**Name: Due Date:**

**THIS IS A FORMAL GRADE: IT COUNTS AS YOUR TEST FOR THIS UNIT.**

**You get to choose which grade you receive. Grades are listed below:**

**79% (C) – complete all activities in Level C**

**89% (B) - complete all activities in Level C and the activities of your choice in Level B**

**100% (A) – complete all activities in Level C, activities of your of your choice in Level B, activity of your choice in Level A**

**Any activity with \*\* beside it is required.**

This layered curriculum will cover the beginning of the United States under the Constitution. Most of this is review from Civics and Economics. Please be sure to read each level’s directions in order to receive full credit.

Objectives:

* Understand the founding of our country in regards to government (Articles of Confederation, Shay’s Rebellion, Constitutional Compromises)
* Understand the basics of the Constitution and how that affects our country today (Principles of the Constitution, Federalists v. Anti-Federalists, Bill of Rights)

**REQUIRED: \*\*C Level: Choose 56 points to complete. (notes and readings): (knowing and understanding)**

**\*must complete all activities for level C – if completed correctly you will receive a 79% for this formal grade.**

\*\*1. Principles/Powers/Clauses notes (7 points)

Complete the Principles/Powers/Clauses fill-in notes. Have it checked by Mrs. Edwards.

(Go to edwardsamerican1.weebly.com→ Quarter 2→ Unit 3→ #1)

\*\*2. Principles/Powers/Clauses Google Form Review (7 points)

From the class website, answer the questions on the Google Form about the Principles/Powers/Clauses.

(Go to edwardsamerican1.weebly.com→ Quarter 2→ Unit 3→ #1)

\*\*3. Articles of Confederation notes (7 points)

Complete the Articles of Confederation fill-in notes. Have it checked by Mrs. Edwards.

(Go to edwardsamerican1.weebly.com→ Quarter 2→ Unit 3→ #2)

\*\*4. Articles of Confederation Google Form Review (7 points)

From the class website, answer the questions on the Google Form about the Articles of Confederation.

(Go to edwardsamerican1.weebly.com→ Quarter 2→ Unit 3→ #2)

\*\*5. Bill of Rights Chart/notes (7 points)

Complete the Bill of Rights Chart. Have it checked by Mrs. Edwards.

(Go to edwardsamerican1.weebly.com→ Quarter 2→ Unit 3→ #3)

\*\*6. Bill of Rights Google Form Review (7 points)

From the class website, answer the questions on the Google Form about the Bill of Rights.

(Go to edwardsamerican1.weebly.com→ Quarter 2→ Unit 3→ #3

1. Read the iCivics article and complete “Anatomy of a Constitution” worksheet (14 points)

See Mrs. Edwards for the Handout.

8. Concept cards (knowing/understanding) (14 points)

Create a concept card for each of the following terms:

-- Bill of Rights --Constitutional Convention

-- Articles of Confederation --Northwest Ordinance of 1787

-- Separation of Powers --Federalists

-- Federalism -- Anti-Federalists.

Concept cards should look like:

|  |  |
| --- | --- |
| Word | Definition |
| Image | Used in sentence |

Total points for Level C \_\_\_\_\_\_\_\_\_\_\_\_\_/56

**B Level: Choose 20 points to complete.**

**\*must complete the quiz then choose 1 other option-if Level C and Level B are completed correctly, you will receive an 89% for this formal grade.**

1. \*\*Review quiz on level C and level B information (15 points) See Mrs.Edwards to take your quiz.
2. Principles of the Constitution Super Hero (5 points)

* Using the printed sheet, created a superhero that is based on 1 of the principles of the Constitution. Be sure that everything-from their name, special powers, outfit and slogan relates to the principle you choose. All sections must be filled out for full credit.

3. Twitter (thinking critically) (5 points)

* Create a twitter conversation between two a Federalist and an Anti-Federalist in which each person discusses what responsibilities the federal and state governments should have. (must have at least 6 tweets for each branch)

4. Constitutional Compromise (5 points)

Select a Constitutional Compromise. Create a children’s book explaining the parts of the compromise including: each sides’ original opinion, the ultimate compromise, how you think each side would feel about the end compromise. It should be at least 4 pages long and 1 visual should be on each page (make it large and colorful-it is a book for children!)

5. Bill of Rights (5 points)

Write 3 one paragraph (5-7 sentences) journal entries. Each journal entry should explain the way you have seen a different amendment play out in your personal life. For example, for one journal entry you could write about how the second amendment’s right to own a gun has impacted your community.

Total points for Level B \_\_\_\_\_\_\_\_\_\_\_\_\_/20

**A Level:**

**Choose 10 points to complete-if Level C, Level B and Level A are completed correctly, you will receive a 100% for this formal grade.**

1. . Feds/Anti Feds Poster (10 points)

* You have to teach an elementary school student (4th grade) about the differences between Federalists and Anti-Federalists. Create a visual using both pictures and words, that clearly shows what the two groups disagreed on. Remember the person is younger than you!

2. BOR CD (10 points)

* You are an up and coming music artist who is about to release your first CD. One of the major things that has inspired you is the Constitution, specifically the amendments. For this assignment, you will create a CD that lists your song titles and explains their connection to the amendment. The song titles will all reflect the chosen amendments below. Your CD will only include the song titles, NOT the whole song.
* To create your CD, think of a particular type of music you want to do (country, classic rock, hip/hop, rap) and CREATE a cover that represents that theme. I don’t want to see a random picture printed off the internet for your cover. Then, look at what each amendment discusses and create the title of a song that would be about that amendment.
* For example, a song about the first amendment might be “I say, I say, I say what I want” which reflects the idea of freedom of speech. You may not use the name of the amendment as a song title. For example, I do not want to see Track 1: Freedom of Speech, Track 2: Right to Bear Arms.
* When you list your song titles, the track numbers must match the number of your amendment.

3. Charting Constitutional History--Activity 1 (10 points)

You will create a “story board” as a way of organizing and reviewing your knowledge of the Constitution. Filmmakers and writers often use storyboards when they are writing film scripts. These can be either charts or drawings that represent the chronological structure of a story. You may want to research storyboards online or use the internet to get a sense of the variety of how they can be constructed. Your storyboard can be text based, or include drawings, but it must include the following events and terms and explain their relevance to the Constitution:

* Declaration of Independence - Articles of Confederation
* Constitutional Convention - Delegates
* New Jersey Plan - Virginia Plan
* “Connecticut Compromise” - 3 Branches of government (list and define)
* sovereignty - separation of powers
* ⅗ compromise - federalists
* anti-federalists - ratification
* Bill of rights (all 10)

4. Superhero Cartoon (10 points)

* Based on the Principles Superhero you created in Section B, create a 6 frame cartoon that shows your superhero in action.
* your cartoon must include the following: the superhero fighting for their principle, a problem that needs to be solved, an enemy the superhero is fighting that would be an enemy of your principle (for example: censoring could the enemy of freedom of speech), a resolution-does your superhero win or does the enemy win? It must be neat and colored.

Total points for Level A \_\_\_\_\_\_\_\_\_\_\_\_\_/10

Total Points for Layered Curriculum: \_\_\_\_\_\_\_\_/100

Grade for Layered Curriculum: