

TABLE OF CONTENTS

TABLE OF CONTENTS	1
INTRODUCTION.....	2
WHY VOTE?	5
Instructor's Notes—Why Vote?	6
VOTING INFORMATION	7
EACH VOTE COUNTS	8
ONE VOTE	10
THE VOTING PROCESS	12
THE HISTORY OF VOTING	13
Instructor's Notes—History of Voting	14
A GAME OF CARDS	16
UNDERSTANDING THE POLITICAL PROCESS	17
Understanding Freedom	18
Understanding Symbols	212
SYMBOLS MATCHING	23
THE DEMOCRATIC DONKEY AND THE REPUBLICAN ELEPHANT	26
The Branches of Government	29
The Powers of Government	36
Understanding Political Parties	40
How Do We Elect the President?	42
Learning the Value of Rules	46
Planning a Government	47
How a Bill Becomes a Law	49
Two Ballots	57
The Bill of Rights	59
BILL OF RIGHTS MURAL	61
AMENDMENTS PUZZLE	62
Who Votes? Using Graphs to Understand Voting Patterns	72
Editorial Cartoon Analysis	75
Who Represents Me?	77
CLASSROOM GAMES	78
Ten of the Very Best Reasons for Using Classroom Games	79
CONSTITUTION Pictionary	81
WHO AM I?	84
CONSTITUTION JEOPARDY	85
WHO WANTS TO BE A WINNER?	95
CLASSROOM CONSTITUTION BASEBALL	96
CONSTITUTION MUSICAL CHAIRS	101

INTRODUCTION

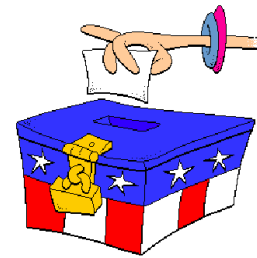


When Americans read about turmoil and violence in other countries, many feel a sense of relief that they live here. We Americans take pride in our democracy, admitting its imperfections, but still preferring it to less democratic countries. After all, we learned in school that our country was run by a government that was *“of the people, by the people, and for the people.”*

But not all Americans feel the same level of pride as they look at our government. Many members of less powerful groups in our society—including racial and ethnic minorities, undereducated people, and lower income groups—are not part of the democratic process in this country. People in these less powerful groups are seldom spoken to directly by politicians. They rarely see people who look like them or think like them either running for office or holding one. Many don’t follow politics because their concerns and interests usually aren’t represented in the political process.

Whether or not you fit this profile, you can bet that many of your students do. Many adult education students don’t feel a sense of ownership of the country. Thus, many don’t vote and become politically irrelevant to many politicians and policy makers.

However, would our country be different if everyone voted? Admittedly, universal voting would not solve our social problems, but it could go a long way toward giving a voice to people whose needs and desires can now be ignored with impunity. Politicians would need to be responsive to a new constituency—a constituency personally and deeply concerned about poverty, social welfare, and a variety of issues more important to society’s “have-nots” than to it “haves.”



If more of our students—and other members of historically less powerful groups in this country—voted, it could profoundly affect the way politicians talk about and act upon any number of issues. In current political discourse, the rhetoric surrounding different programs is telling. Think about the ways that many politicians talk about social programs that benefit lower-income groups, such as welfare. Often, the message to voters is “Don’t worry. We’ll stop spending your money on *them*.”

Compare this to how politicians talk about issues of importance to retired people, homeowners, or corporations—groups that are known voters and who often have active and powerful lobbying groups. There is often a more respectful, even reverential message that goes: “Don’t worry. We won’t take away *your* money.” Why are these messages so different? It might be because politicians know, both through research and instinct just who the voters are—and who they are not.

If you want to help empower your learners for life in a true democracy, a good starting point is raising awareness about how our political system works. You can also work with students to develop strategies that will help them watch out for their own political interests—including letting their voices be heard by voting.

This handbook is designed to let instructors play an active role in strengthening our democratic system by encouraging their students to “stand up and be counted *“because one vote counts.”* The following is an explanation of the activities in each section of the manual.

Why Vote?

- A pre/post test to gauge the student’s knowledge about the voting process.
- An activity called *“Each Vote Counts”* that challenges the students to consider why people vote.
- An interactive classroom activity that allows the students to create a timeline as a visual representation of historical events where one vote made a difference.
- A word match for terminology used in the voting process.

History of Voting

- Two interactive activities designed to examine the history of the right to vote and the progressive empowerment of groups within the United States.

Understanding the Political Process

- Several activities that utilize critical thinking skills to develop a meaning for freedom.
- Several activities that provide a understanding of American symbols and their significance in our daily life.
- A hands-on activity provides the framework for the three branches of government in the United States.
- Visual stimuli demonstrate the similarities and differences for the powers of government while enhancing teamwork skills.
- An activity to help students understand the similarities and differences between various political parties in the United States.
- A discussion of the Electoral College, with debriefing questions at the end.
- An interactive activity designed to impress the importance of establishing good rules to achieve order.
- A cooperative learning activity designed to allow the students to create their own political system and thereby develop an understanding of the purpose of government.
- A role play activity to help students understand how a bill becomes a law.
- An activity designed to allow the students to understand the importance of gaining adequate information before voting.

- The understanding of the Bill of Rights is enhanced through an activity that allows the students to paint murals as a visual representation of the various Bills.
- The Amendments are better understood through a manipulative that can be used by one individual or pairs.
- An activity that uses graphs to help students understand the importance of participatory democracy.
- Editorial cartoons are examined by an activity on cartoon analysis.
- An activity designed to use the Internet to have the students discover who the elected officials are from their area.

Classroom Games

- Reasons to use games in the classroom.
- Students have fun and learn various political terms and definitions by playing Constitution Pictionary.
- A game where students use critical thinking skills to create questions for the discovery of political figures.
- A game of Jeopardy that can be customized to use as a review for various political topics.
- A game that is a review for the Constitution but can be used as a review for almost any topic.
- Two interactive activities designed to help students understand the constitution and have fun.

All of the activities in this handbook are designed to address the development of basic and higher order skills, while at the same time dealing with topics of considerable importance to all Americans. It is hoped that you and your students will find the activities useful and intellectually stimulating.



WHY VOTE?

Instructor's Notes—Why Vote?

Voting gives people a feeling of freedom and independence by knowing that their voices will be heard and that they have the right to vote. When people exercise their right to vote they have a feeling of empowerment to stand up for what they believe in. It helps them express their rights as citizens and be part of the political process. Voting also gives people a chance to make a decision on which party they believe should be in office. It is important for people to vote because each vote makes a difference.

OBJECTIVES:

By the end of the *Why Vote?* section, the students will be able to:

- Determine why people vote or don't vote.
- Recognize the importance of *one vote*.
- Demonstrate an understanding of some political terms.

INSTRUCTION:

1. In order to determine why some people vote while others don't, have the students complete the "*Each Vote Counts*" worksheet. Discuss the answers.
2. To help students understand why they vote, have them complete the "*One Vote*" activity.
3. The "*Voting Information*" sheet can be used as either a pre or post test for your course to measure what students have learned. In any case, the test should be administered, correct answers given, and then discussed. This is an excellent tool to determine the needs of your students and to clarify many myths that may be keeping some individuals from voting.

Answers:

- | | |
|----------|-----------|
| 1. False | 6. True |
| 2. True | 7. True |
| 3. False | 8. True |
| 4. True | 9. False |
| 5. False | 10. False |

4. End the section by having the students complete "*The Voting Process*" word match.

The Voting Process Answer Key:

4, 13, 8, 14, 2, 3, 12, 1, 11, 10, 5, 6, 9, 7

VOTING INFORMATION

Directions: Mark True or False for each of the following statements.

	True	False
1. You must be able to read to vote.		
2. You can ask for help if you do not understand your ballot.	<input type="checkbox"/>	<input type="checkbox"/>
3. If I make a mistake on my ballot I cannot vote.	<input type="checkbox"/>	<input type="checkbox"/>
4. You must be 18 to vote.		
5. You do not have to register in order to vote.		
6. You must bring identification when you vote.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
7. If I am in line when the polls close I will be allowed to vote.		
8. You can bring information with you when you vote.		
	<input type="checkbox"/>	<input type="checkbox"/>
9. You must have an address to vote.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
10. You can not vote by mail before the election.		
	<input type="checkbox"/>	<input type="checkbox"/>

EACH VOTE COUNTS

Is there something you would like to change in your community?

Voting is one of the ways you can make changes on the issues you believe in. Elections affect who represents you in government, how public money gets spent and what laws are passed. The right to an equal vote for every citizen is one of the basic values this country was founded on. But many people do not choose to exercise this right. Voting turnout has gone down every year since 1960. Less than 50% of Americans vote in a major election. Half choose to vote. Half choose not to vote.

What do you think?

- *What are some of the reasons you might choose to vote?*
- *What are some of the reasons why you might not vote?*

List your ideas for each question on the chart below.

Why Vote?	Why Not Vote?
•	•
•	•
•	•
•	•

Some reasons to vote might include:

- ★ to make a change
- ★ it is our right
- ★ to have a say
- ★ to support a candidate

Some reasons not to vote might include:

- ★ not a citizen
- ★ do not know why
- ★ do not understand the ballot
- ★ do not think it makes a difference

You may also come up with some other good reasons why to vote or not vote. Read the following information and then come back to this list to see if you have a new point of view.

In 1960, it was a very close presidential race. Just three votes per precinct made John F. Kennedy president in 1960 instead of Richard Nixon. In 2000, there was another very narrow presidential victory. In Florida, it was so close that votes were recounted.

Across America, there are many examples of state and local officials being elected with just a few votes difference between the winner and loser.

*Describe a time where just one point of view made a difference. Was it yours?*_____

Go back to your *Why Vote and Why Not Vote* chart. Has your thinking changed? Why or why not?

ONE VOTE

OVERVIEW:

The statement that is heard every year at election time is: “What difference is my one vote going to make?” One vote is all we get. One. That’s it. Sound familiar? The belief that only one person with just one vote can’t make a difference is probably the most common of all reasons people stay away from the voting booth.

Does one vote really count? Yes. In fact contrary to what people may believe, election histories prove that just one vote is often the difference between victory and defeat for a candidate or issue. This exercise is designed to give students the opportunity to recognize significant incidents in history where one vote made an impact on the political system of America.

OBJECTIVE:

After completing this activity, students will be able to:

- Understand the importance of the individual vote in the political process.

MATERIALS:

- Markers
- Printer paper
- Tape or glue
- Internet access

INSTRUCTION: Start a discussion with the students regarding the importance of one vote by asking the question; “*What difference is my vote going to make in the political process?*”

Tell the students that they are going to have the opportunity to explore the importance of one vote and develop a graphic organizer in the form of a time line to represent their findings.

1. Have the students tape 8 pieces of white printer paper end to end to make a banner.
2. Tell the students to construct a timeline that starts in 1775 and ends in 2005.
3. Divide the class into groups and assign parts of the timeline to each group.
4. Have them research on the Internet to find specific instances where one vote made a difference and record the instances on the timeline by taping or pasting computer graphics, or using drawings, and/or text.
5. Have each group report on their findings emphasizing the importance of one vote.

Possible Timeline Answers

- According to folklore, one vote gave America the English language instead of German. (1776)
- One vote by the U.S. House of Representatives elected Thomas Jefferson President over Aaron Burr. (1800)
- 1820 One vote kept President James Monroe from being elected president without dispute by the Electoral College.
- One vote by the U.S. House of Representatives elected John Quincy Adams as President over Andrew Jackson when one representative from New York changed his vote. (1824)
- Texas was annexed to the Union by two votes. (1845)
- One vote decided on war with Mexico. In 1846, the Mexican army invaded Texas and President Polk asked for a Declaration of War. The Senate did not want to go to war and the declaration passed by only one vote. (1846)
- One vote confirmed the purchase of Alaska from Russia. (1867)
- President Andrew Johnson retained his office by one vote short of the constitutional two thirds required for removal. (1868)
- One vote admitted California (1850), Oregon (1850), Washington (1889), and Idaho (1890) into the Union.
- One vote elected Rutherford B. Hayes to the Presidency, and the man in the Electoral College who cast that vote was an Indiana Representative also elected by one vote. (1876)
- One vote in each of the voting areas of California reelected President Wilson. (1916)
- The National Socialist German Workers' Party voted 553 to 1 in favor of taking Hitler back on his terms. (1921)
- The active-service component of the Selective Service Act of 1940 was extended by a margin of one vote. (1941)
- One vote per precinct (districts that a state is divided into for the purpose of voting) gave Truman the presidency. (1948)
- One vote per precinct would have elected Richard Nixon, rather than John Kennedy, President. (1960)
- Hubert Humphrey lost and Richard Nixon won the presidential election by a margin of fewer than three votes per precinct. (1968)
- The 2000 U.S. Presidential election was decided by an extremely narrow margin. George W. Bush won the state of Florida by just 537 votes, making him the next President of the United States. Close to 6 million voters went to the polls in Florida. It might not have been one vote, but certainly every vote counted!

THE VOTING PROCESS

Election Terminology Word Match

Fill in the blank next to the definition with the number of the correct term.

- | | |
|----------------------------|--|
| 1. Absentee Ballot | ___ A person who is trying to get elected. |
| 2. Ballot | ___ The election on even numbered years that helps parties choose their candidates for the general election. |
| 3. Ballot Measures | ___ Coming out in favor of a candidate or issue. |
| 4. Candidate | ___ To sign up; to get on an official list. |
| 5. Campaign | ___ A form you mark when you vote. |
| 6. Election | ___ Proposed laws the public is asked to vote on. They are also called propositions. |
| 7. Eligible | ___ A local voting district that has its own polling place, every county has hundreds of precincts. |
| 8. Endorsement | ___ A ballot used for voting before the election instead of at your polling place. |
| 9. General Election | ___ A group that shares the same views about government and works together to win elections. |
| 10. Nonpartisan | ___ Not tied to any political party or candidate. |
| 11. Political Party | ___ The work people do to get someone elected or to get a ballot measure passed. |
| 12. Precinct | ___ When people vote to make choices about their government. |
| 13. Primary | ___ The fall election where anyone can vote for any candidate. |
| 14. Register | ___ To be allowed to do or get something. |

THE HISTORY OF VOTING

Instructor's Notes—History of Voting

OVERVIEW:

Many of us take our right to vote for granted. How would you feel if the government passed a law denying you the right to vote? Throughout the history of the United States, that's exactly what has happened to certain groups of people. State and federal governments have been instrumental in the past in denying different groups of people including women, African Americans, young people, people who didn't own land and who couldn't pay poll taxes, and people who couldn't read and write—the right to vote. Throughout history these groups of people have organized, struggled, and fought for their rights to vote. This activity presents a brief history of voting rights in this country. Learners will read about and discuss the ways that people throughout history were prevented from voting. This activity will also provide a forum for learners to discuss some issues surrounding current laws prohibiting voting.

INSTRUCTION:

Begin with a general discussion of what a democracy is and how it is different from other types of governments. Use a world atlas, if one is available to you, and point out where different types of governments are around the world. After the discussion, examine the timeline on the "*History of Voting Timeline*" handout. If possible have the students break up into five groups and assign one of the historical events to each group. Have the group research the event and come back for a general discussion on what they found.

Here are some sample questions the groups could look for in their research.

1. How do you think this group felt when they were not allowed to vote?
2. Who do you think denied this group the right to vote? Why would they want to do that?
3. Who might have helped this group fight for the right to vote?
4. What influences or changes has your group made by gaining the right to vote?

Discuss the following questions:

1. How might our county be different today if only white male property owners could vote?
2. One group that does not have the right to vote in many states is released felons. Should released felons have the right to vote? Why or why not?
3. Another group that does not have the right to vote is foreign born people who are permanent residents of the U.S. Do you think this group should have the right to vote? Why or why not?

EXTENSION: Have the learners place the events on the timeline they created in the "*One Vote*" activity.

HISTORY OF VOTING TIMELINE

The right to vote is very important. Some people take it for granted and may not even exercise their right to vote. Below is a time line that illustrates the process throughout our history where some groups of people have struggled and fought for the cherished right to vote.

1870 The 15th amendment gave African American men the right to vote.

The Constitution did not specifically restrict voting to white people but it stated that only freeman or people who were not slaves could vote. After this amendment passed, many states passed new laws to restrict black voting. Literacy tests, poll taxes, and intimidation were methods used to limit black voting. Southern states imposed a “grandfather” clause, which said that voters whose grandfathers had voted didn’t have to take a literacy test. This benefited white men who could not read, because their grandfathers might have been able to vote. This did not help black men, however, because their grandfathers would have been slaves and would not have been able to vote anyway.

1920 After 75 years of protesting, the 19th amendment gave women the right to vote.

For many years only men were allowed to vote. Women were considered too emotional to make wise choices.

1964 Poll taxes were made illegal by the 24th amendment and poor people who could not afford the special fee were allowed to vote.

When this country was first founded, only people who owned land were allowed to vote. Law-makers believed that only property owners had enough at stake in the country to vote responsibly. By the 1800s, the property requirement was replaced with a poll tax.

1965 The Voting Rights Act banned literacy tests for voters.

Early in America’s history, some states only allowed people who could read or write to vote. State law makers believed that only people who could read and write could get the information they needed to make smart choices.

1971 The 26th amendment granted the right to vote to everyone 18 years of age or older.

For many years, voting was restricted to adults 21 years and older in some states. During the Vietnam War era, many people argued that if you were old enough to fight and die for your country, you were old enough to vote.

A GAME OF CARDS

OBJECTIVE:

After completing this activity, students will be able to:

- Recognize the progressive empowerment of groups in the United States.

MATERIALS:

- 3" X 5" index cards
- Markers.

PREPARATION:

Prepare an index card for each student, marking the backs of the cards with one of the following numbers. Make an equal number of cards with each number. At this point, do not indicate what the numbers stand for.

1 = White male with property	6 = Immigrant non-citizen
2 = White male without property	7 = Non-voting citizen
3 = African American male	8 = Citizen too young to vote
4 = Female	9 = Convicted Felon
5 = Native American	

INSTRUCTION:

1. Choose a ballot issue which students will actually decide, for example, a choice of guest speaker or a field trip.
2. Randomly distribute the cards you have prepared; deflect attention away from what is on the backs of the cards, even if asked about it. Ask students to write their names on the front of the card. Below their names, ask them to write their vote (for example "Legislature" or "Court" as a possible field trip site).
3. Collect all the cards with a 1 on them. Count the results and announce that the decision has been made. Report the outcome.
4. Students whose cards were not collected may demand that their cards be counted as well. Guide them through and discussion and then collect the ballots marked 2. Again, excluded students will complain, respond by collecting the cards marked 3. The final time collect cards marked 4 and 5, but add this time that there will be no more votes included. Tally those you collected and announce the decision.
5. Explain to the students what the numbers on their cards represent and that their ballots have been accepted in the order in which the vote was extended to each group in the United States.
6. Ask the students who could not vote what that felt like. Do they think the groups they represent should have the right to vote? Why or Why not.

UNDERSTANDING THE POLITICAL PROCESS

Understanding Freedom

OVERVIEW:

While most students may wave the banner of freedom, many don't know which freedoms influence their daily lives. This introductory section provides a platform for teaching and brings democratic ideas to life. The activities are designed to capture the students' attention and to be memorable. Use the following lesson ideas to probe the meaning of "freedom".

OBJECTIVES:

After completing this activity, students will be able to:

- Develop an understanding of the meaning of "freedom".
- Identify the four freedoms of President Franklin D. Roosevelt.
- Utilize critical thinking skills.

MATERIALS:

- Blackboard or whiteboard
- Chalk or markers
- Four Freedoms handout
- Four Freedoms illustrations

INSTRUCTION:

1. Introduce the idea of freedom. Ask which freedoms are protected by the Bill of Rights. Ask the class to reach a consensus for a working definition of "freedom".
2. President Franklin D. Roosevelt was a gifted communicator. He delivered the historic "Four Freedoms" speech in his annual message to Congress on January 6, 1941. Roosevelt had been elected for the third time (the only time that will happen in American history). Even though Japan was waging war in the Pacific and Western Europe lay under Nazi domination Roosevelt was able to present a vision in which the American ideals of individual liberties were extended throughout the world. He appealed to Americans' most profound beliefs about freedom.

Roosevelt outlined four freedoms—freedom of religion, freedom of expression freedom from fear, freedom from want—that he believed should be secured for all people all over the world (handout). As each freedom is mentioned, write it on the board. Then have the students give a definition and examples for each freedom.

3. The "Four Freedoms" speech so inspired illustrator Norman Rockwell that he created a series of painting on the "Four Freedoms" theme. Known for his paintings of everyday American life, Rockwell was able to translate abstract concepts of freedom into four scenes. Although the government initially rejected Rockwell's offer to create paintings on the "Four Freedoms" theme, the images were publicly circulated when The Saturday Evening Post, one of the nation's most popular

magazines, commissioned and reproduced the paintings. After winning public approval, the paintings served as the centerpiece of a massive U.S. war bond drive and were put into service to help explain the war's aims. *(You may want to show a copy of the painting to the class as you discuss the speech.)*

4. Working in teams, have students develop their own list of freedoms. Each team will then explain one of their freedoms (as it applies today) by acting it out in pantomime or making an illustration.
5. Put the following quote on a transparency or write it on the board. Have the students discuss what it means. Using the Internet, research Pearl S. Buck.

“None who have always been free can understand the terrible power of the hope of freedom to those who are not free.”

--Pearl S. Buck

DISCUSSION QUESTIONS:

- Are Roosevelt's four freedoms still relevant today? Why or why not?
- Are there other freedoms that are more important to Americans today?
- What would it be like to have your freedom taken away? *(For example, if they were confined to a room for an extended period of time.)*
- What would you be willing to give up in order to be free?

EXTENSIONS:

- Have the students create a timeline of World War II or biographies of the Presidents.
- Figure out the average age of the Presidents at the time of their election.
- Have the students write an essay on the topic *“The Most Important Freedom to Me Is...”*

"In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression - everywhere in the world.

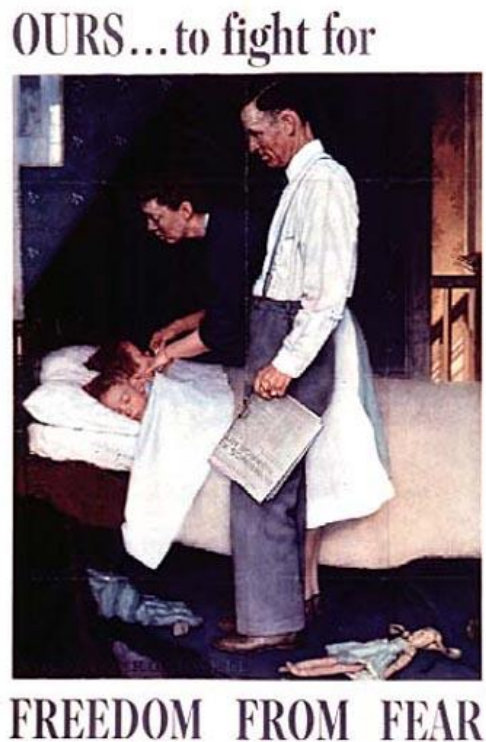
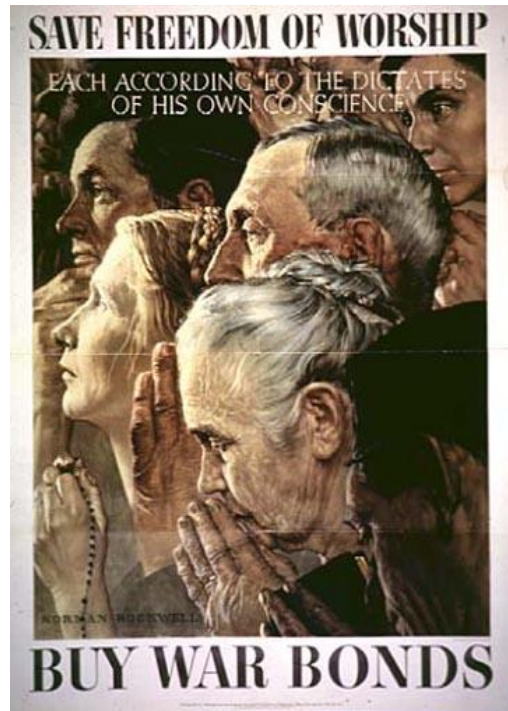
The second is freedom of every person to worship God in his own way - everywhere in the world.

The third is freedom from want - which, translated into world terms, means economic understandings which will secure to every nation a healthy peace time life for its inhabitants -everywhere in the world.

The fourth is freedom from fear - which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor - anywhere in the world."

**Franklin Delano Roosevelt
January 6, 1941**

Norman Rockwell's Four Freedoms



Understanding Symbols

OVERVIEW:

The St. Louis Cardinals the Chicago Bulls, Nike and McDonalds—all have symbols well known to their fans. Businesses use logos to attract customers. Even countries use symbols that have special meanings. The Stars and Stripes—the flag of the United States—is probably our country’s most recognizable symbol. However, other symbols are also important to people who live in the United States.

OBJECTIVES:

After completing this activity, students will be able to:

- Identify symbols of America.
- Demonstrate an understanding of American symbols.

MATERIALS:

- “*The Democratic Donkey and The Republican Elephant*” handout
- 3” X 5” cards
- “*Symbols*” chart
- Blackboard or whiteboard
- Chalk or markers

INSTRUCTION:

1. Begin with a general discussion of what symbols are. Ask students what they think of when they see the “Golden Arches” (McDonalds) a Swish (Nike), or a big red target on the side of a building (Target stores). Brainstorm other symbols that everyone might recognize. Then have each student come up with a symbol that the other students might not recognize. Have each student draw his/her symbol on the board and ask the other student what it means.
2. Next, discuss symbols of America. Divide the class into teams and complete the “*Symbols Matching*” activity.
3. Read the handout *The Democratic Donkey and The Republican Elephant*. Discuss when and where you might see these symbols.
4. The United States, like many other countries, honors its heroes by putting their pictures on coins and bills. These pictures are another form of symbols. Using money in your wallet and the Internet, find out whose picture is on each of these coins and bills and why the person was selected for recognition. Complete the chart—two examples are done for you.

SYMBOLS MATCHING

Place each of the following pictures on a 3" X 5" card. Put each numbered description on a separate 3" X 5" card. Have the students match the pictures with the appropriate description.

1. Home of the President of the United States.
2. Place where Congress—the Senate & House of Representatives—meets.
3. National bird: the bald eagle.
4. Symbol of the Declaration of Independence located in Independence Hall in Philadelphia. It weighs over 2,000 lbs (one ton).
5. Located in New York Harbor. Presented to the United States in 1884 by the Franco American Union. It is over 300 feet tall.

6. Where the Supreme Court makes rulings.

7. Adopted in 1782, it represents the authority of congress and the thirteen original states.

Bonus: Identify where the following inscriptions would be found. Match the inscriptions with the appropriate picture.

A. “Proclaim liberty throughout the land unto all the inhabitants thereof.”

B. “E Pluribus Unim—One Out of Many.”

C. “Give me your tired, your poor, your huddled masses yearning to breathe free...”

Answers:

A-Liberty Bell

B-The Great Seal of the United States

C-Statue of Liberty

SYMBOLS



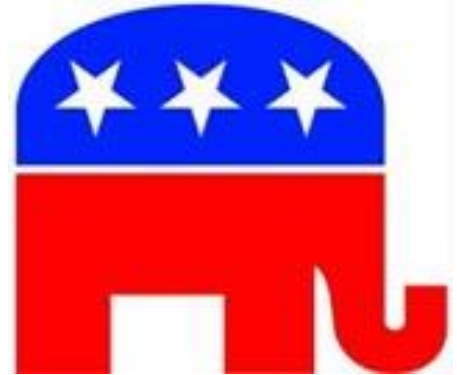
THE DEMOCRATIC DONKEY AND THE REPUBLICAN ELEPHANT

Ever wondered what the story was behind these two famous party animals?



The now-famous Democratic donkey was first associated with the Democrat Andrew Jackson's 1828 presidential campaign. His opponents called him a jackass (a donkey), and Jackson decided to use the image of the strong-willed animal on his campaign posters. Later, cartoonist Thomas Nast used the Democratic donkey in newspaper cartoons and made the symbol famous.

Nast invented another famous symbol—the Republican elephant. After the Republicans lost the White House to the Democrats in 1877, Nast drew a cartoon of an elephant walking into a trap set by a donkey. He chose the elephant to represent the Republicans because elephants are intelligent but easily controlled.



Democrats today say the donkey is smart and brave, while the Republicans say the elephant is strong and dignified.

Coin or Bill	Whose picture is on it?	Why was he/she honored?
Penny		
Nickel		
Dime		He became president during the Great Depression and led the country during WWII.
Quarter		
Half-dollar		
Dollar coin		
Dollar bill		
Five-dollar bill		
Ten-dollar bill	Alexander Hamilton	
Twenty-dollar bill		
Fifty-dollar bill		
One-hundred dollar bill		

Coin or Bill	Whose picture is on it?	Why was he/she honored?
Penny	Abraham Lincoln	As 16th President, he signed the Emancipation Proclamation that freed the slaves and led the country through a difficult period—the Civil War.
Nickel	Thomas Jefferson	He drafted the Declaration of Independence and was the 3rd President of the United States.
Dime	Franklin D. Roosevelt	He became president during the Great Depression and led the country during WWII.
Quarter	George Washington	Led the colonial army in the War for Independence against England and was the 1st President of the United States.
Half-dollar	John F. Kennedy	He was the popular 35th President who was shot and killed in office in 1963.
Gold dollar coin	Sacagawea	She was an American Indian that helped Lewis & Clark during their expeditions.
Dollar bill	George Washington	Same as above
Five-dollar bill	Abraham Lincoln	Same as above
Ten-dollar bill	Alexander Hamilton	He was a statesman during the early days of the United States and first secretary of the treasury.
Twenty-dollar bill	Andrew Jackson	He was a military hero in the War of 1812 and a congressman who became the 7th President of the U. S.
Fifty-dollar bill	Ulysses S. Grant	The 18th President of the United States, he was a military leader of the Union forces during the Civil War.
One-hundred dollar bill	Benjamin Franklin	He was a statesman, inventor, and respected leader during the early days of the United States.

The Branches of Government

In order to understand the political process, it is important to first learn how the government is structured and how each piece fits into the whole.

OBJECTIVES:

After completing this activity, students will be able to:

- Identify the three branches of government.
- Identify the duties of each branch of government.
- Demonstrate teamwork skills.

MATERIALS:

- Branches of government color coded cards (*To ensure success, each branch of government has a different color. However, the activity can be repeated at another time using cards that are all one color.*)
- Sticky Tack
- Blackboard or whiteboard

INSTRUCTION:

1. Pass out all of the “*Branches of Government*” cards. (You may want to give the “easier” cards to struggling students and the “more difficult” cards to those students who need a challenge.)
2. The students will go up to the board and stick their card in the appropriate place (using Sticky Tack). Start with the three branches (Legislative, Executive, Judicial), then under each branch add the cards that tell who comprises that branch.
3. Finally, have the students add the cards that describe the duties of each branch.

LEGISLATIVE

HOUSE OF REPRESENTATIVES

SENATE

Elected from Individual States

Approve Judicial Nominations

Write, Debate, and Vote on Laws

Make Laws

Approve Cabinet Members

Can Declare War

Part of this Group is Decided by State
Population

Acts as Jury if Head of U.S.A. is
Impeached

EXECUTIVE

PRESIDENT

ADVISORS

Appoints Judges

Head of State

Negotiates Treaties

Elected by the Entire Country

Veto Bills to Deny/Delay Approval of Laws

Commander in Chief of Armed Forces

Sign Bills into Laws

Appoints or Removes Cabinet Members

JUDICIAL

DISTRICT COURTS

SUPREME COURT

APPEALS COURTS

Rules whether Something is
Constitutional

By Decisions Explain Meaning of
Constitution and Laws Passed by
Congress

Oversees the Court System of the
U.S.

Serve Life Terms

Decisions Set Precedents—New Ways
of Interpreting the Law

Nominated by the President

The Powers of Government

Since visual stimuli and organization skills are so important on the GED test and in life, this activity provides practice in using an organized visual representation of the powers of government.

OBJECTIVES:

After completing this activity, students will be able to:

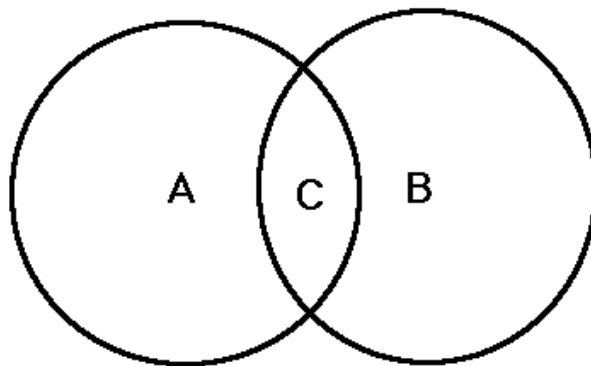
- Organize similarities and differences for the powers of government.
- Demonstrate knowledge of the Venn Diagram.
- Demonstrate teamwork skills.

MATERIALS:

- Color coded **OR** white “*Powers of Government*” cards
- Venn Diagram (Either drawn on a poster board or the blackboard). *A poster board Venn Diagram may be reused in mathematics to show relationships between sets or in language arts to examine similarities and differences in characters, stories, poems, etc.*

INSTRUCTION:

1. Divide the students into teams.
2. Randomly handout the cards to the teams.
3. Have the students determine where each of the cards should be placed on the Venn Diagram. All of the powers of the state will be placed in “A”. All of the powers of the Federal government will be placed in “B”. All the powers that are shared by the Federal **and** the state governments will be placed in “C”. *Using color coded cards make it easier for the students to determine the appropriate place for the cards and thus ensures success. However, if the students are more advanced or you are repeating this activity, use the white cards.*



Powers of Government—Federal

PRINT MONEY

REGULATE INTERSTATE & INTERNATIONAL
TRADE

MAKE TREATIES & CONDUCT FOREIGN POLICY

DECLARE WAR

PROVIDE AN ARMY AND NAVY

ESTABLISH POST OFFICES

Powers of Government—State

ISSUE LICENSES

REGULATE INTRASTATE BUSINESSES

CONDUCT ELECTIONS

ESTABLISH LOCAL GOVERNMENTS

RATIFY AMENDMENTS TO THE CONSTITUTION

TAKE MEASURES FOR PUBLIC HEALTH AND
SAFETY

Powers of Government—Both

COLLECT TAXES

BUILD ROADS

BORROW MONEY

ESTABLISH COURTS

MAKE AND ENFORCE LAWS

CHARTER BANKS & CORPORATIONS

SPEND MONEY FOR THE GENERAL WELFARE

TAKE PRIVATE PROPERTY FOR PUBLIC
PURPOSES WITH JUST COMPENSATION

Understanding Political Parties



OBJECTIVE:

After completing this activity, students will be able to:

- Understand the similarities and differences between the various political parties in the United States.

MATERIALS:

- Handout of definitions
- Blackboard and chalk or whiteboard and markers

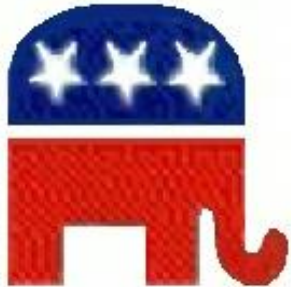
INSTRUCTION:

1. Put a chart on the board with the headlines: radical, liberal, moderate, conservative, reactionary
2. Have students copy the headlines and write their own definition to these words.
3. Pass out the handout with appropriate definitions on it or have the students look them up in a dictionary.
4. Make a list of the important political issues of the day. Based on true definitions, how would each political ideology treat those issues. (Put on the board).
5. Show how these names have evolved over the years.
6. Now have students put down which political parties belong in which category.
7. Assign one or two students to research a certain political party. Assign them one that will stretch his or her thinking away from their dominant belief system.
8. Have students do an oral presentation with the information they have researched.

POLITICAL PARTIES

Definitions:

- A. **Radical:** Seen as being on the far left of the political spectrum, radical wide-sweeping rapid change in the basic structure of the political, social and economic system. They may be willing to resort to extreme methods to get change, including some violence and revolution.
- B. **Liberal:** Liberals believe that the government should be actively involved in the promotion of social welfare of a nation's citizens. Liberals usually can stand gradual change within the existing political system. They reject violence as a way of changing the way things are, often called the status-quo.
- C. **Moderates:** Moderates may share viewpoints with both liberals and conservatives. They are seen as tolerant of other people's views, and they do not have views of their own. They advocate "go slow" or "wait and see" approaches to political change.
- D. **Conservatives:** People who hold conservative ideals favor keeping things as they are or maintaining the status-quo if it is what they desire. Conservatives are hesitant or cautious about adopting new policies, especially if they increase government activism in some way. They feel that less government is better. They agree with Jefferson's view that "the best governments govern least."
- E. **Reactionary:** Sitting on the far right of the ideological spectrum, reactionaries go back to the way things were- "good ol' days". Often reactionaries are willing to use extreme methods, such as repressive use of government force to achieve goals.



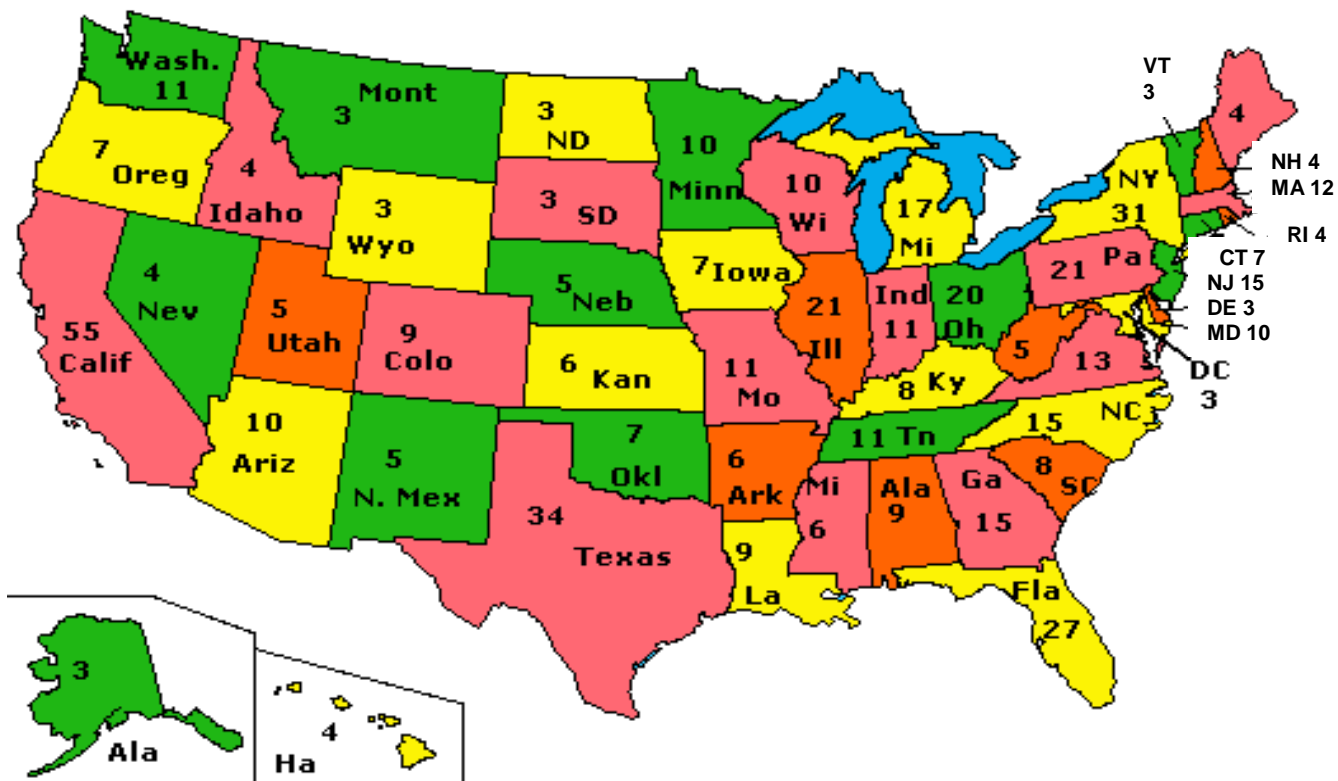
How Do We Elect the President?

Understanding the Electoral College



In the 2000 Presidential election, Al Gore actually received over half a million more votes than did George Bush. Yet George Bush became the 43rd President of the United States. How did this happen? Bush received five more votes in the Electoral College, a system of voting that is used only in elections for the president and vice president. As citizens of the United States, it is important to understand how the Electoral College works.

1. Before the November election, political parties in each state create lists of potential electors (generally active members of the party). A state's number of electoral votes equals the number of the state's Congressional delegation [the number of U.S. Senators (always 2) PLUS the number of U.S. Representatives]. The District of Columbia receives three electoral votes, as determined by the 23rd Amendment to the Constitution. Illinois currently has 21 electoral votes.



2. Presidential elections are held every four years (years that are divisible by 4) on the Tuesday after the first Monday of November. This was decided long ago, when many voters had to make a long, slow journey to the polling place. By early November crops were in but the weather was usually not too cold for travel. And because Sunday was a day of rest, voters would begin the trip on Monday.

Almost anyone can vote, however, you must be a United States citizen, at least 18

years old, and registered to vote. A person who is in jail or is on probation for committing a felony (serious crime such as murder or robbery) cannot vote.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- Many Americans think that when they cast their ballot, they are voting for their chosen candidate. In actuality they are selecting groups of electors in the Electoral College. Some of the founding fathers wanted Congress to elect the president. Others wanted the president to be elected by popular vote. The Electoral College represents a compromise between these ideas.

Although laws vary by state, electors are usually chosen by popular vote. An elector may not be a senator, representative, or other person holding a U.S. office.

Electors, in turn, will vote for a certain presidential candidate. The winner of the popular vote in each state receives the state's entire number of Electoral College votes except in Maine and Nebraska where votes are based on the proportion of the popular vote each candidate receives. For example, if a Republican presidential

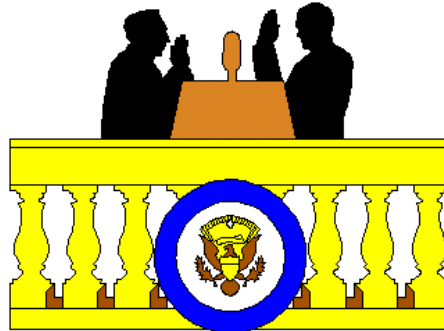


candidate receives the most votes in New York, the 31 Republican electors become the voting block to represent the state. Therefore, the Republican presidential candidate receives 31 or the 538 total votes in the Electoral College. The winner of the presidential election is the candidate who collects at least 279 Electoral College votes. A candidate can therefore win millions of popular votes but no electoral votes. This "winner takes all" system can produce seemingly uneven

results; in the elections of 1824, 1876, and 1888, for instance, the candidate who had the greatest popular vote did not win the greatest Electoral College vote, and so lost the presidency.

- On the first Monday after the second Wednesday in December, the electors cast their ballots. Nothing in the Constitution or federal law requires that the electors vote along with their state's popular vote, though an elector who did not would likely not be reelected. At least 279 electoral votes are required to elect a president. If this majority is not reached, the House of Representatives will elect the president. (This has never happened.) Each state's block of electors (members of the winning candidate's party) assemble in their respective state capitol and December 13 of the election year. At this meeting, the electors sign the "Certificate of Vote", which is sealed and delivered to the Office of the President of the United States Senate.

5. A special joint session of the U.S. Congress convenes on January 6. At this meeting the President of the Senate reads the Certificates of Votes and declares the official winner.
6. On January 20, the president enters office in a formal ceremony know as the inauguration. He takes the presidential oath: "I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States."



In accordance with the Constitution, the inauguration used to take place on March 4, because transportation and communication were so slow that it took time to collect election results and allow winning candidates to travel to Washington, D.C. With the 20th Amendment in 1933, however, the inauguration date was changed to January 20.

ACTIVITY:

Using the information about the Electoral College, answer the following questions:

1. Which state west of the Mississippi River has the most electoral votes?

2. Which state(s) have the least amount of electoral votes? _____

3. Name the states you would need in order to win 270 electoral votes *without* winning California, Texas, or New York. _____

4. Using only states that have 12 or more electoral votes, what states would you need to win 270 electoral votes? _____

5. Can the presidency be won by only winning states that are east of the Mississippi river? _____

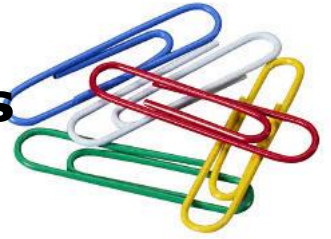
How many total electoral votes do those states possess? _____

6. Name the states that would be the most efficient way to reach 270 electoral votes? (i.e. list the fewest states that equal 270 electoral votes.)

7. In your own words, evaluate the Electoral College. Write a persuasive paragraph either for or against using the Electoral College in the United States.

Learning the Value of Rules

A Paper Clip Game



OVERVIEW:

The paper clip game serves as a good device for discussing the need for, and importance of, rules in society. It acts as a springboard for developing a working definition of law and understanding the importance of law. It serves to overcome an often negative perception of law.

OBJECTIVES:

After completing this activity, students will be able to:

- Identify four components of good rules (law): purpose, notice, consistency, and fair application.
- Equate the lack of good rules with feelings of confusion, frustration and anger.
- Recognize the need for good rules to achieve order and a goal.

MATERIALS:

- paper clips

INSTRUCTION:

1. Divide the class into rows, making sure that one row has more students and that one row has more men (or women).
2. Give each student in the front row five paper clips. Then tell them to begin.
(Students will exhibit confusion, not knowing what to do. Eventually someone will start doing something.)
3. After a brief period, stop the game. Tell them they may only pass one clip at a time. The object is to pass the clips backward and then forward and the first row to finish wins. Start them over again.
4. After a brief period, stop the game. Tell them the clips must be passed back over the left shoulder and passed forward over the right. Start them over again.
5. After a brief period, stop the game. Explain that there are too many people in one row and they should have twice as many clips to pass and that there are more girls in one row, so they should have less clips to pass. After making these adjustments, start the game over again.
6. Allow the game to now proceed to the end and debrief the students on their feelings and observations. List the student generated responses on the board.

TYING IT ALL TOGETHER: Subsequent discussion of student responses should be related to society's need for rules of conduct, their purpose, their consistency and their fair application in order to avoid confusion and frustration and achieve goals. Specific examples or rules and laws may be used to further illustrate the points made.

Planning a Government

OVERVIEW:

Students can be uninformed about just what the government is and does, even though they are confident that they can define government and its functions. This activity will provide a hands-on approach for the students to become familiar with the nature of government.

OBJECTIVES:

As a result of this activity, the students will be able to:

- List at least three purposes to any government.
- Write a paragraph, based on this activity, answering the question, "What is government?"

INSTRUCTION:

1. Without advance notice, arrange the class into cooperative learning groups of four or five students each.
2. Give each group a short description of the fictional country of Freedonia.
3. Tell the groups that they are now the ruling oligarchy for this country, and that they must:
 - Devise a political system.
 - Decide who will vote, if anyone.
 - Decide how law and order will be maintained.
 - Determine the rights, if any, for the citizens of Freedonia.
4. You may answer technical questions but do not answer other questions. This will force the students to become resourceful in finding answers through reference materials. For example, some students will probably happily tell you that their government is going to be socialism. You need merely respond that socialism is not a governmental system, and smugly walk away, leaving it up to them to find out what you meant.
5. At the conclusion of the group work, read each group's responses and allow for open discussion of them. Do not evaluate them yourself, but rather ask questions leading to the formulation of questions or ideas on the part of the students.

TYING IT ALL TOGETHER: Class discussions, as noted above, will tie it all together. Additionally, it is useful to take the group papers and annotate them. Make note of vague terms, fallacies of reasoning in what will probably be some simplistic answers to the questions, and so on, and then return the papers to the groups. Allow some time for students to discuss the annotations.

PLANNING A GOVERNMENT WORKSHEET

Freedonia is an imaginary colony of Imperia. For the past ten years, there has been a widespread guerrilla war along the western frontier. The object of this war is to achieve independence, which is now scheduled for January 1st. For the last six months, black leaders have been gradually taking over most of the country's administration. This has been followed by a flight of skilled whites. The Imperians have controlled Freedonia since the 1500's. Many of the white families have lived in Freedonia for more than 100 years. Most of the people speak Imperianese. Five different tribes are represented in the country. These tribes generally speak their own language and practice different religions. About 25 percent of the people are Christian, thirty-one percent are Moslem, and the others practice native religions. During recent years, relations among tribes have been strained because one tribe, the Ino, controls most of the important administrative positions even though they make up only 21 percent of the population.

Most Freedonians are very poor. The per capita income is only \$156. The primary industry is agriculture. The major exports are cotton, coffee, cloves, and cashew nuts. Many of the large plantations are foreign-owned, and there is substantial foreign investment in other industries as well. Little heavy industry has been developed, although the Imperians have built two large automobile assembly plants during the past five years.

Freedonia has an area of 52,000 square miles (136,500 square kilometers). It has a population of 8,300,000 and has a high birth rate. About 85 percent of the people live along coastal lowlands and in the Naja River basin. The capital, Freedonia City, has doubled its population in the last five years. Freedonia shares borders with four other countries. One was formerly an Imperian colony and is ruled by a member of the Ino tribe. The other two are less friendly. One has received military and economic aid from the Soviet Union, which now has a large naval base there. The other is a country with which Freedonia has a longstanding boundary dispute.

Instructions:

You are to plan a government for Freedonia. Your plan should answer the following questions:

1. What type of political system will you recommend? Sketch out how the political system will work.
2. Who will vote? Who will be denied voting?
3. Who will maintain law and order? How?
4. What rights do the citizens of Freedonia have? Who will decide if those rights are violated?
5. Write a paragraph explaining in your own words "What is government"?

Be sure to state the reasons you decided on a particular answer to these questions.

How a Bill Becomes a Law

Developed by: Peggy Hardy of DeWitt, Livingston, McLean ROE

Students should be familiar with the basic structure of Congress and its function. You may use a transparency of the flow chart to provide this familiarity.

OBJECTIVE:

After completing this activity, students will be able to:

- Explain the process of how a bill becomes a law.

MATERIALS:

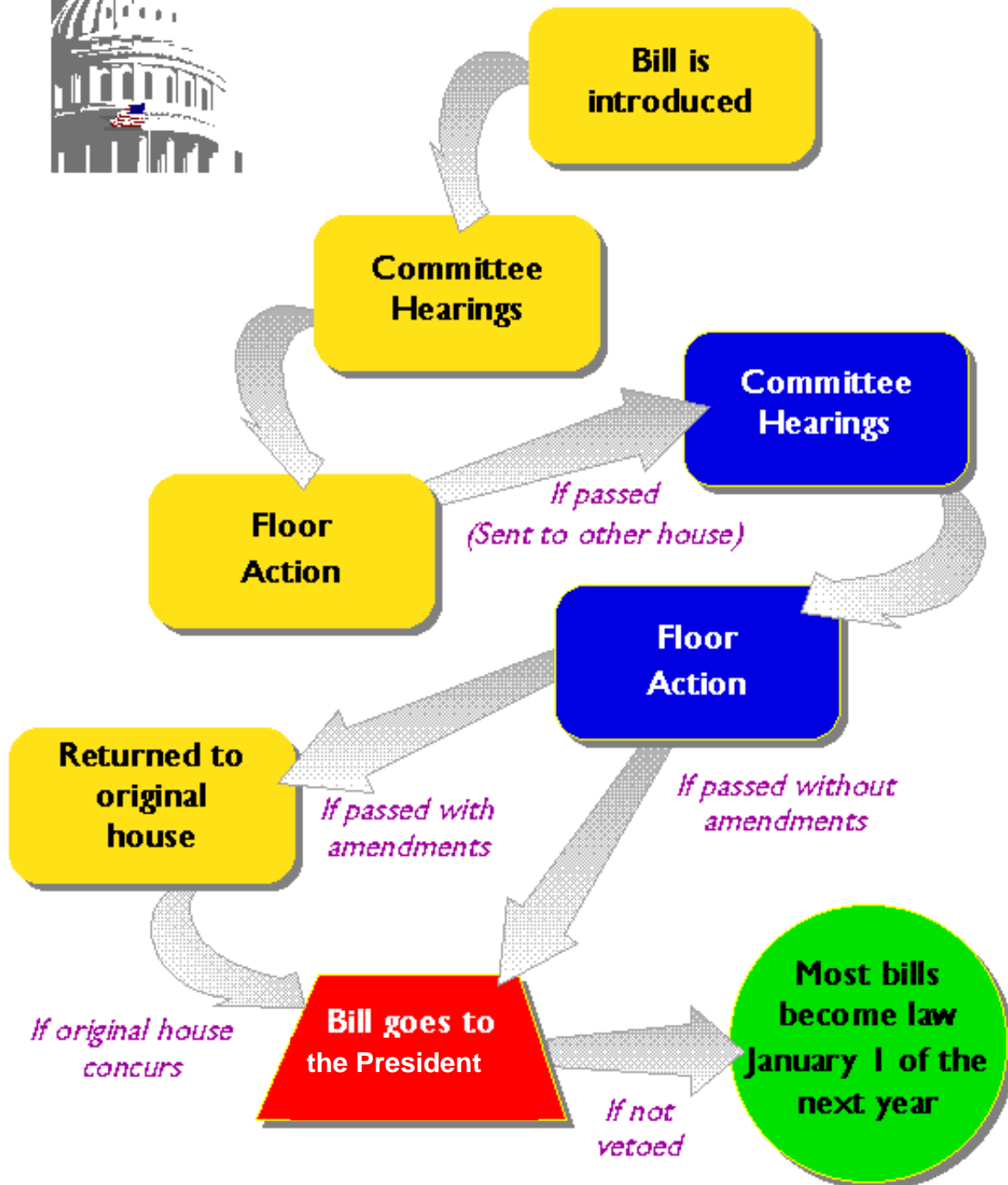
- 3" X 5" cards (Three different colors)
- Bill worksheet

INSTRUCTION:

- Before beginning the activity, prepare the cards for the President, the Senate, and the House of Representatives on 3" X 5" cards.
- Assign one student the duty of playing the President of the United States. Have another student fulfill the obligations of the Senate and a third student represent the House of Representatives. Give each of the three students the appropriate deck of cards and have them sit away from each other in the room.
- Distribute the bill worksheet. Have each student develop a bill that he/she would like to become a law. *(It does not have to be a serious bill. For example, it can be that students will get popcorn every Friday in class.)*
- Students must gain approval of their bill by the House of Representatives and the Senate. They may begin in either house (except appropriations bills must start in the House of Representatives) Each student must walk (literally) over to the "House of Representatives" or the "Senate" and draw a card from the deck. If he/she receives a card with at least a simple majority, he/she may then proceed to the other house. If a majority is not received the student may go back to his/her desk, revise the bill, and begin again.
- After a student has received a majority vote in both the House and the Senate, he/she may take the bill to the President. The student draws a card from the President's deck. If the President signs the bill it becomes law. However, if the bill is vetoed, the student may take it back to the House and Senate and try to override the veto.
- When trying to override a veto, the student must draw a card in both houses that has a 2/3 majority vote. If the student receives the needed vote, the veto is overridden and becomes law. If the 2/3 majority is not received, the student may go back and revise the bill and try again.



How a Bill Becomes a Law



Make a 3" X 5" card for each of the following. Use one color for the President, another for the Senate, and a third for the House of Representatives.

The Oval Office

President

Veto (must write a reason)

President

Veto (must write a reason)

President

Approve

President

Approve

President

Do nothing; Congress not
meeting in 10 days.
(pocket veto)

President

Do nothing; Congress still
meeting in 10 days.
(Bill becomes law
without signature)

The Senate

Simple majority = 51
2/3 majority = 67

The Senate

Yes – 10
No – 90

The Senate

Yes – 75
No – 25

The Senate

Yes – 93
No – 7

The Senate

Yes – 95
No – 5

The Senate

Yes – 55

No – 45

The Senate

Yes – 80

No – 20

The Senate

Yes – 30

No – 70

The Senate

Yes – 51

No – 49

The House of Representatives

Simple majority = 218

2/3 majority = 290

The House of

Representatives

Yes – 380

No – 55

The House of Representatives

Yes – 375

No – 60

The House of Representatives

Yes – 390

No – 45

The House of Representatives

Yes – 60

No – 375

The House of

Representatives

Yes – 50

No – 385

The House of Representatives

Yes – 250

No – 185

The House of Representatives

Yes – 400

No – 35

The House of Representatives

Yes – 300

No – 135

HOW A BILL BECOMES A LAW

Bill:

Appropriation Bill? Yes or No
(If yes, you must start with the
House of Representatives)

House of Representatives:

Pass, majority reject override veto (2/3)

Senate:

Pass, majority reject override veto (2/3)

President:

Two Ballots

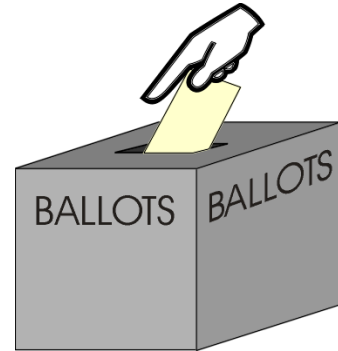
OBJECTIVE:

After completing this activity, the students will be able to:

- Understand the importance of gaining adequate information before voting.

MATERIALS:

- Copies of both ballots (cut apart)
- Pen or pencil
- Blackboard/marker board
- Chalk or markers



INSTRUCTION:

1. Without any instruction, give the students Ballot A and ask them to vote.
2. Tally the results on the board.
3. Give the students Ballot B and ask them to vote again.
4. Tally the results again on the board.
5. Discuss the following:
 - What difference was there between Ballot A and Ballot B?
 - Did you change your vote once you had the information on Ballot B?
 - Why is it important to gather information before we vote?
 - Where can we get information before voting?
 - Have you already decided who you will vote for?
 - If not, how will you get the information you need to decide?

Adapted from: Two Ballots Lesson developed by Edna Neprud, Kids Voting Georgia; Kelly Kline, Voting California; and Bobbie May, Kids Voting Washington.
Copyright 2000, Kids Voting USA. All rights reserved. Used with permission.

Classroom Ballot A

	Good	Bad
1. ESOL/ABE/GED class	<input type="checkbox"/>	<input type="checkbox"/>
2. House	<input type="checkbox"/>	<input type="checkbox"/>
3. Job	<input type="checkbox"/>	<input type="checkbox"/>
4. Pay bills	<input type="checkbox"/>	<input type="checkbox"/>

.....

Classroom Ballot B

	Good	Bad
1. ESOL/ABE/GED class will cost \$10,000 each year	<input type="checkbox"/>	<input type="checkbox"/>
2. You can buy a big beautiful house and all the furniture for \$10,000.	<input type="checkbox"/>	<input type="checkbox"/>
3. Your full-time job gives you no health insurance and no vacation days.	<input type="checkbox"/>	<input type="checkbox"/>
4. You don't have to pay any bills.	<input type="checkbox"/>	<input type="checkbox"/>

The Bill of Rights

What is the Bill of Rights?

The *Bill of Rights* is a series of constitutionally protected rights of citizens. The first 10 Amendments to the Constitution ratified by the required number of States on December 15, 1791, are commonly referred to as the Bill of Rights. The first eight amendments set out or enumerate the substantive and procedural individual rights associated with that description. The 9th and 10th amendments are general rules of interpretation of the relationships among the people, the State governments, and the Federal Government.

The Rights of the Bill of Rights

- I. Right to the freedom of religion speech, press, assemble peaceably, and petition the Government for a redress of grievances.
- II. Right to keep and bear arms in common defense.
- III. Right not to have soldiers quartered in one's home in peacetime without the consent of the owner, nor in time of war except as prescribed by law.
- IV. Right to be secure against "unreasonable searches and seizures."
- V. Right in general not to be held to answer criminal charges except upon indictment by a grand jury. Right not to be compelled to be a witness against oneself in a criminal case. Right not to be deprived of life, liberty, or property without due process of law. Right to just compensation for private property taken for public use.
- VI. Right in criminal prosecution to a speedy and public trial, an impartial jury, to be informed of the charges, to be confronted with witnesses, to have a compulsory process for calling witnesses in defense of the accused, and to have legal counsel.
- VII. Right to a jury trial in suits at common law involving over \$20.
- VIII. Right to have excessive bail required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
- IX. The ninth amendment provides that the "enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people."
- X. This Amendment gives the powers that are not specifically delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.



The Bill of Rights

Ratified December 15, 1791

Article I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Article II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Article III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Article IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any Criminal Case to be a witness against himself, nor be

deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Article VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining Witnesses in his favor, and to have the Assistance of Counsel for his defence.

Article VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Article VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted.

Article IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Article X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

*A reminder to be ever vigilant in the protection of these rights
Presented in loving memory of Corliss Lamont 1902-1995*

Southern Illinois Professional Development Center

60

National Emergency Civil Liberties Committee

New York NY 10010



BILL OF RIGHTS MURAL

OBJECTIVE:

As a result of this activity, the students will:

- Enhance their understanding of the Bill of Rights.

MATERIALS:

- 3" X 5" cards numbered 1-10
- A jar or box to put the cards in
- Poster board or bulletin board paper
- Markers, paints, and colored pencils

INSTRUCTION:

1. Introduce the Bill of Rights.
2. Break the class into 10 groups if there are enough students. You can use 5 groups and each group take 2 numbers.
3. Have each group pick a number from a jar. The number represents the Amendment to the Constitution that they would be responsible for on their mural.
4. Give each group a piece of poster board or bulletin board paper.
5. Have each group "paint a mural" of their Amendment using only pictures/symbols—NO WRITTEN WORDS!! Drawings/Collages/Painting--any medium is acceptable.
6. Have the students present their mural to the rest of the class.
7. Display murals in the classroom/hallway.

AMENDMENTS PUZZLE

This activity can be used as a manipulative that is accessible to students when they finish other work and need something to do.

OBJECTIVE:

After completing this activity, students will be able to:

- Identify the Amendments to the Constitution

INSTRUCTION:

1. Copy the puzzle pieces on heavy cardstock. Cut the pieces apart and place in a Ziploc bag.
2. As an individual activity, have the student assemble the puzzle pieces so that each amendment number and the explanation match up.
3. Another alternative would be to have students work in pairs. One student will have all of the puzzle pieces with the numbers on them and the other student will have all the explanation pieces. One student can read his/her puzzle piece and the other student has to find the piece that he/she thinks will match. They then test to see if the puzzle pieces do indeed match. If they fit together, the students are correct. If they don't fit, the students can try again.

Who Votes? Using Graphs to Understand Voting Patterns

OVERVIEW:

Our government was designed to be representative, run by leaders who would be elected by an informed citizenry. In recent years, however, turnout in national elections has averaged only 55% of the total voting age population. In local races, turnout is even lower. Although the Constitution and its amendments give almost every U.S. citizen the right to vote, many never use this right.



There is nothing random about who votes and who doesn't. Those who stay home on Election Day do not constitute a random sample of the general population. Rather, they are more likely to be less educated, economically disadvantaged, and members of racial and ethnic minority groups—groups which are well represented in adult literacy classrooms. These groups may feel shut out of a political system that is fueled by money and is run by people who are socially and economically quite far removed from them. However, when people do not participate in the election process, they find themselves in a vicious circle. They become irrelevant to those who are elected. Some people consciously reject voting and have good reasons; others just don't bother to vote. Either way, they are giving up an important right that we all can exercise.

The intention of this activity is to examine the importance of participatory democracy. The graphs offer learners the opportunity to understand voting patterns and to evaluate their implications.

MATERIALS:

- Graphs handout
- Blackboard and chalk or whiteboard and markers

INSTRUCTION:

1. Have your students study the first graph. Then have them form a human bar graph of each graph by assigning individuals or small groups (depending on class size) a variable.
2. Ask for one or more volunteers to explain how to read a graph. Help out as necessary.
3. Work with students to extract facts from the graph in the form of simple sentences. (For example, "Most people in the lowest income category don't vote" or "The highest voter turnout is among those who make \$50,000 or more a year.") Have individuals share their sentences and write them on the board.

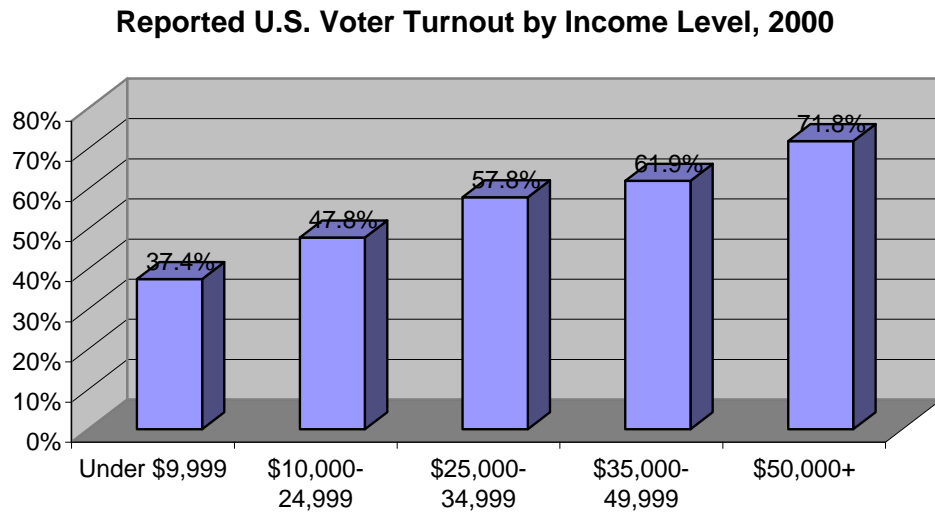
4. Go through the other two graphs in the same way. For example, a sentence gleaned from the middle chart could be: “College graduates are twice as likely to vote as those who have less than a high school education.” Try to get everyone to participate in determining the facts that the graph illustrate. When students share the sentences they created, ask them to explain why they thought those particular facts were important.
5. When learners have finished this process, engage them in a general discussion of the graphs using the discussion questions.
6. Have learners walk around the room and share important points they learned from this activity with three to four other class members.

Discussion Questions:

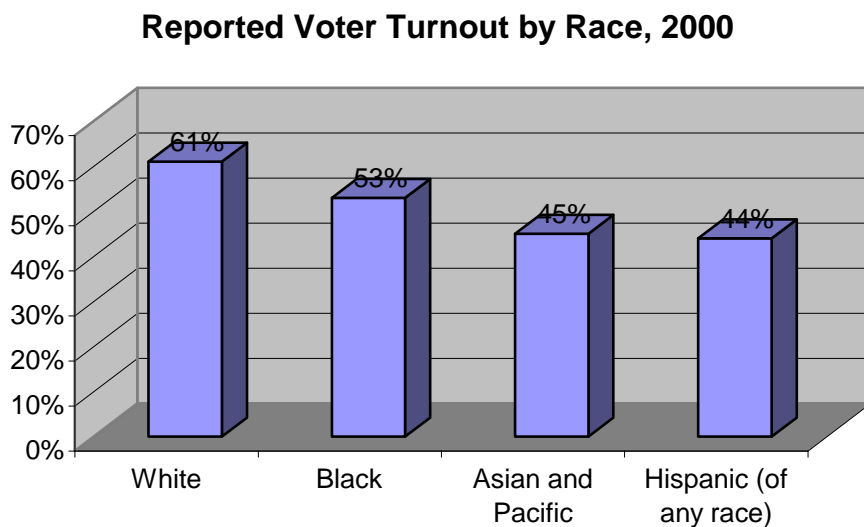
1. What are these graphs about?
2. What does this data tell you?
3. How are the graphs consistent or inconsistent?
4. Are the graphs surprising to you? Why or why not?
5. Why do you think some groups are so unlikely to vote?
6. Which of these groups have the least power in the political process?

USING GRAPHS TO UNDERSTAND VOTING PATTERNS

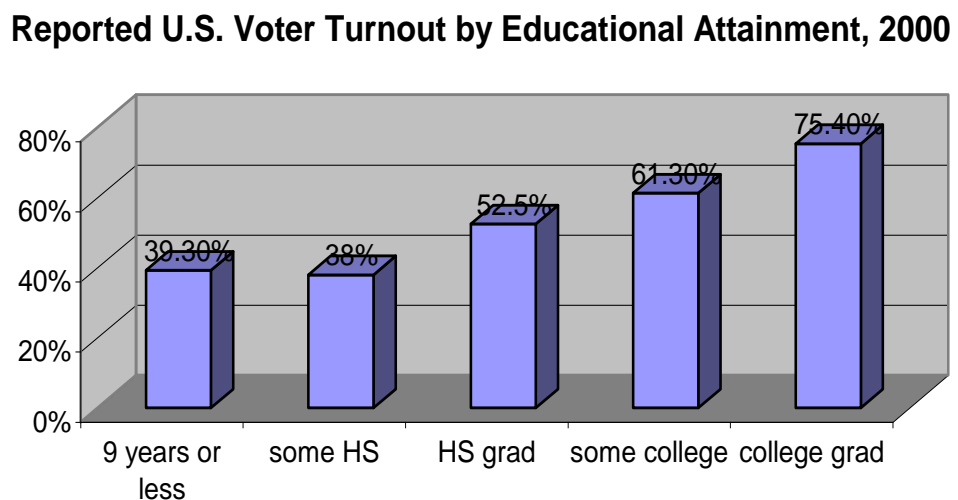
Graph 1



Graph 2



Graph 3

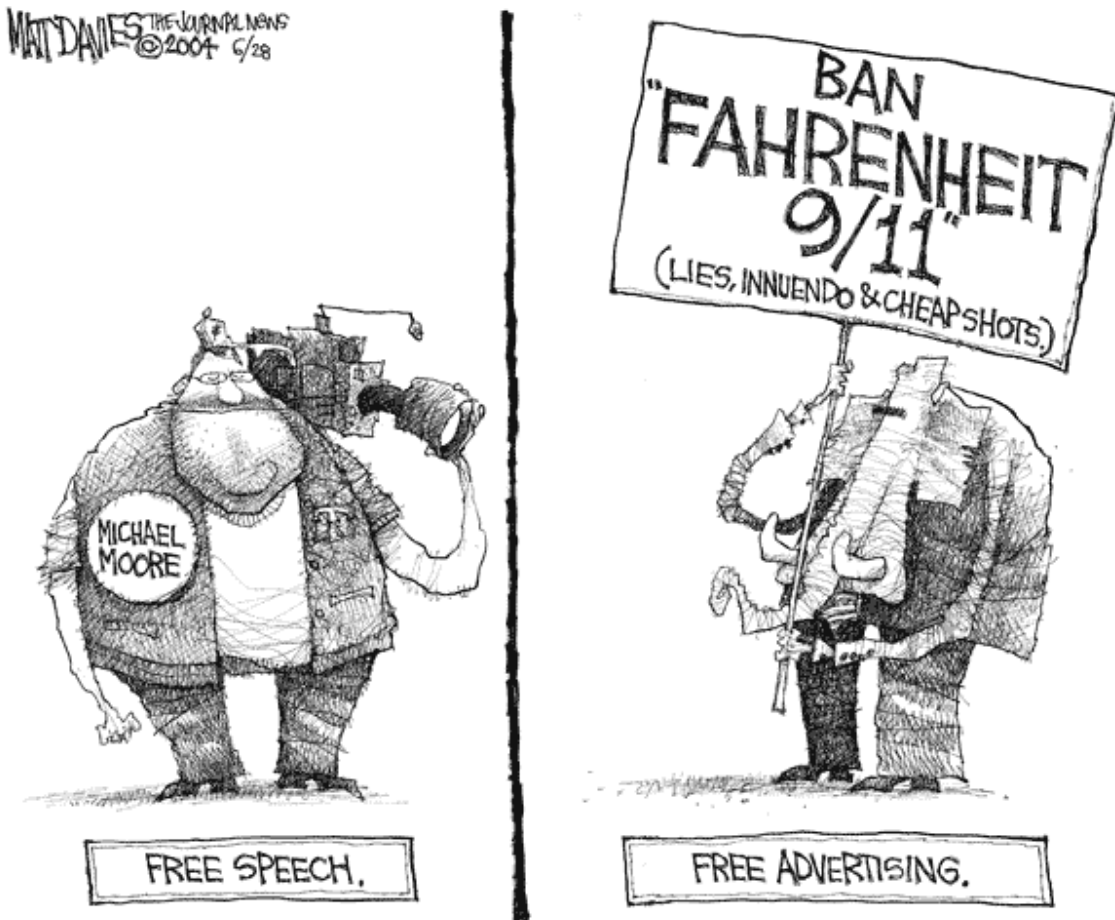


Editorial Cartoon Analysis

Editorial cartoons can answer the same journalistic questions that news articles do and visual stimuli also play an important role on the GED test. By using editorial cartoons you can help your students not only gain critical thinking skills but also increase their political awareness. Give each student an editorial cartoon and tell him or her to answer the following questions.

1. What is the event or issue that inspired the cartoon?
2. Are there any real people in the cartoon? If so who is portrayed in the cartoon and why?
3. Are there symbols in the cartoon? What are they and what do they represent?
4. What is the cartoonist's opinion about the topic portrayed in the cartoon?
5. Do you agree or disagree with the cartoonist's opinion? Why?

Reprinted with permission from Daryl Cagle's Professional Cartoon Index. www.cagle.slate.msn.com



Editorial Cartoon Samples



Who Represents Me?

Do you know who the elected officials are from your district? These are the people who should be your own personal advocates in your state capitol and in Washington, D.C. If you don't know who your representatives are, you can use the Internet to look them up and fill in the following information.

1. U. S. Senators (2): _____

What are their emails or websites? _____

2. U. S. Representative: _____

What is his/her email or website? _____

3. State Senator: _____

What is his/her email or website? _____

4. Illinois General Assembly/House: _____

What is his/her email or website? _____

5. What is the address for your U.S. Representative in Washington?

How about the address when he or she is at home in the District? _____

What is his/her email or website? _____

CLASSROOM GAMES

Ten of the Very Best Reasons for Using Classroom Games

Reason #1: Games are Fun with a Purpose

- Games create a cognitive engagement between the learner and the topic in a flowing, smiling environment.
- Games celebrate your topic and reward individual and group achievement.
- Games bring fun and energy into a buoyant learning zone, but with the focus on learning.

Reason #2: Games Provide Feedback to the Learner

Learners want and need feedback on their performance. Games give them immediate feedback on the quality of their input - their successes and their errors. With the appropriate corrective feedback, this can become an invaluable learning opportunity.

Reason #3: Games Provide Feedback to the Teacher

Games provide a practice field where learners interact with the topic, demonstrating their knowledge and ability to apply the information. By observing this real-time demonstration, the teacher can adjust the subsequent level of lecture, readings and interventions, accordingly.

Reason #4: Games are Experiential

Today's learner needs to do and to try things on her own. **Games** provide an environment that transforms the passive student into an active part of the learning process where she can connect her own dots and experience her own ideas. **Games** also remind both player and teacher that energy in the **classroom** is a good thing.

Reason #5: Games Motivate Learners

Games engage players and then motivate them to interact with the topic. This interaction drives players to demonstrate their understanding of the topic in a friendly contest where successes are memorable moments of shared triumph and celebration and where mistakes mean only that the learner is being stretched to his or her own limits.

Reason #6: Games Improve Team Work

Games are real-time activities that bring players into teams, demonstrate the rules and roles of working together as a team, and underscore the value of team collaboration. **Games** give your learners a chance to know their peers as they share the same real-time experiences, allowing for strong networking and bonding.

Reason #7: Games Provide a Less Threatening Learning Environment

Since the game format is playful, the inherent challenge of the material, even new or difficult material, is less threatening. During game play seemingly difficult questions and scenarios are "just part of the game." And, teachers can use the window following responses to build a bridge between the topic and the learner.

Reason #8: Games Bring Real-World Relevance

Games allow you to present real-world information in the form of questions, scenarios, role-plays, and so forth. In this way, players learn not only the "what," but the "why," of the topic from a real-world perspective. Players also observe their own behavior and that of others during game play. Post-game debriefings give insights into those behaviors in thoughtful examples observed during game play.

Reason #9: Games Accelerate Learning

Games allow you to compress your topic and demonstrated learning into shorter periods of time, accelerating the speed of learning. The visual presentation, oral interactions, and active participation of game play appeal to all of the learning styles (visual, auditory and kinesthetic), involve both the rational and experiential mind, and help players remember what they have learned.

Reason #10: Games Give You Choices for Your Classroom

Games allow you to add variety and flexibility to your teaching menus. **Games** can allow you to do any or all of the following:

- Increase the level of learner involvement
- Vary the level of skill level and knowledge
- Customize to any size of audience, even one-on-one
- Vary the type and level of activity
- Vary the level of **classroom** control
- Introduce or review topics, or both
- Vary the mix of theoretical and practical information.

Information from: B. Vondracek & S. Pittman 5/10/02

CONSTITUTION Pictionary

This activity targets the kinesthetic learning style and promotes necessary soft skills such as teamwork and communication.

MATERIALS:

- Chalk board, marker board or flip chart
- Chalk or markers
- 3" X 5" cards
- Egg timer
- Box or bag to place the word cards

INSTRUCTION:

- Write the words on the cards and place in the box or bag.
- Divide the class into two teams.
- Have the students number off. The numbers will represent the order in which they will each be the "drawer".
- Have the first "drawer" select a word from the box. He/she looks at the word without anyone else seeing it and decides if the team will keep the word or pass it to the other team. If the word is passed, hand it to the first "drawer" on the other team. Students should keep in mind that by passing the word to the other team, they are passing their turn. However, one reason a "drawer" may pass a word would be he/she thinks the word is too hard to be communicated. He/she thinks the other team will not be able to guess the answer and then his/her team can "steal" the points back.
- If the word is kept, set the timer for two minutes.
- Using only pictures (no words, letters, or numbers) the "drawer" makes pictures or symbols that will help his/her teammates understand what the word is. Teammates may yell out guesses during the two minute period. The "drawer" may use hand gestures to indicate if the teammates are on the right track or not. **THE "DRAWER" MAY NOT TALK DURING THE TWO MINUTES!**
- If the team guesses the word, they receive 50 points. If they do not guess the word before the two minutes are up, the other team receives 25 points. However, if the other team can come up with the answer, they will receive an additional 25 points (for a total of 50 points). *Instructor note: By awarding an additional 25 points for the second team if they guess the word, it increases attention and participation.*
- Play continues until a predetermined number of points (200 or 500 for example) is reached by one team. It can also be played for a set period of time (30 or 45 minutes).

FLAG	DEMOCRAT
REPUBLICAN	LIBERTY
PURSUIT OF HAPPINESS	HOUSE OF REPRESENTATIVES
CAPITOL	PRESIDENT
VOTE	FREEDOM

SUPREME COURT	CONGRESS
SENATE	LEGISLATIVE BRANCH
EXECUTIVE BRANCH	JUDICIAL BRANCH
19TH AMENDMENT (WOMEN GET THE RIGHT TO VOTE)	1ST AMENDMENT (FREEDOM OF SPEECH, RELIGION, PRESS, ASSEMBLY, & PETITION)

WHO AM I?

This inexpensive game is easy to set up and involves critical thinking skills.

MATERIALS:

- Names printed on 3" X 5" cards or ½ sheet of paper
- Tape
- Prizes or candy

INSTRUCTION:

1. Write names on 3" X 5" cards or a ½ sheet of paper. Pick people who have something in common (i.e. Presidents, Supreme Court justices, important figures in American history, etc.)
2. Tape a name on each student's back. *Do not let the student see the name as you do it.*
3. After everyone has a name, tell students they may ask three "yes or no" questions of each person in the room. After asking one person three questions, the student must move on to someone else.
4. As each student figures out his or her person, give a prize or piece of candy.
5. Debrief by talking about what all the names have in common.

CONSTITUTION JEOPARDY

The game is an adaptation of the television game show *Jeopardy!* Friendly games that compete face-to-face with rigorous content can build camaraderie and cognitive development. This game is intended to be used as a review. Have fun with the game by playing the theme song from the show.

MATERIALS:

- Chalkboard or markerboard
- Jeopardy game board
- Cards with answers pertaining to content or vocabulary
- Buzzers

INSTRUCTION:

- Prepare the game board. You can make a board out of posterboard or just write the headings on the blackboard. The top row of spaces will be filled with the category headings (For example, THE FLAG, ELECTIONS, LEGISLATIVE, EXECUTIVE, JUDICIAL, POTPOURRI, ETC.) The columns will be filled with the point values—10, 20, 30, 40, & 50. (DURING ROUND 2 THE POINT VALUES DOUBLE--20, 40, 60,80, & 100).

Category 1	Category 2	Category 3	Category 4	Category 5
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

- The students can make up questions and answers for the game or the instructor can do it. At least 5 questions are necessary for each category. Place the questions on 3" X 5" cards or use a list of questions and cross them off as you use them. Some same categories are included to get you started.
- Have one student play the role of scorekeeper. He/she will keep track of the points for each team on the blackboard.
- The class will be divided into three teams of 3-5 students. Each team will be given a noisemaker to use as their buzzer. The students will participate in a "round robin" fashion to answer the questions. After a question is answered, the students holding the "buzzer" rotate to the end of the line and the next person on the team steps up to the buzzer.
- The first person from Team 1 will be asked to pick a category and a point value. For example, someone might choose "PLACES for 40." The instructor will then ask

a question about a place that is related to Civics. The first person on either team to sound his or her noisemaker will be asked to answer. The instructor stops reading the question as soon as someone buzzes in. A correct answer earns the team "40" points. If the student answers incorrectly either of the other 2 teams may buzz in and answer. Once an incorrect answer is given, that team is not able to buzz in on the same question again.

- The person who gives the correct answer will choose the next category and point value. When a space is chosen, the point value card will be removed from the Jeopardy board. When a wrong answer is given, the instructor will give the correct answer. The person who gave the last correct answer will then pick a new category and point value. One person cannot answer twice in a row for their team.
- Round One continues until there are no point card remaining on the board.
- Repeat the same procedure for Round Two except that the point values are doubled.
- Round Three is the final Jeopardy round. The teams are given the topic of the final question and must decide how many of their points they are willing to risk in order to answer the final question. They write that amount on their card. The final question will be presented and the teams have 30 seconds in which to answer it. Each team works together to come up with the answer and writes it down. One at a time the points risked and the answers are revealed. If the question is answered correctly, the team receives the number of points written on the card. If the answer is incorrect, that number of points is **subtracted** from the team total.
- The team with the highest score is the winner.

Jeopardy Categories

POTPOURRI

1. One cannot be punished for a crime before the law is passed.

ANSWER: Expost facto law

2. The person credited with sewing the first American flag.

ANSWER: Betsy Ross

3. The clause which allows Congress the authority to carry out and expand its powers.

ANSWER: "Elastic clause" or "Necessary and Proper" clause

4. Body that must find there is enough evidence to indict or officially accuse a person of a crime.

ANSWER: Grand jury

5. The number of amendments to the Constitution

ANSWER: 27

6. What three words are written larger than anything else on the Constitution?

ANSWER: "WE the people"

7. American citizens can actively participate in government by doing this.

ANSWER: Voting

8. This government unit has the sole power of impeachment.

ANSWER: House of Representatives

9. This government unit has the sole power to try officials who have been impeached.

ANSWER: Senate

10. He is considered the "Father of the Constitution".

ANSWER: James Madison

11. When the President of the U.S. is tried for impeachment, this person presides at the trial.

ANSWER: Chief Justice of the Supreme Court

12. The first ten amendments to the Constitution, approved in 1791, are known as what?

ANSWER: The Bill of Rights

13. This song is the national anthem of the United States.

ANSWER: The Star Spangled Banner

ELECTIONS

1. This Amendment granted the right to vote to 18 year olds.

ANSWER: 26TH Amendment

2. Members of Congress that are elected by districts.

ANSWER: Representatives

3. Members of Congress elected on a statewide basis.

ANSWER: Senators

4. Term that refers to the 538 presidential electors.

ANSWER: Electoral College

5. Election in which citizens choose those party members who will run for office.

ANSWER: Primary

LEGISLATIVE BRANCH

1. Name of the legislative branch of our government.

ANSWER: Congress

2. Combination of the New Jersey and Virginia Plan.

ANSWER: The Great Compromise

3. The house of Congress that generates all money bills.

ANSWER: House of Representatives

4. As a check on the President, only the Congress can do this.

ANSWER: Declare war

5. In England people could be tried and judged “guilty” without a jury, court, or witnesses.

ANSWER: Bill of Attainder

EXECUTIVE BRANCH

1. Head of the executive branch of our government.

ANSWER: President

2. As a check on Congress, the President can do this.

ANSWER: Veto bills

3. The maximum number of years a President may serve.

ANSWER: 10 years

4. This person serves as president of the Senate.

ANSWER: Vice President

5. An appointed group of presidential advisors.

ANSWER: Cabinet

6. Actually elects the President and Vice President.

ANSWER: The Electoral College

JUDICIAL BRANCH

1. Customary laws that develop from judges' decisions.

ANSWER: Common law

2. Laws passed by a legislature.

ANSWER: Statutory law

3. Court that has the power to set aside a state law.

ANSWER: Supreme Court

4. Power of federal court to declare invalid the laws that violate the constitution.

ANSWER: Judicial review

5. How long a Supreme Court justice may serve.

ANSWER: For life as long as they have "good behavior" or they can retire at age 70.

AMENDMENTS

1. The first ten amendments to the Constitution.

ANSWER: Bill of Rights

2. Freedom of religion, speech, press, and petition.

ANSWER: 1st Amendment

3. Protects people from unreasonable searches and seizures.

ANSWER: 4th Amendment

4. Guarantees the right to a speedy, public trial by jury.

ANSWER: 6th Amendment

5. No one shall lose life, liberty, or property without due process of law.

ANSWER: 5th Amendment

6. Gave women the right to vote.

ANSWER: The 19th Amendment

7. These three Amendments are known as the Civil War Amendments.

ANSWER: The 13th, 14th, and 15th Amendments

8. This Amendment guarantees that you will not be forced to have soldiers living in your home during peacetime.

ANSWER: 3RD Amendment

9. The year the Bill of Rights went into effect.

ANSWER: 1791

10. This Amendment makes April 15th a very unpopular day.

ANSWER: 16TH Amendment

11. According to the 20th Amendment, if the President-elect dies before the beginning of his/her term, this person becomes President.

ANSWER: The Vice-President elect.

12. A governmental body takes private property for public use and gives a fair price for the property.

ANSWER: 5th Amendment (Eminent Domain)

B. C. (Before the Constitution)

1. Essays urging ratification of the Constitution during the New York ratification debates.

ANSWER: The Federalist Papers

2. When was the Declaration of Independence signed and approved?

ANSWER: July 4, 1776

3. Where was the Declaration of Independence discussed, debated, and approved?

ANSWER: Philadelphia, Pennsylvania

4. He was one of the authors of "The Federalist Papers".

ANSWER: Any one: Alexander Hamilton, James Madison, or John Jay

5. The number of states that were required to ratify the Constitution before it could go into effect.

ANSWER: 9

6. One idea contained in the Declaration of Independence is that a government gets its power from whom?

ANSWER: The people

7. He wrote most of the Declaration of Independence

ANSWER: Thomas Jefferson

8. The year the Constitution went into effect.

ANSWER: 1787

WORDS, WORDS, & MORE WORDS

1. A word meaning the right to vote.

ANSWER: Suffrage

2. A tax which voters must pay.

ANSWER: Poll tax

3. A word meaning the selling of alcoholic beverages is illegal.

ANSWER: Prohibition

4. The 18 powers given to Congress that are listed in the Constitution.

ANSWER: Delegated Powers

5. The powers that are not stated in the Constitution, but “hinted at” in Article I.

ANSWER: Implied Powers

6. These powers are not given to Congress. They are reserved for the states.

ANSWER: Reserved Powers

7. A counting of the population of the United States every ten years.

ANSWER: Census

8. A word meaning a two-house legislature.

ANSWER: Bicameral

9. A word meaning a change to the Constitution.

ANSWER: Amendment

10. A word meaning the one-paragraph introduction to the Constitution.

ANSWER: Preamble

11. The words meaning Congress can not withhold the right of a jailed person to be brought before a judge.

ANSWER: Habeas corpus

PLACES

1. Where the Statue of Liberty can be found.

ANSWER: Ellis Island—New York

2. The land that Abraham Lincoln loved.

ANSWER: Springfield, Illinois

3. Where the Smithsonian Museum can be found.

ANSWER: Washington, D. C.

4. The home of George Washington.

ANSWER: Mount Vernon

5. The home of Thomas Jefferson.

ANSWER: Monticello

6. Where the Liberty Bell can be found.

ANSWER: Independence Hall in Philadelphia, Pennsylvania

3 BRANCHES

1. The branch of government that makes the laws.

ANSWER: Legislative

2. The branch of government that interprets the laws.

ANSWER: Judicial

3. The branch of government that enforces the laws.

ANSWER: Executive

4. The number of members in the Senate.

ANSWER: 100

5. The number of members in the House of Representatives.

ANSWER: 435

6. The following are the qualifications for which office:

--at least 35 years old

--a native-born citizen

--lived in the U.S. for 14 years before the election

ANSWER: The President

7. The number of Supreme Court Justices.

ANSWER: 9 members (8 associate justices and one chief justice.)

WHO WANTS TO BE A WINNER?

This activity is a take off of the popular game show *Who Wants to be a Millionaire?* Although the activity was developed to be used as a review of the Constitution, the nature of the activity lends itself to be utilized as a review method for any subject.

MATERIALS:

- A box for the questions
- Blackboard and chalk or whiteboard and markers

PROCEDURE:

1. Type Constitution trivia questions, cut the questions apart, and place them in a box.
2. Divide the class into two teams. Each team gets three options, each of which can only be used once during the game. Write the following three options on the board: PASS, ASK A FRIEND ON YOUR TEAM, OR ASK THE ENTIRE CLASS. Once the team uses an option, it is erased.
3. Determine which team will start the game. The first player on the starting team chooses a question from the box without looking at it. The player then reads the question and decides if he/she knows the answer. If the player answers the question correctly his/her team receives a point and the other team then gets a chance to answer a question.
4. If the player does not know the answer, he/she may choose an option. If the student chooses PASS, the next player on the team can have a chance at answering the question. If the student chooses ASK A FRIEND ON YOUR TEAM, he/she can choose one person to help out with the answer. If the student chooses ASK THE ENTIRE CLASS, the instructor opens up the question to the class and the player may choose any of the answers given. *Remember, once an option is used, it is erased and cannot be used again by that team.* When no more options remain, the players must try to answer their own question even if they don't know it. Play continues even if an incorrect answer is given.

The game is over when all of the questions are gone. The teams receive one point for each question they answered correctly. The team with the most points wins. Of course the instructor can ask the players, *"Is that your final answer?"*

CLASSROOM CONSTITUTION BASEBALL

Classroom Constitution Baseball is designed to be played to review facts about the Constitution. In the game, students make hits and score runs by successfully answering trivia questions about the Constitution. However, Classroom Baseball is highly flexible and can be utilized as a periodic review activity for any subject. This enjoyable game encourages spirited competitiveness, engages students regardless of ability level, and enables students to get up and move about the classroom all while reviewing pertinent facts.

MATERIALS:

- Chalk board/marker board
- Chalk or markers
- 3" X 5" cards
- "Hit" cards
- Question cards
- Chairs
- "Out" cards
- Candy or other treats for the class

SET-UP:

- Prior to the game, make "hit" cards. There should be one that says "home run", 2 that say "triple", 3 that say "double" and 5 that say "single". There are more "single" cards in order to simulate what happens in a real baseball game (i.e. more singles than home runs). Place all of the "hit" cards in a bag.
- Prepare question cards. The instructor can have students write down review questions on 3" X 5" cards with the answers on the back or prepare the questions/answers him/her self in advance.
- Set up the classroom to resemble a baseball diamond. A chair is placed at each of the bases. The instructor assumes the role of umpire making any necessary judgment calls. The captain of the fielding team plays the role of the pitcher, offering up questions for each batter to answer. Outs and innings are variable. Although real baseball innings commonly consist of three outs, allowing only two outs per inning can make Constitution Baseball more interesting. It gives added pressure on each hitter to do well, and provides more back and forth action between teams. A three-out baseball game can tend to become one-sided very quickly, often leading to slackening efforts on the part of the players. In a 50-minute class period anywhere from five to eight innings can be played with a two-out game. *The instructor decides before the game how many outs there will be in each inning, how many innings will be played, and if there is a time limit.*
- Divide the students into two teams. The teams then choose a name for their team and appoint a captain. Write the team names on the board and draw a chart to keep

score of the game. The students decide their own batting order. The captains of the two teams should then play "scissors, rock, paper" or flip a coin for the privilege of batting first.

PROCEDURE:

1. A player from the fielding team picks a Constitution trivia question out of the bag and the pitcher (captain) reads it to the first "batter".
2. Each "batter" must answer the question on his or her own—no help from team mates. If the answer given is wrong, the "batter" strikes out.
3. If the answer is correct, the "batter" will then draw a card out of the bag to see what kind of hit he/she has made (single, double, triple, or home run). The "batter" then moves to the corresponding base and sits in the chair.
4. The second "batter" then steps up to the plate and repeats the same procedure.
5. Runs are scored either by correctly answering a question and drawing a home run card, or by "batting in" a runner already on base.

There is no base stealing in Classroom Baseball. It is important to make this clear beforehand, as some zealous players will invariably attempt to steal bases.

CONSTITUTION MUSICAL CHAIRS

This activity is based on the childhood game of "Musical Chairs".

MATERIALS:

- CD/cassette player
- Music (Patriotic tunes would be appropriate)
- 3" X 5" cards
- Teacher made Constitution trivia questions (An alternative would be to have each student create a question and answer and write it on a 3" X 5" card.)

INSTRUCTION:

1. Based on the game of musical chairs, there will be one less chair than students to start the game.
2. Have the music playing while the students are going around the chairs. When the music stops, each student must find a chair.
3. The student who is left standing must answer one of the Constitution questions. The student has 10 seconds to answer the question. If he/she answers it incorrectly, he/she remains out and the game will resume with one less chair than students. However, if the standing student answers the question correctly, he/she may choose anyone else who is sitting and take his/her place and the game will resume with one less chair than students.
4. The game continues like this until one person is remaining.

Note: Students will become very competitive so be sure to review safety rules before beginning.