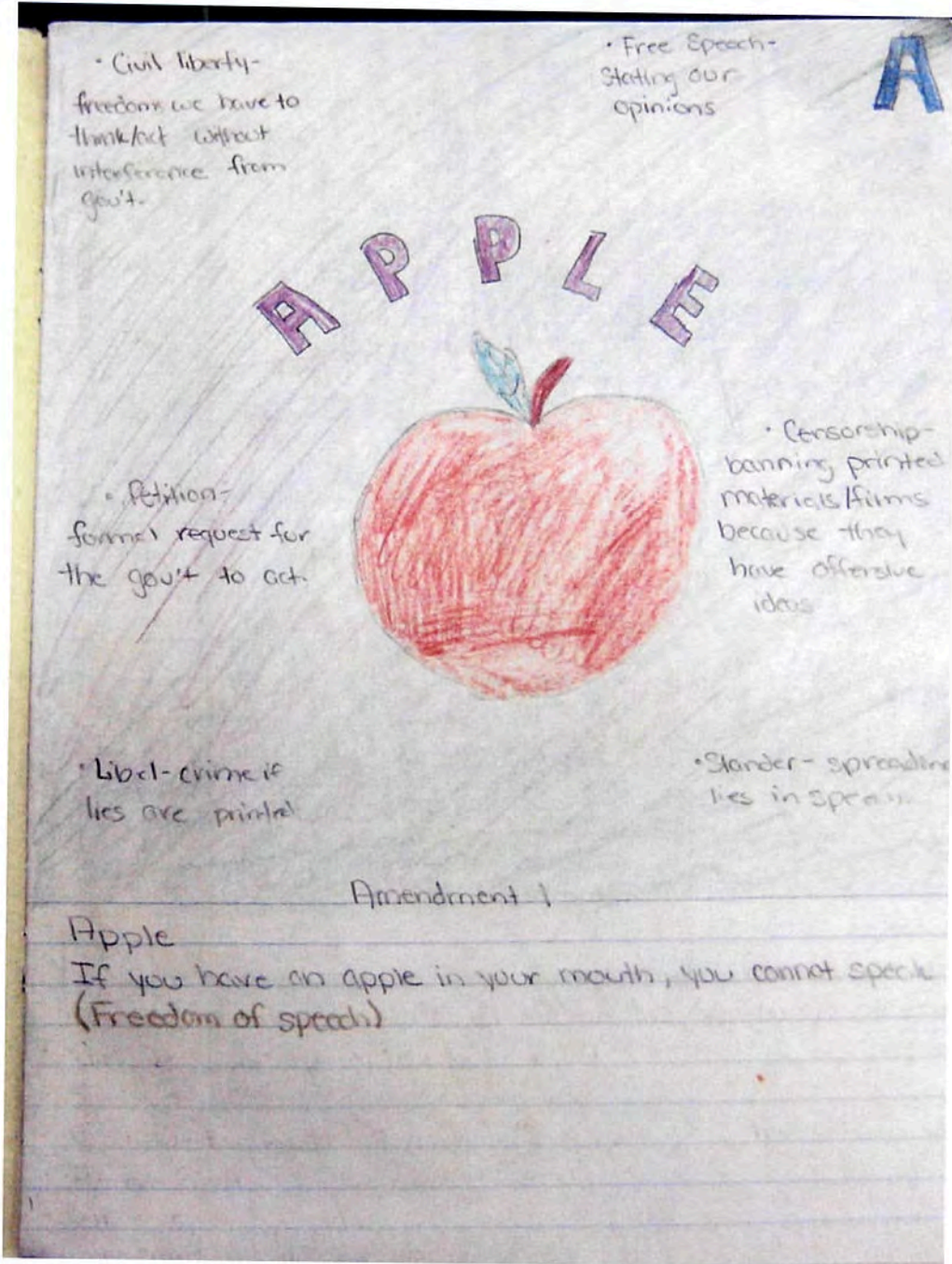
The ABC's of the Bill of Rights Children's Book



AMENDMENTS I - 10

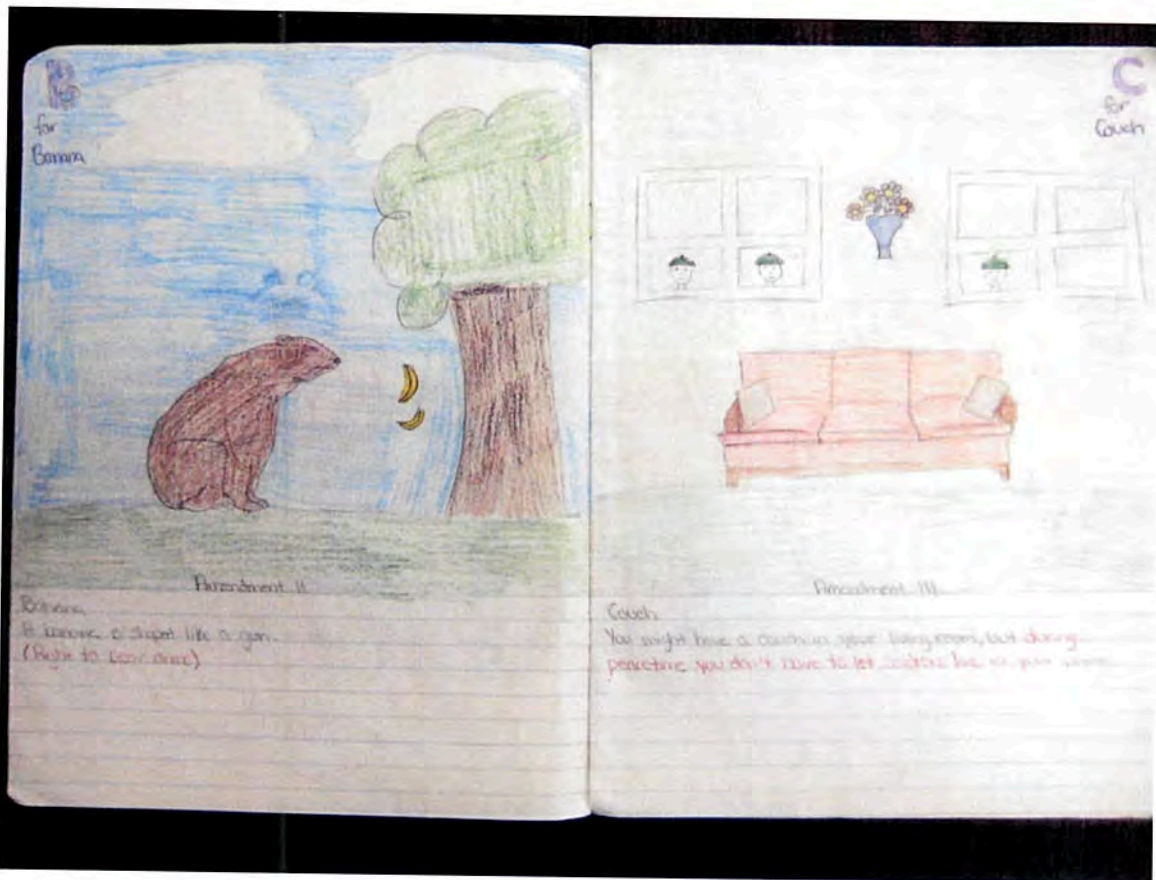
A1 A apple If you have an apple in your mouth, you cannot speak

(Freedom of speech)



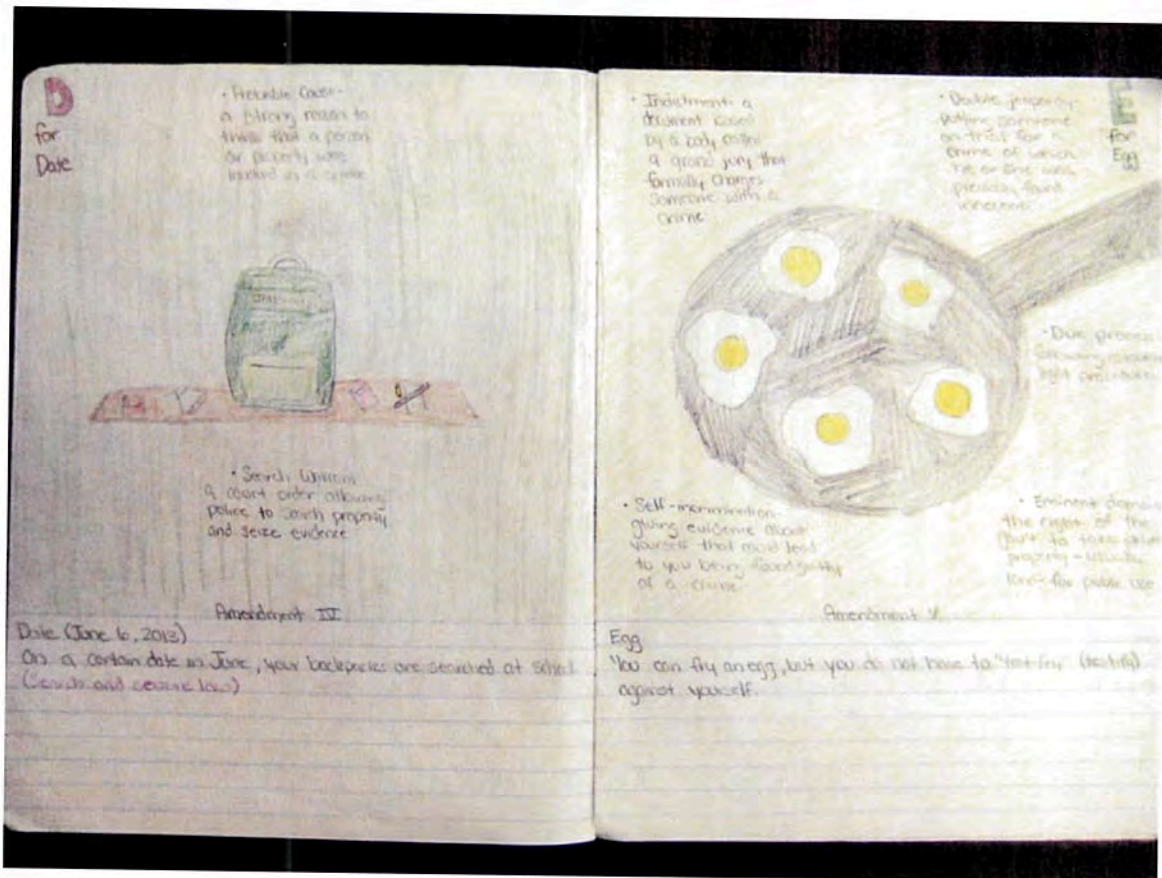
A2 B banana A banana is shaped like a gun. (**Right to bear arms**)

A3 C couch You might have a couch in your living room, but during peacetime you don't have to let soldiers live in your home. (**No Soldier shall be quartered in any house.**)



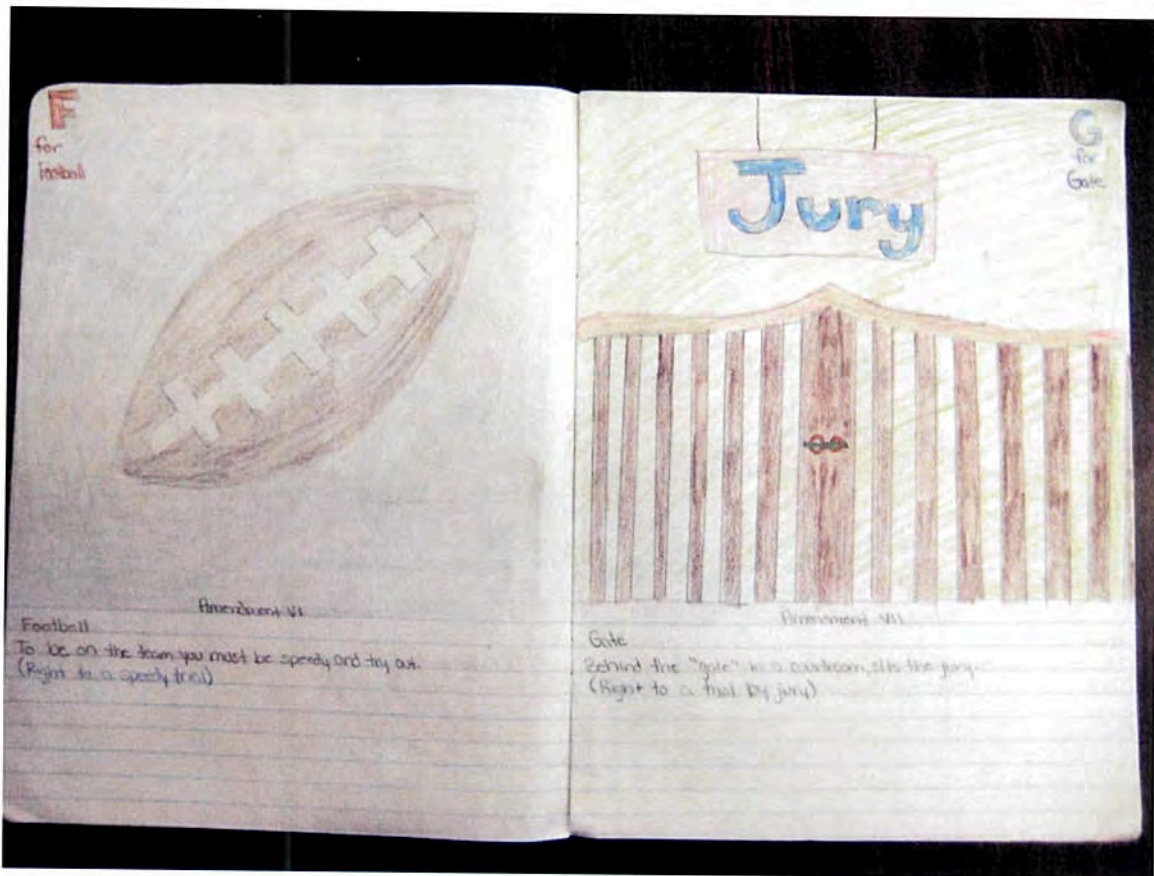
A4 D date (June 5, 2014) On a certain date in June, your backpacks are searched at school (*Search and seizure law*)

A5 E You can fry an egg, but you do not have to “*testify*”-*testify against yourself.*



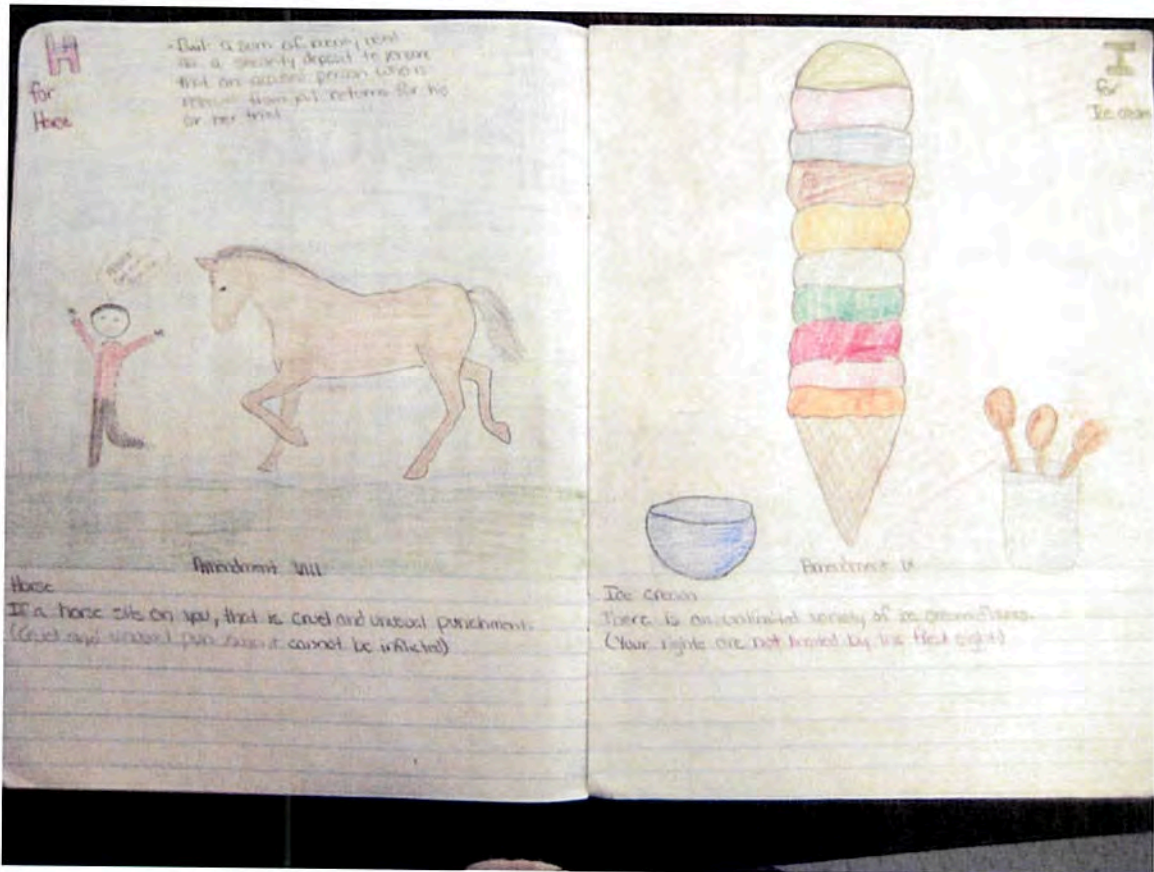
A6 F football To be on the team you must be speedy and try out. (*Right to a speedy trial*)

A7 G gate Behind the "gate" in a courtroom, sits the jury. (*Right to a trial by jury*)



A8 H horse If a horse sits on you, that is cruel and unusual punishment. (*Cruel and unusual punishment cannot be inflicted*)

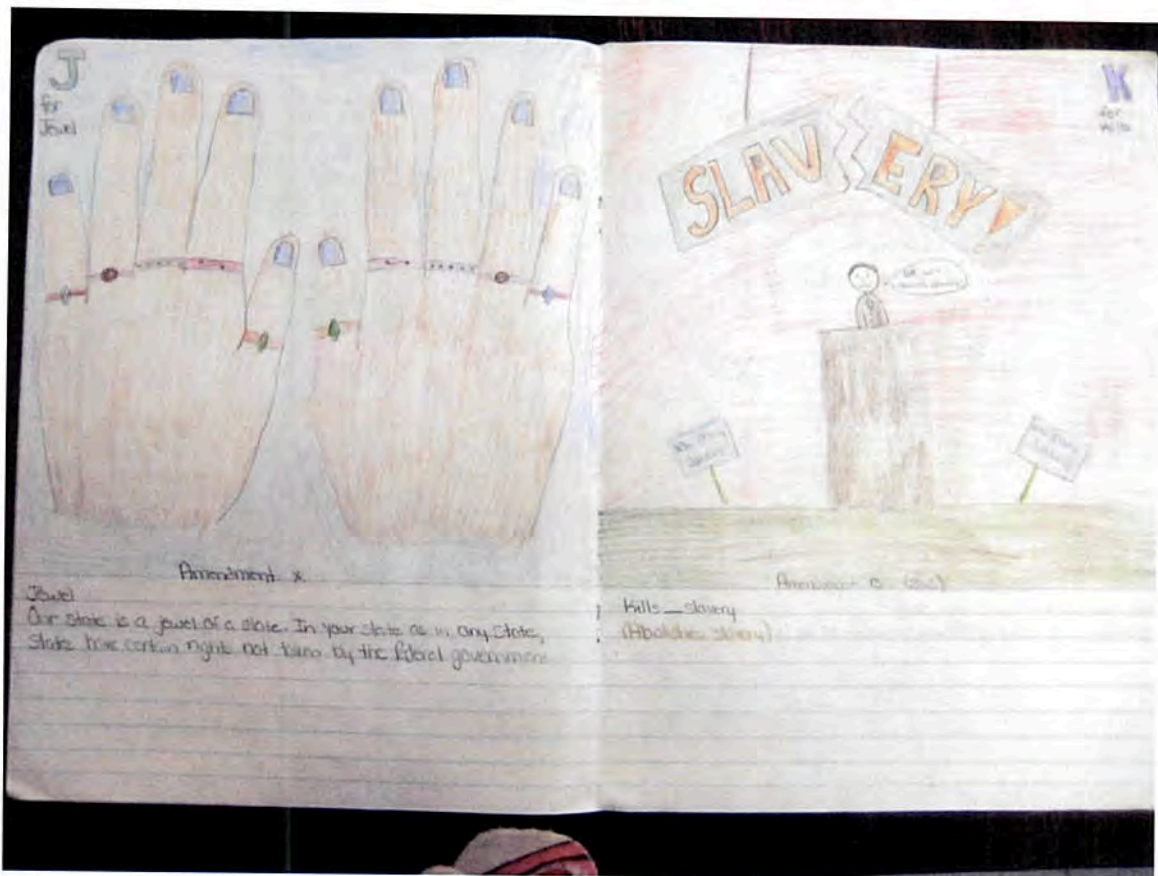
A9 I ice cream There is an *unlimited* variety of ice cream flavors. (*Your state rights are not limited by the first eight.*)



J jewel Our state is a jewel of a state. In your state as in any state, **states have certain rights not taken by the federal government.**

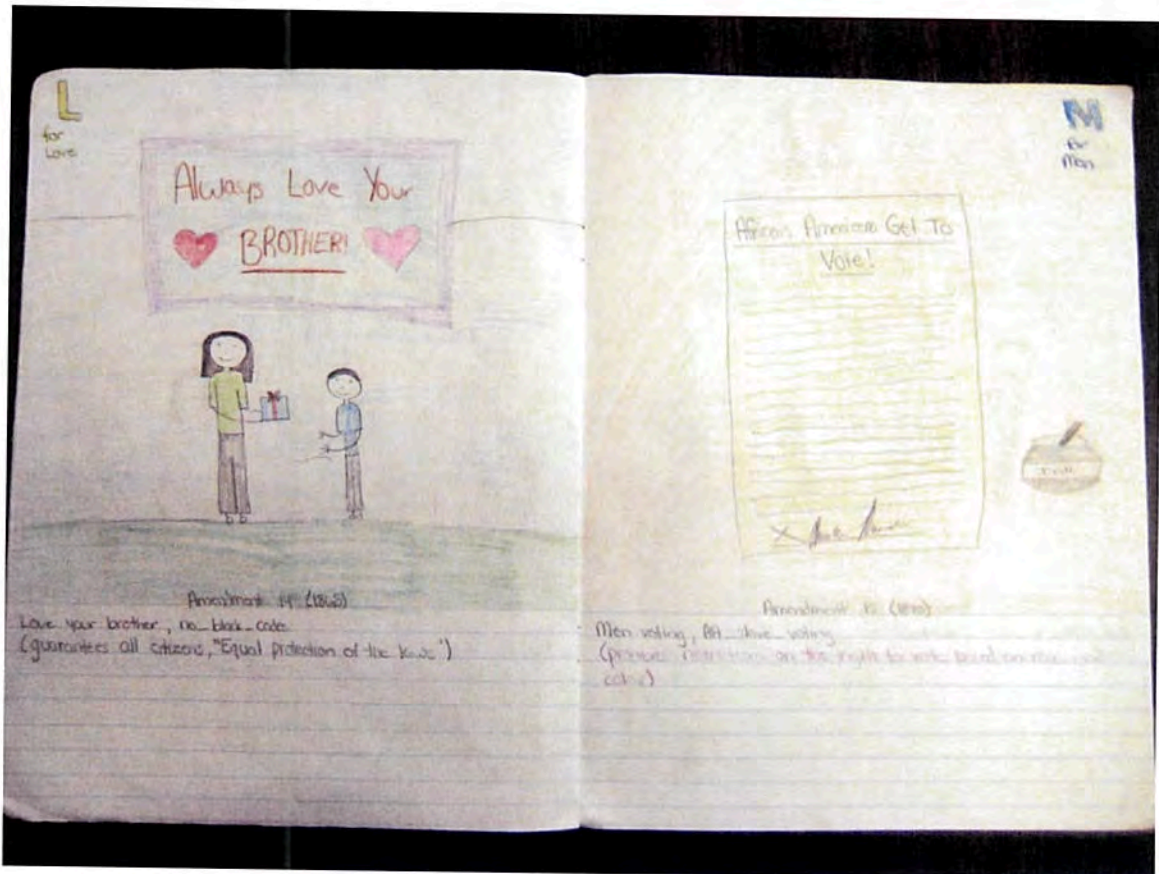
(Add these mnemonic devices to help students learn additional amendments to The Constitution. Can be added pages to the book or simply an additional page added to back of project.)

K A13 (1865) Kills_slavery (**Abolishes slavery**)



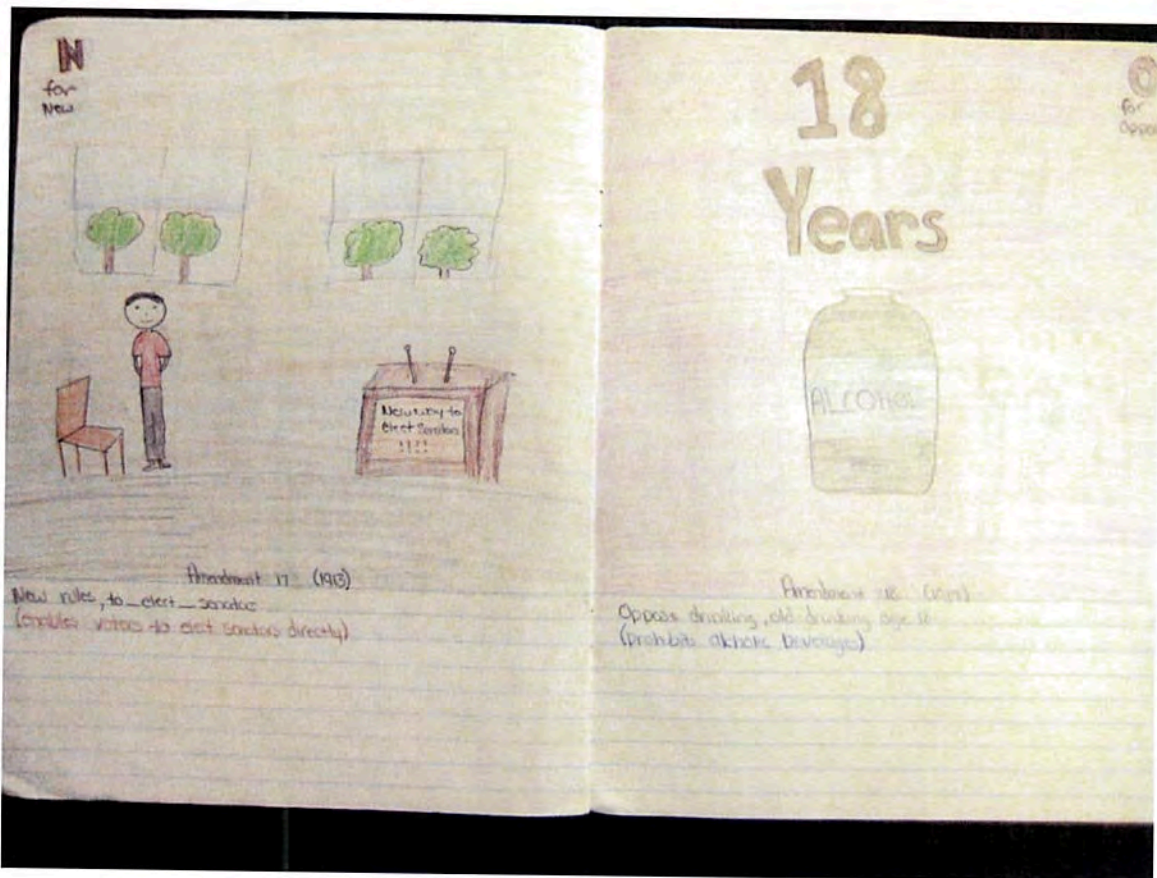
L A14 (1868) Love your brother, no_black_codes (**guarantees all citizens "Equal protection of the laws"**)

M A15 (1870) Men voting, AA_slave_voting (**prohibits restrictions on the right to vote based on race and color**)



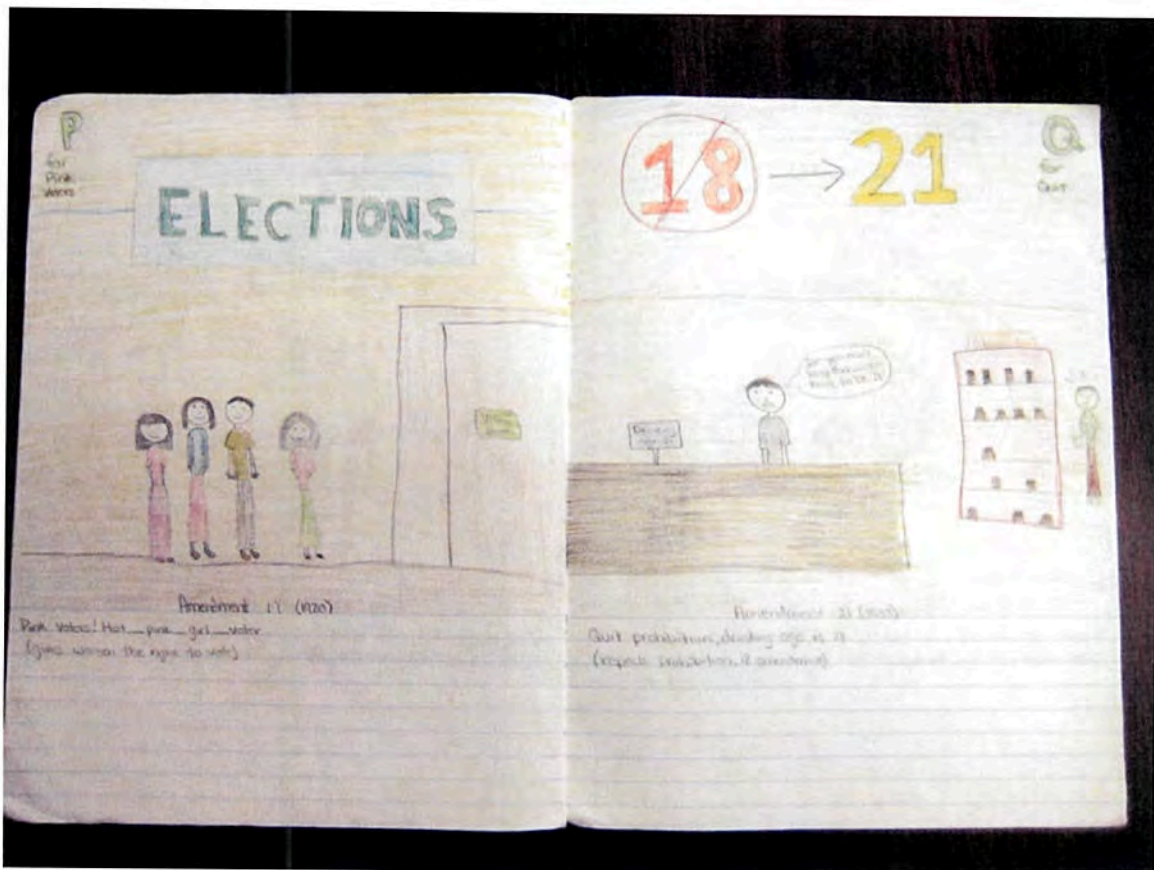
N A17 (1913) New rules, to_elect_senators (**enables voters to elect senators directly**)

O A18 (1917) Oppose Drinking, old drinking age 18 (**prohibits alcoholic beverages**)



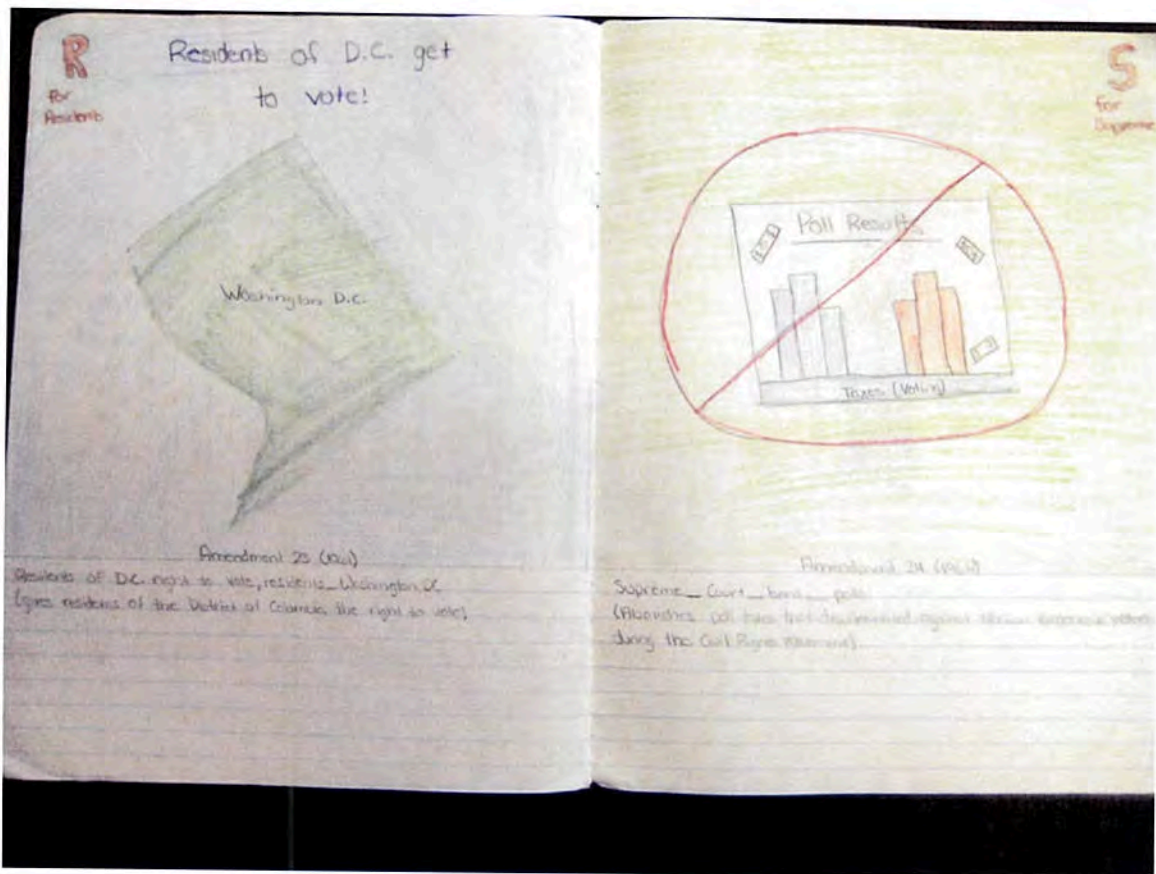
P A19 (1920) Pink Voters! Hot_pink_girl_voter (gives women the right to vote)

Q A21 (1933) Quit Prohibition, drinking age is 21 (repeals prohibition 18 amendment)

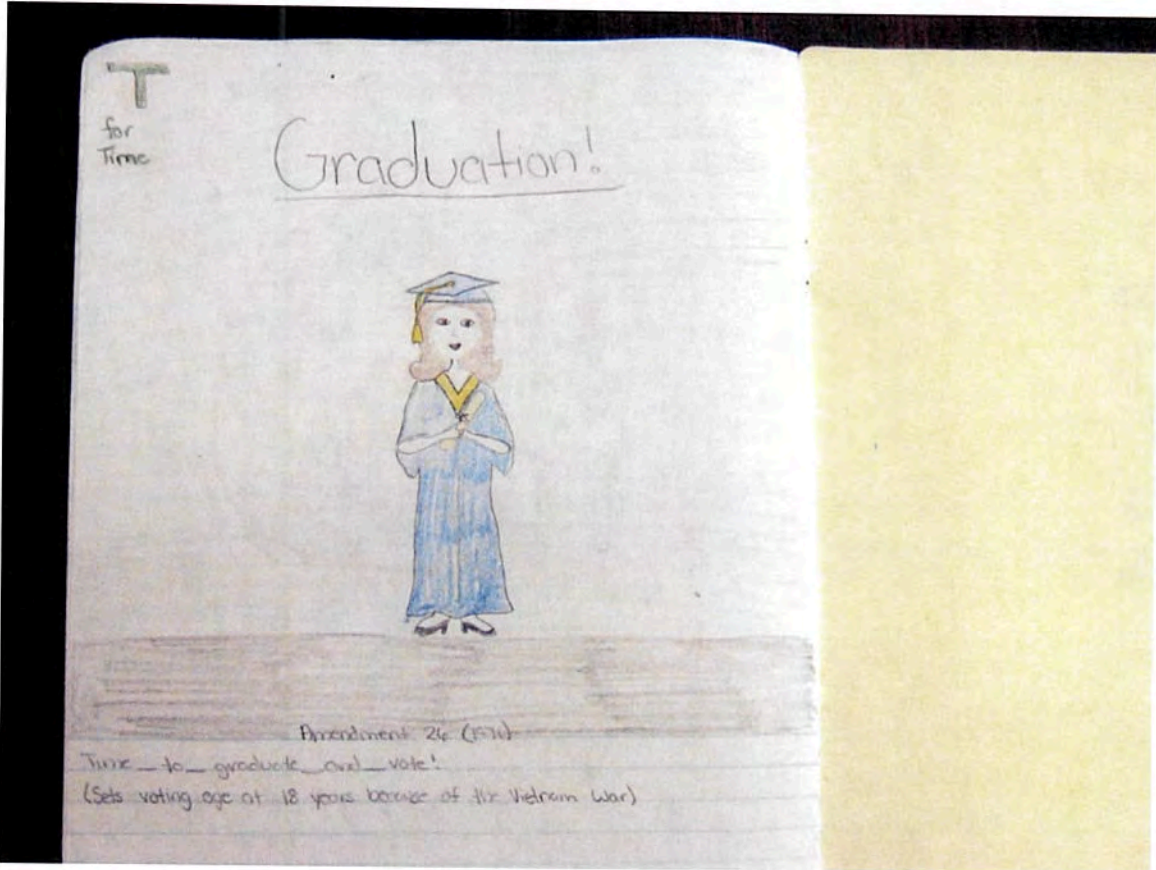


R A23 (1961) Residents of D.C. right to vote, residents_Washington, DC (**gives residents of the District of Columbia the right to vote**)

S A24 (1964) Supreme_Court_bans_polls (**Abolishes poll taxes that discriminated against African American voters prior to the Civil Rights Movement**)



T A26 (1971) Time_to_graduate_and_vote! (Sets voting age at 18 years because of the Vietnam War)



Evaluation and Student Achievement

The method(s) that will be used to determine if the project successfully met the objective is listed below.

- First objective - Students will read for details.
- Method to determine if project is successfully met – Students design a replica of “The Declaration of Independence” and a “mini-Constitution” that illustrates the structure of each document.
- Second objective – Students will learn and recall facts from the primary documents that illustrate democratic principles used in our dynamic nation.
- Method to determine if project is successfully met – Create a children’s book entitled the “iBOR”, (iBill of Rights).
- Third objective – Students will demonstrate knowledge of U.S. geography.
- Method to determine if project is successfully met – The design of their foldable backpack that will store all their projects for future study guides.

Resource List / Materials

Resources: Copies of the Declaration of Independence, Constitution, current Event magazines like National Geographic.

Item Description	Quantity	Vendor	Cost per item	Total
Replicas of The Declaration Of Independence, Constitution, Bill of Rights	1	ushistory.org	\$36/shipping\$6/	total \$42
Construction Paper	1 classroom pack	SAK	\$56.99	
Class set of magic markers	1 classroom pack	SAK	\$39.99	
Class set of metallic colored pencils	1 pack	SAK	\$92.25	
Class set of scissors	20	SAK	\$1.99/\$40	
Glue sticks	30 classpack	SAK	\$10.94	
Staplers/Staples	2	SAK	\$18.86/37.72	
	4 Staples boxes	SAK	\$3.88/15.52	
Highlighters	4 packs of 10	SAK	\$14.49/144.49	
Tape	12 pack	SAK	\$13.79	
Total suggested grant costs				\$493.69

Outcome: **Civics Unfolds** is a metaphor for student achievement. As our history **unfolds**, changes are needed to improve our society. The foundation of our rule of law is outlined in the historical documents used in this project and highlights the effectiveness of project based learning. Using foldables develops not only cognitive growth but allows students an opportunity to develop their innate desire to make something special. Hands on projects motivate and engage students at all ability levels and gives students time to absorb the information they are reading. Unfold the possibilities of your curriculum and adapt my examples to fit your curriculum goals.



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