

I Signed the Constitution

September 21, 2000

State Capitol Program



Guide to Planning a Mock Constitution
Signing Program in Your School

VOTE IT UP!

Sponsored by the Pennsylvania Bar Association
Funded by the Pennsylvania Bar Foundation

WHAT IS “I SIGNED THE CONSTITUTION”?



Since 1993, the National Constitution Center (NCC) has sponsored “I Signed the Constitution” events each year during the national celebration of Constitution Week, September 18-22. Over the last few years more than 500 sites in all 50 states participated. At national parks, libraries, schools and malls across America, an estimated 1.7 million people have reaffirmed their citizenship by placing their signatures next to the signatures of our Founders. Signers receive a pocket-sized Constitution, educational material and a commemorative “I Signed the Constitution” button. Every site is asked to return the signed parchment scrolls to the NCC where they will become part of the permanent archives at the National Constitution Center’s Museum, scheduled to open September 17, 2002.

-- National Constitution Center

The Pennsylvania Bar Association, in conjunction with the National Constitution Center and the Pennsylvania Department of Education, is coordinating the second annual statewide “I Signed the Constitution” program. Ninety-six schools representing 34 counties in Pennsylvania will participate in this year’s signing on September 21 - with close to 50,000 student signers statewide. Many county bar associations are partnering with the Pennsylvania Bar Association by helping schools to sponsor their signing programs. Judges, lawyers and legislators across the commonwealth will be working with schools to participate in the activities.

The theme for this year’s program is **VOTE IT UP!** The freedoms that we enjoy as Americans are secured by the Constitution and the democratic ideals outlined in its pages. One cherished and basic freedom is the right to vote. Through our vote, the Constitution ensures that each of us has a voice in the governance of our country. With the presidential election in November, what better time than now to encourage students to **VOTE IT UP!?** Their votes can count, and their voices can be heard.

In addition to the local school program, ideas for which are detailed in this guide, the “I Signed the Constitution” event will feature a unique kick-off program that will be broadcast live from the State Capitol in Harrisburg on cable television by the Pennsylvania Cable Network. This program will feature Pennsylvania Education Secretary Eugene Hickok, Pennsylvania Bar Association President Marvin Lieber and a Pennsylvania appellate court judge who will talk with students statewide about the evolution of the Constitution with regard to voting rights. The National Constitution Center also will host a performance of the “Four Little Pages,” which depicts the Constitution’s founders and framers at work.

The Pennsylvania Bar Association thanks you for participating in the second annual “I Signed the Constitution” program. It should be an exciting one. And remember . . . **VOTE IT UP!**

PARTICIPATING SCHOOL RESPONSE FORM



To help the Pennsylvania Bar Association, Pennsylvania Department of Education and National Constitution Center prepare for the statewide “I Signed the Constitution” signing program on September 21, please take a few moments to complete this form. The form should be returned to the Pennsylvania Bar Association no later than Friday, September 8, so that all schools and students can be properly recognized. Thank you for your assistance!

School Name: _____

Address: _____

Program Organizer/Position: _____

Number of Students Participating in Signing: _____

Grade level(s) of students: _____

Are you holding an assembly or classroom program?: _____

Are you planning to watch the State Capitol program?: _____

If you are not able to watch the program at the scheduled time, would you like to receive a videotape of the program to show to your students at a later date? _____

Are you partnering with your local county bar association?: _____

Are judges, lawyers and/or legislators being asked to participate in your program? If yes, please list their names:

Please return this form by mail or fax no later than Friday, September 8 to:

**Pennsylvania Bar Association
ATT: Jennifer Branstetter
P.O. Box 186, Harrisburg, PA 17108
Fax: (717) 238-7182
Phone: (800) 932-0311, Ext. 2216**

PLANNING A MOCK CONSTITUTION SIGNING: PART I



Every school has its own unique personality and way of doing of things. As such, it's important for you to think about what type of mock signing program will work best for your school. This section is designed to help you plan a mock Constitution signing program.

STEP #1: THE FACTS

Here is some helpful information as you begin to formulate your program:

Date: September 21, 2000

Time: 10:00 a.m. — for the kick-off program

Materials: Each school will receive: 1 4' x 6' Constitution scroll for signing; smaller scrolls for signing; 3 constitution-related lesson plans; and "I Signed the Constitution" buttons and pocket Constitutions for all participating students.

Kick-Off

Program: A formal kick-off program will be held at the State Capitol in Harrisburg, featuring presentations by Pennsylvania Education Secretary Eugene Hickok, PBA President Marvin Lieber, a Pennsylvania appellate court judge, and a performance of the "Four Little Pages" sponsored by the National Constitution Center. The program will be broadcast live on cable television by the Pennsylvania Cable Network. The program will take approximately 45 minutes.

Theme: **VOTE IT UP!** Voting isn't just a right, it's also a privilege. Through our vote, the Constitution ensures that each of us has a voice in the governance of our country. With the presidential election in November, what better time than now to remind students to **VOTE IT UP!**? Their votes can count, and their voices can be heard.

STEP #2: TYPES OF PROGRAMS

Listed below are two types of mock Constitution signing programs that schools have found to be successful. The kick-off program at the State Capitol may be viewed at the start of both programs:

- Assembly: The assembly program brings together all student signers for a formal program and signing. School officials should welcome all of the students and then ask local judges, lawyers and/or legislators to talk with them about the importance of the Constitution. Each speaker, in approximately five minutes, should relate how the Constitution is applied to their own jobs and focus on the ways in which the students' lives are affected everyday by the Constitution -- perhaps focusing on voting. The speaking portion of the program should conclude with a question and answer session.

Following the Q&A, the entire group should sign the mock Constitution together. After the signing, students and teachers may return to their classrooms to take part in any or all of the lesson plans included with this guide.

- Classroom: The classroom program begins with the one of the enclosed lesson plans. Teachers should think about asking local judges, lawyers and/or legislators to visit their classes and talk with students about the Constitution and assist them with the lessons. Once students have completed their activities, they can participate in the mock signing in one of two ways: 1) the mock Constitution scroll can be displayed in the school lobby with classes taking turns signing the scrolls; or 2) the smaller scrolls can be passed from classroom to classroom for signing.

PLANNING A MOCK CONSTITUTION SIGNING: PART II



STEP #3: DESIGNING YOUR SCHOOL'S PROGRAM

These questions are designed to help you think about what type of program will work best in your school.

General Questions:

- How many students will participate in the program?
(depends upon the amount of supplies you ordered from the NCC)
- Will you choose all of the students from one grade level or classes from different grade levels?
- Will judges, lawyers and/or legislators be asked to participate in the program and/or classroom activities (arranging this through you local bar association is explained later in the guide)?
- Will the media be invited to attend the program/signing activities?

Assembly Program:

- Is your school conducive to an assembly?
- Does the assembly room have cable access to view the kick-off program?
- What types of program speakers would your students enjoy? Should someone from your school district's administration emcee the program? Will you watch all, or a portion, of the kick-off program as part of your program?
- Will educators be asked to introduce the lesson plans on the day of the mock signing program?

Classroom Program:

- Where will the mock Constitution scroll be displayed?
- Will students sign the Constitution scrolls in the displayed location or will the scrolls be passed to individual classrooms?
- Will the classes be asked to use the lesson plan activities on the same day as the signing?
- Do the participating classrooms have cable access to view the kick-off program? Will the classes watch all, or a portion, of the kick-off program as part of your program?

INVOLVING THE MEDIA & LEGAL COMMUNITY



Once your school has picked a program, it's time to start getting the media and local legal community involved.

THE LEGAL COMMUNITY

"I Signed the Constitution" offers your school a unique opportunity to involve members of the legal community in your classroom activities and/or assembly program. Bringing years of legal experience to this project, local judges and lawyers can help you create enhanced learning opportunities for your students.

Assembly program -- think about asking a local judge, lawyer and/or legislator to talk with your students about the Constitution. Ask them to focus on this year's theme of **VOTE IT UP!** They also could answer any questions related to the kick-off program in Harrisburg, and then assist your students with the signing of the mock Constitution. Following the assembly program, these individuals could work with classes on the individual lesson plans.

Classroom program -- members of the legal community could have a more intimate dialogue with students about the Constitution and answer questions they may have regarding legal issues. They then could work with students on the individual lesson plans, and then help them sign the mock Constitution.

Your local county bar association can help you identify judges and lawyers in your community who would be willing to take part in your activities. If you are not already partnering with your local county bar association, please call the PBA at (800) 932-0311, ext. 2216 to find the appropriate person to contact in your county. (Hint... elementary and middle school students typically respond well to judges who wear their robes into the classroom.) Make sure to invite these people well in advance of September 21 -- their calendars fill up quickly.

THE MEDIA

The media can help schools demonstrate their commitment to excellence in learning by reporting on the "I Signed the Constitution" events and activities in local newspapers and television news programs. The following are some tips to help you get started with involving the media. If you are partnering with your local county bar association on this project, make sure to work with it on this -- county bars are great resources since they have relationships established with local media and may be willing to help you with some of the following:

- 1) Compile a current list of local newspaper editors, t.v. assignment editors and radio station managers. Make sure that you have their fax and phone numbers.
- 2) One week prior to the program, mail or fax your media advisory to the local media (a sample media advisory is included in this packet -- please feel free to use it and fill in the blanks.) Include a contact person on the advisory and a daytime phone number as the media may have questions prior to the program.
- 3) One day prior to the program, make follow-up calls to the media that received the advisory -- ask for the newsroom when you call. During the call you want to confirm that they received the advisory, offer to fax it if they did not and mention how exciting the program will be for students. (It's always good to put in a last-minute pitch.)
- 4) Prepare a press release to give to the media at the program (a sample press release is included in this packet -- please feel free to use it and fill in the blanks.) After the program is over, mail or fax the press release to any invited media that did not attend.

SAMPLE MEDIA ADVISORY



The media advisory can be issued by your school or partnering county bar association. Make sure to include the issuing party's address at the top -- using letterhead is always a good idea.

MEDIA ADVISORY

Contact: Name
 Phone Number

OF STUDENTS SCHOOL NAME STUDENTS TO SIGN THE U.S. CONSTITUTION

of students School Name students will join with Pennsylvania Education Secretary Eugene Hickok, Pennsylvania Bar Association President Marvin Lieber and a Pennsylvania appellate court judge, through a live television broadcast, in a statewide mock signing of the U.S. Constitution on September 21 at 10:00 a.m. in the room of the school name, address, in city. Nearly 50,000 students from 34 counties across Pennsylvania are expected to participate in the signing, which also will feature a performance of the "Four Little Pages" sponsored by the National Constitution Center.

Sponsored statewide by the Pennsylvania Bar Association in conjunction with Pennsylvania Department of Education and National Constitution Center and locally by the county bar association, the "I Signed the Constitution" program is part of the national celebration of Constitution Week, September 18-22. Since 1993, an estimated 1.7 million people have participated in mock Constitution signings at national parks, libraries, schools and malls across America. The theme of this year's program is **VOTE IT UP!**, which is designed to reinforce the importance of voting.

The local "I Signed the Constitution" celebration at school name will include viewing the festivities from the State Capitol, participating in a formal program that will feature judges, lawyers, legislators as speakers and signing the mock Constitution. The Constitution scroll signed by the students will be sent to the new National Constitution Center in Philadelphia for display.

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SAMPLE NEWS RELEASE



The news release can be issued by your school or partnering county bar association. Make sure to include the issuing party's address at the top -- using letterhead is always a good idea.

N E W S R E L E A S E

Contact: Name
 Daytime Phone Number

OF STUDENTS SCHOOL NAME STUDENTS SIGN THE U.S. CONSTITUTION

CITY/TOWN (Date) -- # of students School Name students joined with Pennsylvania Education Secretary Eugene Hickok and Pennsylvania Bar Association President Marvin Lieber, through a live television broadcast, in a statewide mock signing of the U.S. Constitution at the school name in city. Nearly 50,000 students from 34 counties across Pennsylvania participated in the signing.

"Quote from school official"

Sponsored statewide by the Pennsylvania Bar Association in conjunction with the Pennsylvania Department of Education and National Constitution Center, and locally by the county bar association, the "I Signed the Constitution" program is part of the national celebration of Constitution Week, September 18-22. Since 1993, an estimated 1.7 million people have participated in mock Constitution signings at national parks, libraries, schools and malls across America. The theme of this year's program is **VOTE IT UP!**, which is designed to reinforce the importance of voting.

"Quote from County Bar President" -- if applicable

The local "I Signed the Constitution" celebration at school name began with students viewing the festivities from the State Capitol. Secretary Hickok and PBA President Lieber talked to students statewide about the importance of voting as outlined in the Constitution. In addition, the National Constitution Center hosted a performance of the "Four Little Pages," which depicts the Constitution's founders and framers at work.

SAMPLE NEWS RELEASE (CONT.)



(For assembly program) -- Following the broadcast, the students participated in an assembly program that featured names of judges, lawyers, legislators as speakers and the local signing of the mock Constitution. The Constitution scroll signed by the students will be sent to the new National Constitution Center in Philadelphia for display.

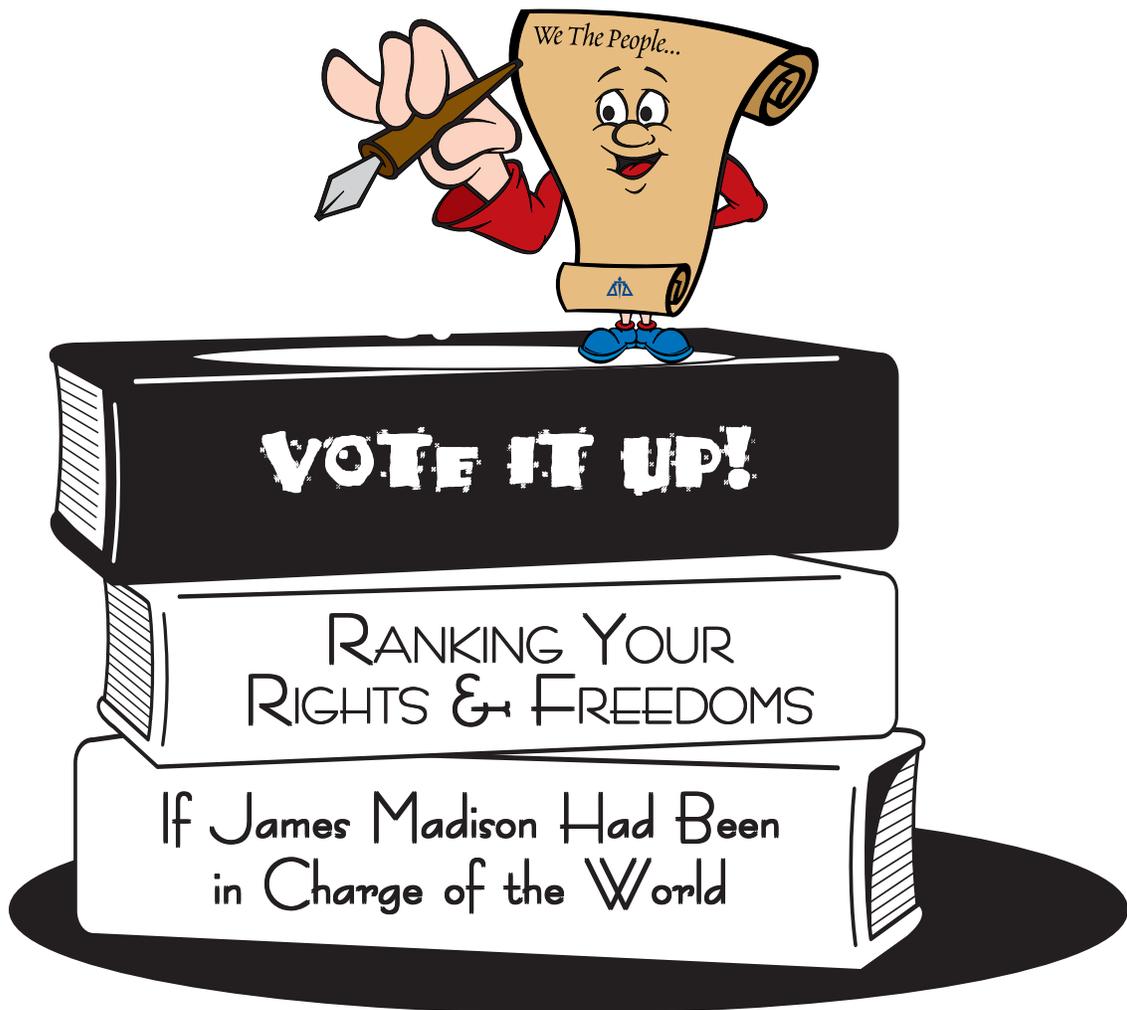
(For classroom program) -- Following the broadcast, the students participated in classroom activities focusing on the Bill of Rights. Names of judges, lawyers, legislators assisted the students with the concepts and writing. Each class then joined in the local signing of the mock Constitution. The Constitution scroll signed by the students will be sent to the new National Constitution Center in Philadelphia for display.

“Quote from a participating judge, lawyer or legislator”

For more information on the “I Signed the Constitution” Program and the national celebration of Constitution Week, visit the National Constitution Center’s Web site [www.constitutioncenter.org] and the Pennsylvania Bar Association’s Web site [www.pabar.org].

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CONSTITUTION-RELATED LESSON PLANS



The lesson plans are provided by:

Temple/LEAP
(Temple-Law, Education & Participation)
1719 North Broad Street, Philadelphia, PA 19122
(215) 204-8954

Constitutional Rights Foundation Chicago
407 South Dearborn, Suite 1700
Chicago, IL 60605
(312) 663-9057

VOTE IT UP!

LESSON ONE: CLASS ELECTIONS



Lesson Overview:

Students will develop a list of jobs in the classroom, qualities needed to perform these jobs, criteria for electing the jobholders. They then will elect classmates to the positions they developed.

Grade Level:

This lesson is designed for students in fifth through twelfth grade.

Materials:

- Student Journals

Procedures/Activities:

1. In every classroom, students are given responsibilities. If your class does not have elected officers, you may wish to consider having students elect a class director for each week or month. The class director would be responsible for appointing students to various “departments” and “cabinet posts” for the week. These might include such departments as: Department of Maintenance, Department of Materials, Department of Food, Department of Attendance and Post Office Department. The departments would depend upon the classroom jobs you usually designate. Have students help you to determine the list.
2. Once a list of positions is determined, have students discuss:
 - Do the candidates for the director’s job need to have certain qualifications, such as good grades, a good discipline record, a teacher’s recommendation, good ideas, supervising experience (baby-sitting) or demonstrated responsibility (team member, paper route, etc.)?
 - Are there restrictions on who may vote, such as students with good grades, a good discipline record or a teacher’s recommendation?
 - Will there be term limits, such as a student may only hold the office of class director twice during the school year?
3. Have students brainstorm all of the things that might be part of this class election. You may need to ask probing questions to make sure students indicate a number of choices. These should be placed on the chalkboard. Responses might include personality of candidates, written statements describing the job, speeches, promises and ideas to improve the classroom.
4. Journal Writing Assignment: Have students write why they would or would not want to be the class director for the week.
5. Students who wish to apply for the position of class director for the week or month might read their journal entries out loud. The students then can vote for the first director. This process can continue throughout the school year. You may wish to maintain a bulletin board where students may place their names in contention by writing a paper to be posted stating their reasons for wanting the position.

VOTE IT UP!

LESSON TWO: POLLING THE ELECTORATE



Lesson Overview:

Students will learn what issues adults consider most important by conducting a poll.

Grade Level:

This lesson is designed for students in fifth through twelfth grade.

Materials:

- Newspaper articles
- Issues Interview Handout
- Student Journals

Procedures/Activities:

1. Review the students' list of election factors. Ask volunteers to respond to the journal questions from Lesson One (Class Elections): #4. After completing the discussion, ask students to look at the list again. Are there any items that might be added to the list if it were about the national/state/local election candidates? You should ask probing questions that lead to responses of factors such as radio/television commercials, newspaper polls, debates or newspaper articles about the issues the candidates are discussing. If there are no ongoing election campaigns, students can discuss issues without the context of an election.
2. Provide students with a list of issues that adults might be concerned about in our country. You may wish to save current newspapers for use in the classroom. Tell students to consider multiple points of view as they think about these issues.
3. Ask students to interview two people over the age of 18 using the poll on the Issues Interview Handout. Students should ask the two adults which three issues will affect them most and why. The students then should place an "X" in the column next to the issues the adults chose. Practice interviewing and completing the form in class. Students should be reminded to thank participants.

VOTE IT UP!

ISSUES INTERVIEW HANDOUT



Interviewee 1

Registered voter? Y N

Please check the three most important issues.

ISSUE	X	WHY IMPORTANT?
Health Care		
Education		
Crime		
Economic Conditions- Employment/Jobs		
Foreign Affairs (involvement with other countries)		
Ecology/Environment		
Budget/Government Spending		
Other		

Interviewee 2

Registered voter? Y N

Please check the three most important issues.

ISSUE	X	WHY IMPORTANT?
Health Care		
Education		
Crime		
Economic Conditions- Employment/Jobs		
Foreign Affairs (involvement with other countries)		
Ecology/Environment		
Budget/Government Spending		
Other		

VOTE IT UP!

LESSON THREE: POLLING RESULTS



Lesson Overview:

Students will tally their polls and track points of view on three issues.

Grade Level:

This lesson is designed for students in fifth through twelfth grade.

Materials:

- Newspaper articles
- TV Newscast Monitoring Report Handout
- Media Representative (if possible)

Procedures/Activities:

1. Assign students to groups of four to five. Have students in each group tally poll results and place them on chalkboard or large paper. Once all groups have recorded their responses, have students add the number of participants and figure the percentage for each issue.

Note: As the election nears or issues develop, you may wish to rephrase or clarify the issues depending on media attention. Issues selected should be appropriate for the grade level. Encourage students to consider multiple points of view as they think about these issues.

2. Design a chart (see example below) and place the three issues with the most responses on it. List the major presidential candidates' names. If an election is not upcoming, use the president and a leader of the non-presidential party as examples.

TOP # ISSUES	DEMOCRATS	REPUBLICANS	OTHER
Issue 1			
Issue 2			
Issue 3			

Note: If there is no election, students might keep track of what the political parties are saying. Have the issues changed? Are promises from the most recent campaign being kept?

VOTE IT UP!

LESSON THREE: POLLING RESULTS (CONT.)



3. Using collected newspapers, have groups of students find and record opinions of the candidates on the issues paying attention to differing perspectives on the issues. Assign groups to a particular issue or candidate.
4. Have groups continue to monitor the newspapers for various opinion polls to see who the pollsters think is ahead and by what percentage. Students might want to develop an election scrapbook.
5. As homework, have students monitor one half-hour national news broadcast on television and complete TV Newscast Monitoring Report Handout. You may wish to tape news programs so that all students have an opportunity to view the candidates or party leaders.
6. You may wish to invite a local media representative to react to the students' Newscast Monitoring Reports.

VOTE IT UP!

TV NEWSCAST MONITORING REPORT HANDOUT



News Program/Channel: _____

Date/Time/Length of Program: _____

Check all items covered:

- _____ Candidate's or political party's view on issues
- _____ Results of public opinion polls
- _____ News item about the candidate or political party
- _____ News item about the campaign or a particular issue
- _____ View of the newscaster about a candidate/leader
- _____ View of the newscaster about one of the issues
- _____ View(s) which disagree with the candidate or party

What was the news program about? _____

What did you learn? _____

With what did you agree? _____

With what did you disagree? _____

What questions would like to ask about the news program? _____

VOTE IT UP!

LESSON FOUR: THE VOTER



Lesson Overview:

Students will discuss what influences the voter.

Grade Level:

This lesson is designed for students in fifth through twelfth grade.

Materials:

- Election Bulletin Board

Procedures/Activities:

1. Review the positions of the candidates on the major issues. Hold a mock election in the classroom. The class may want to volunteer to hold an election for certain grades.
2. After results are tallied, have students determine what influenced their vote the most. Candidates' stands on issues? Personalities? Speeches? Commercials? Other factors?
3. The class should be encouraged to bring in articles, polls and information for a class bulletin board. Groups could be responsible for updating the bulletin board until the election is completed. A learning center easily could be developed using an "Election Central" theme.
4. If class or school government elections have taken place, students may wish to compare and contrast the elections.
5. Ask students:
 - How accurate were the poll-takers?
 - Would you like to work as a volunteer in a future presidential election?
 - Why or why not?
6. Students might be assigned to the three major issues and continue to monitor what happens throughout the school year.

RANKING YOUR RIGHTS & FREEDOMS



LESSON OVERVIEW:

This lesson is designed to introduce students to some of the basic concepts of the Bill of Rights. Each student is asked to “rank order” each right or freedom to his/her perception of what is the most important right to the least important right. Students or the educator may want to save these rankings of rights and freedoms until the end of the Bill of Rights unit of study. Students then can complete the same exercise and compare their first rankings with their later selections, discussing which choices, if any, changed and why.

Grade Level:

This lesson is designed for students in fifth through twelfth grade.

Academic Standards:

This lesson involves Proposed Standards 5.1, Principles and Documents of Government, and 5.2, Rights and Responsibilities of Citizenship.

Goals:

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

- Clarify their thoughts regarding the rights and freedoms often taken for granted in our society;
- Explore and discuss the concept of fundamental rights found in the Bill of Rights; and
- Experience oral advocacy and practice reasoning and listening skills.

Materials:

- Rights and Freedoms
- A Visitor From Outer Space

Outside Resources:

Judges, lawyers and legislators are excellent resources for this lesson. They can share their views on the relative value of each right and freedom based on their experiences.

Procedures/Activities:

- Students are aware of many of the rights and freedoms enjoyed by United States citizens. Explain to them that they now will have an opportunity to decide which rights and freedoms are the most and least important to them using reasoning skills and oral advocacy.
- Give students one of the handouts, “Rights & Freedoms” or “A Visitor From Outer Space.” Read the directions together. Suggestion: “Rights & Freedoms” is better suited for high school students, and “A Visitor From Outer Space” is better suited for elementary and middle school students.

RANKING YOUR RIGHTS & FREEDOMS



- Rank the rights and freedoms listed.
- Determine from students' responses (e.g. a show of hands) which rights and freedoms they believe to be most important. Ask students to give reasons for their selection of the rights and freedoms they deemed to be least important.
- If you are teaching a unit on the Bill of Rights, collect the handouts and save them until the end of the unit. After the students have studied the Bill of Rights, repeat this rank-order exercise. Hand back their first ranking sheets and ask students if anyone has changed his/her opinion. Discuss student responses, focusing on the reasons given by the students for these responses.

Reflections on the Lesson:

This is a simple but effective method to begin a class discussion on the Bill of Rights and on the values of individual rights versus the interests of the majority. A popular variation involves instructing students that they each only may choose one right or freedom to save. Students then are asked to explain their selections.

This lesson could be repeated with a number of different justice system resource persons, comparing the results at the end of the lesson series. Or a questionnaire could be prepared by the class and sent to various justice resource persons. The students then could analyze and compare the results. Would a prosecutor and reporter make similar selections?

If you choose the "A Visitor From Outer Space" handout, a "visitor" in costume presenting the space visitor's speech to the class works very well.

A VISITOR FROM OUTER SPACE HANDOUT



You are quietly watching television with your family when a special news bulletin comes over the TV station. You immediately see that this is not the normal type of news bulletin because there is, what looks to be, a very strange creature on the screen — the only thing familiar is that it is speaking English. It tells you that it and its people have gained control over all of the communications networks in the United States, and that everyone had better pay attention to what it has to say. You change the channel, and just as it said, it is on every station. It begins to speak very loudly and you gather your family around because you are beginning to worry about what he is going to do. Its speech is as follows:

My name is STHGIR and I am from the planet NOITUTITSNOC in another galaxy where the inhabitants are far superior to the beings on this planet EARTH. Just as we have gained control over the communications of the United States, we have the ability to take complete control over every one of your lives. We do not want a war between our planet and yours, but we do want to control some things so that we can live in peace and harmony with you. We have looked at some of your laws and the way your government operates and have found that it gives too much freedom to the individual. Therefore, we are going to conduct a survey to try and arrive at a decision in which both you and I are happy. As I have said, I do not want to take everything away from you — but I can't allow you to continue to live as you have in the past. Therefore, I am giving you a list of ten of the rights, which you now have according to your Constitution. You are to look over the list of ten of your Constitutional rights and decide which of the ten are most important to you. I will allow you to keep FIVE of the ten rights — the five that get the most votes from all citizens of the United States. You are to rank the following rights in the order in which you would give them up: 1 being the right you would give up last and 10 being the right you would give up first. After you have completed your ranking, you will receive further instructions.

- ◆ Right to bear arms
- ◆ Right to freedom of speech
- ◆ Right to legal counsel
- ◆ Right to protection from cruel and unusual punishment
- ◆ Right to freedom of press
- ◆ Right to a jury trial
- ◆ Right to freedom of religion
- ◆ Right to peacefully assemble
- ◆ Right to privacy
- ◆ Right to protecting self-incrimination

RIGHTS & FREEDOMS HANDOUT



Listed below are some, but not all, of the fundamental rights found in the first ten amendments to the United States Constitution (Bill of Rights). Please rank them 1 through 15 in order of importance to you (1 is the most important, 15 is the least important). If you think the most important right is the right to assemble peacefully, then you should fill in the blank beside that right (E) with 1.

- ___ A) Right protecting against unreasonable search and seizure
- ___ B) Right to trial by jury in criminal cases
- ___ C) Right to trial by jury in civil cases
- ___ D) Right to bear arms
- ___ E) Right to assemble peacefully
- ___ F) Right to protection from cruel and unusual punishment
- ___ G) Right to freedom of speech
- ___ H) Right to a lawyer in some cases
- ___ I) Right to have a lawyer during police questioning
- ___ J) Right to freedom of religion
- ___ K) Right to privacy
- ___ L) Right to protect against self-incrimination
- ___ M) Right to freedom of the press
- ___ N) Rights not listed in the Bill of Rights that belong to the people
- ___ O) Right to keep government from taking your property without paying you

IF JAMES MADISON HAD BEEN IN CHARGE OF THE WORLD



Lesson Overview:

This lesson combines a whole language approach with the study of the Bill of Rights. Students get the opportunity to develop lists of rules for the world after reading (or being read) a selection from E. B. White's children's story, Stuart Little. Using a poem by Judith Viorst titled "If I Were in Charge of the World," students will work together to create group poems of their rules for the world. The class then rewrites the Bill of Rights in the same poetic structure.

Grade Level:

All elementary grade levels.

Academic Standards:

This lesson involves Proposed Standards 5.1, Principles and Documents of Government, and 5.2, Rights and Responsibilities of Citizenship.

Goals:

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

- Identify the ten amendments that make up the Bill of Rights;
- Analyze what makes a rule or law effective; and
- Recognize that rights have attendant responsibilities.

Materials:

- A copy of Stuart Little
- Handout: "If I Were in Charge of the World" by Judith Viorst
- Flip chart paper
- Copy of the Bill of Rights

Outside Resources:

Any law or justice professional would add to this lesson. The lesson also offers interdisciplinary teaching opportunities.

IF JAMES MADISON HAD BEEN IN CHARGE OF THE WORLD



Procedures/Activities:

1. Have students read (or read to them) the chapter from Stuart Little titled "The Schoolroom." List Stuart Little's rules and discuss whether or not they are "good" rules. Discuss what makes a rule "good." List the characteristics of a good rule.
2. Break students into groups of three to five and have them create lists of rules for the world on the flip chart. Discuss the rules and analyze whether the rules appear to be written effectively. Compare them to the Bill of Rights. How are they alike? How are they different?
3. Give the handout "If I Were in Charge of the World" to the students. Direct the student groups to use their lists of rules to create a similar poem.
4. Have each group read its poem aloud. Ask the students to create a poem from or about the Bill of Rights as a follow-up exercise.

Reflections on the Lesson:

This lesson should result in a wonderful set of poems for the world and the Bill of Rights. You might wish to publish the poems in an edited form so that you have a single class product titled, for example in a third grade class, "If Third Graders Were in Charge of the World." The Bill of Rights poem might use the title of this lesson "If James Madison Had Been in Charge of the World."

“IF I WERE IN CHARGE OF THE WORLD”



If I were in charge of the world,
I'd cancel oatmeal,
Monday mornings,
Allergy shots, and also
Sara Steinberg.

If I were in charge of the world,
You wouldn't have lonely,
You wouldn't have clean,
You wouldn't have bedtimes,
Or "Don't punch your sister."
You wouldn't even have sisters.

If I were in charge of the world,
A chocolate sundae with whipped cream and nuts
would be a vegetable.
All 007 movies would be "G."
And a person who sometimes forgot to brush,
and sometimes forgot to flush,
Would still be allowed to be
In charge of the world.

Judith Viorst
People and Other Aggravations
New York: World Publishing Co., 1971

OTHER LAW-RELATED EDUCATION ORGANIZATIONS



For more lesson plans and information on civics and government as they relate to the Constitution, please contact the following organizations:

National Constitution Center

Contact: National Constitution Center
The Bourse, Suite 560
111 South Independence Mall East
Philadelphia, PA 19106
Phone: (215) 923-0004
Fax: (215) 923-1749
www.constitutioncenter.org

The NCC was established by Congress through the Constitution Heritage Act, as an independent, nonpartisan, nonprofit organization. The NCC was established to increase awareness and understanding of the U.S. Constitution, its history and its relevance to our daily lives so that all of us will better understand and exercise our rights and responsibilities. The NCC's website contains a teacher resource area with lesson plans and curriculum ideas for the classroom.

Temple/LEAP (Temple-Law, Education & Participation)

Contact: David Keller Trevaskis, Executive Director
1719 North Broad Street
Philadelphia, PA 19122-6098
Phone: (215) 204-8954
Fax: (215) 204-5455
Email: dtrevask@thunder.ocis.temple.edu

Since 1974, Temple/LEAP has developed innovative educational programs aimed at empowering young people through the study of law-related and civic education (LCRE). LCRE is a unique blend of substance and strategy: students learn substantive information about laws, the legal system and their rights and responsibilities through strategies that promote cooperative learning, critical thinking and positive interaction between young people and adults. Temple/LEAP conducts on-site teacher trainings and also produces general and Pennsylvania-specific curricula related to civics and government.

We The People...The Citizen and the Constitution

Contact: George W. Franz, Pennsylvania State Coordinator
Penn State Delaware County
25 Yearsely Mill Road
Media, PA 19063-5596
Phone: (610) 892-1411
Fax: (610) 892-1357
Email: gwf1@psu.edu
www.de.psu.edu/pawtp

We the People... was developed by the Center for Civic Education and is funded by the U.S. Department of Education by an Act of Congress. The primary goal of the program is to promote civic responsibility and competence in students by emphasizing student involvement and encouraging students to relate important concepts and principles to historical and contemporary situations as well as to their own experiences. The We the People... instructional program complements the regular school curriculum by providing upper elementary grades, middle school and high school students with a course of instruction on the history and principles of democracy in the United States.