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## iCivics Readers

**This sample includes the following:**

- Management Guide Cover** (1 page)
- Management Guide Table of Contents** (1 page)
- How to Use This Resource Pages** (10 pages)
- Sample Reader** (17 pages)
- Sample Lesson Plan** (16 pages)
- Sample Civic Discourse Lesson** (1 page)
- Sample Game Cards** (6 cards)

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Management Guide  
Grade 3

# iCIVICS

Readers



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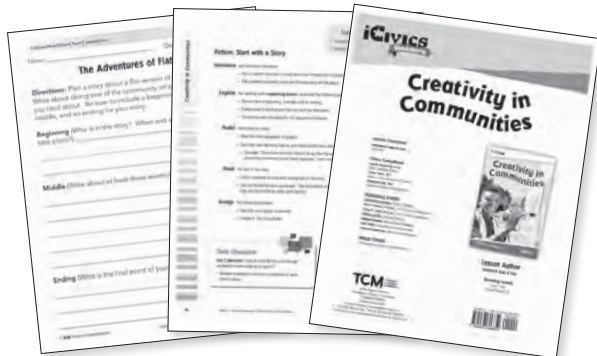
# Kit Components

6 copies of 10 books



Full-color readers integrate civics with fiction and nonfiction.

## Lesson Plans



Lesson plans include targeted instruction, essential questions, and numerous opportunities for civic discourse.

## Management Guide



Management Guide provides program information and research-based teaching ideas.

## Game Card Decks



Collaboration and continued civic discourse are encouraged through game play.

## Digital Resources

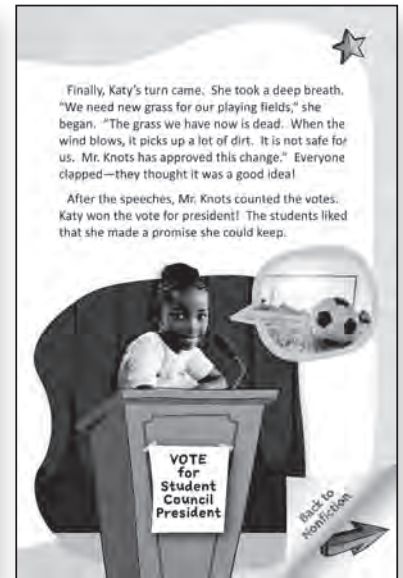
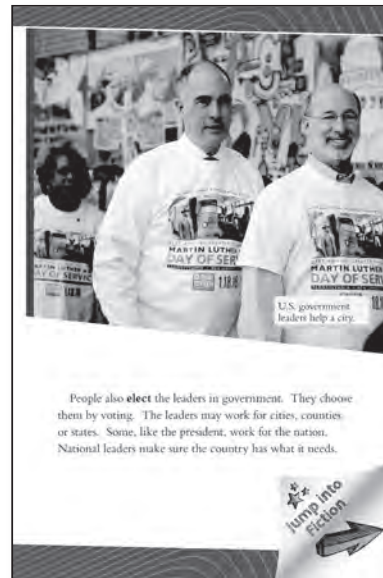
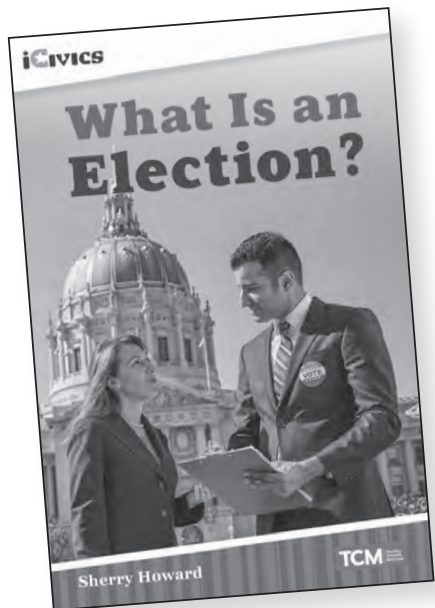


Ebooks, videos, and audio recordings increase student engagement and enhance instruction.



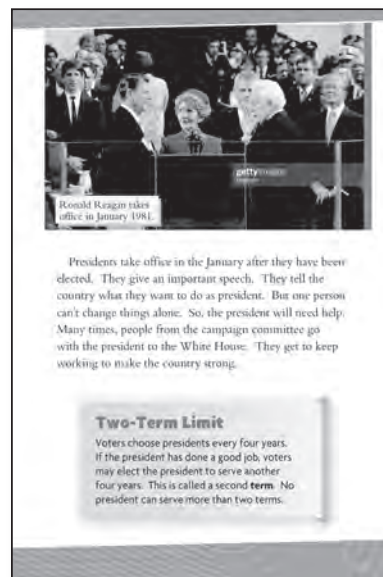
# About the Readers

*iCivics Readers* features hybrid readers, which contain both fiction and nonfiction on the same topic. An embedded fictional story in each nonfiction reader grabs students' interest, helps them make concrete connections, and launches them into learning about key civics topics.



Clear text features guide students into and out of the fiction and nonfiction.

Think and Talk graphics encourage students to discuss the text.

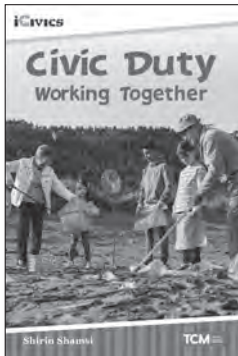


Sidebars and meaningful photographs enhance informational text for students.

## About the Readers (cont.)

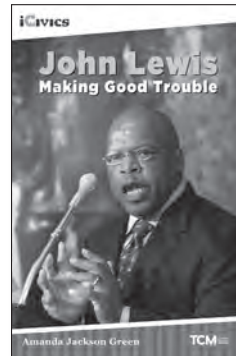
### Book Summaries

These summaries are for your easy reference. Use the summaries to decide which books match the content you would like to cover, and employ the summaries as tools to begin group discussions about the books with students.



#### ***Civic Duty: Working Together***

Everyone has a civic duty. It is a responsibility of all people in a community. Some people have taken that responsibility above and beyond and changed the lives of millions. Learn how you can be like these civic leaders and work together to change the world.



#### ***John Lewis: Making Good Trouble***

John Lewis was born into hardship. He used the challenges in his young life to drive his passion for change. He led the way toward a more just future. And his passion for civic rights inspired countless others to join the fight with him.



#### ***Clean Air to Share***

Every human, plant, and animal relies on clean air. But keeping air clean can be hard work. It has to be a global effort. Learn what small things people can do to make a worldwide impact.



#### ***Everyone Pays Taxes***

Taxes are money the government collects from people to pay for things everybody uses. Taxes pay for roads, hospitals, schools, and libraries. Who pays taxes? Everyone pays taxes!



#### ***Creativity in Communities***

All around the country, people are working to make their communities better. They are gardening, painting, writing, and more. And they are doing it together! Learn more about how people find ways to be creative in their communities.



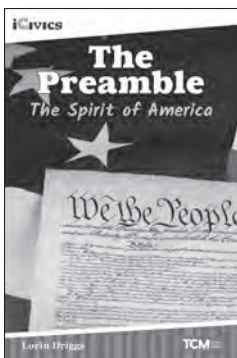
### ***What Is Media?***

The media is a great tool to learn about all sorts of things. There are newspapers, magazines, online sources, and more. But not everything you read or hear is true. Learn how to be a truth detective and tell facts from opinions!



### ***Will You Sign My Petition?***

The United States is known as the “land of the free.” Americans can share their thoughts and ideas freely. That includes the right to petition. Every day, people petition for change in their communities. They hope the changes will make the world a better place to live. **Note:** This title includes a supporting video.



### ***The Preamble: The Spirit of America***

In 1787, the course of U.S. history changed forever. The nation’s leaders met to outline how the young nation would run. They called their work the Constitution. It starts with the Preamble. The first three words of the Preamble capture what mattered most to the writers: “We the People...” **Note:** This title includes a supporting video.



### ***American Indian Leaders Today***

American Indian traditions are a rich, important part of American culture. Preserving tradition and culture is not always easy. Great leaders work to keep the important parts of history alive. They help to maintain fairness. And they lead communities into a bright and just future.



### ***What Is an Election?***

In the United States, government leaders are elected. The nation’s highest leader is the president. Every four years, voters choose who the next president will be. But the road to the White House begins long before Election Day and involves lots of people. Learn more about the complex process of electing government leaders.

# About the Readers (cont.)

## Reading Levels

Teacher Created Materials takes great care to maintain the integrity of authentic nonfiction texts while leveling the texts to make them accessible for students. In this way, our content-area readers provide rich and robust nonfiction-reading experiences from which students can learn and be ready for the complexity of college- and career-level reading.

To preserve the authenticity of these nonfiction-reading experiences, it is crucial to maintain important academic and content vocabulary. To support leveled instruction, new and challenging terms are used repeatedly and defined in text to promote understanding and retention. **Note:** The Guided Reading levels are affected by the hybrid text (nonfiction and fiction) in the books, which alters overall readability according to Guided Reading standards.

Title of the Book	Lexile® Level	*Guided Reading	DRA Equivalent	Early Intervention
<i>Civic Duty: Working Together</i>	650L	S	38	27
<i>Clean Air to Share</i>	680L	S	38	27
<i>Creativity in Communities</i>	650L	Q	38	27
<i>Everyone Pays Taxes</i>	640L	T	40	27
<i>John Lewis: Making Good Trouble</i>	570L	U	40	27
<i>The Preamble: The Spirit of America</i>	550L	S	34	25
<i>American Indian Leaders Today</i>	660L	U	40	27
<i>What Is an Election?</i>	610L	R	34	25
<i>What Is Media?</i>	640L	V	40	27
<i>Will You Sign My Petition?</i>	560L	Q	34	25

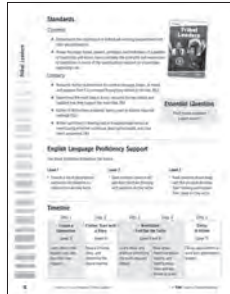
**Note:** Reading levels vary from program to program and do not correlate exactly.

\*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.



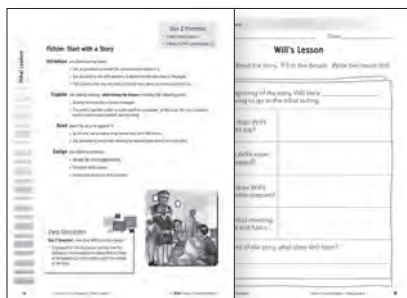
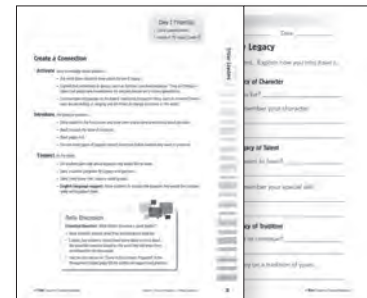
# Lesson Plans

Each five-day lesson sequence is organized in a consistent format for ease of use.

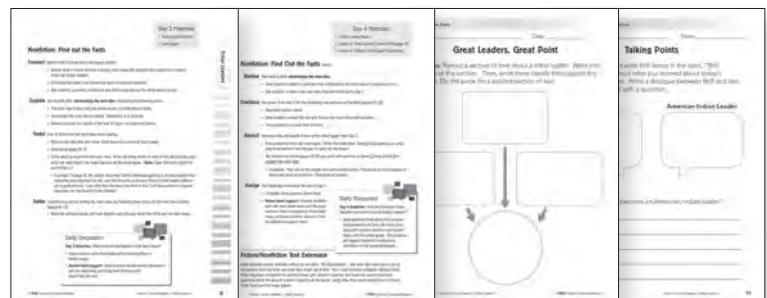


The overview page highlights standards-based learning objectives, the essential question of the lesson, English language development strategies, and a suggested timeline for the lesson.

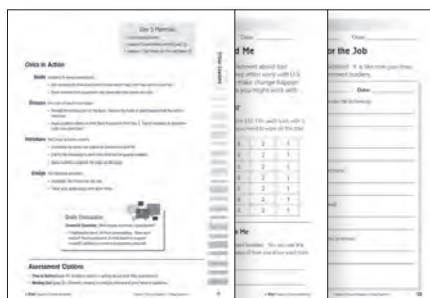
**Day 1:** Students create content- and literacy-based connections, activate and build background knowledge, and build bridges to the learning objectives in interactive ways. Students and teachers can refer back to Day 1 tasks during the rest of the lesson. **Note:** Daily discussions begin on Day 1 with suggested civic discourse mini-lessons to guide dialogue between students. See pages 50–54 of this guide for more information about these helpful activities.



**Day 2:** Students engage with the topic by reading the fictional story and completing literacy activities.



**Days 3 and 4:** Students deepen their understandings of the topic by reading the nonfiction and completing reading and writing activities. A fictional/nonfictional text extension activity helps students create concrete connections between fiction and nonfiction.



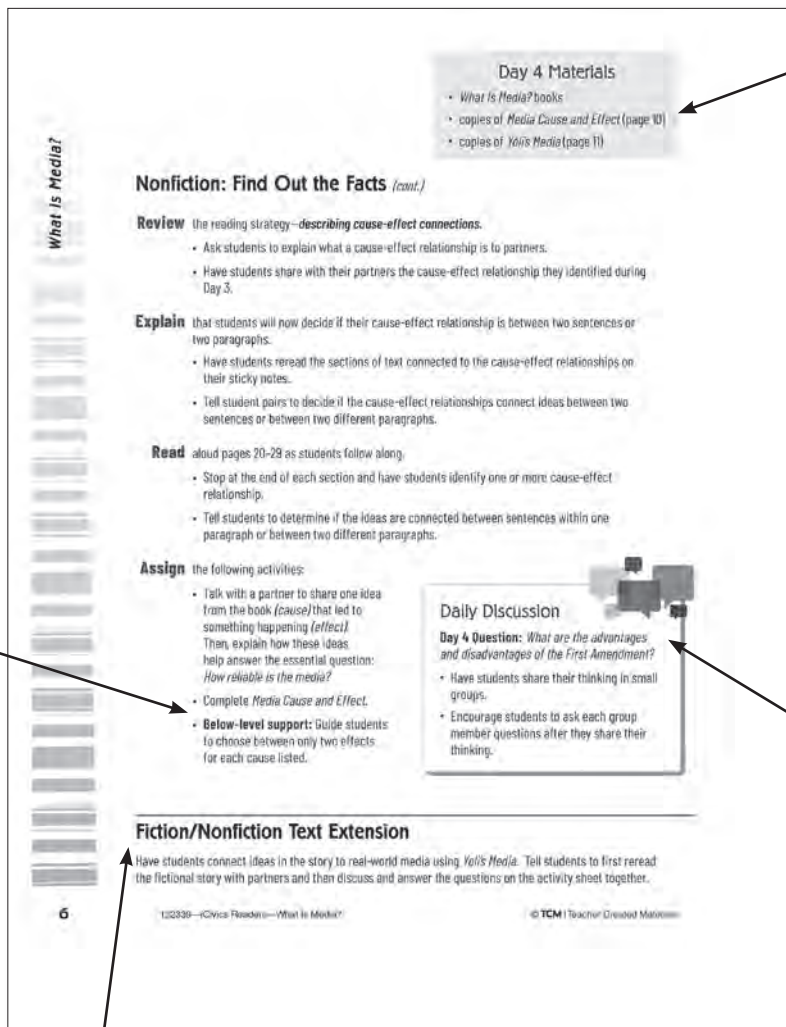
**Day 5:** Students apply what they have learned by completing the Civics in Action activity. This activity guides students to plan and implement ways of taking action in their lives.

# Lesson Plans (cont.)

The clean and concise lesson plan format in *iCivics Readers* ensures that all teacher instructions are teacher friendly and easy to implement. The lesson plans allow teachers to successfully meet their students' needs:

- Quickly glance at lesson plans, read the major steps, and get a quick overview of the lesson.
- Easily find where you are in the lesson while teaching.
- Make notes on the lesson before, during, and after teaching to help support your unique teaching styles and needs.

Daily materials are listed to simplify lesson preparation.



Differentiation options are provided throughout the lesson.

Skill-focused daily discussions explicitly support the development of speaking and listening skills and augment civic discourse.

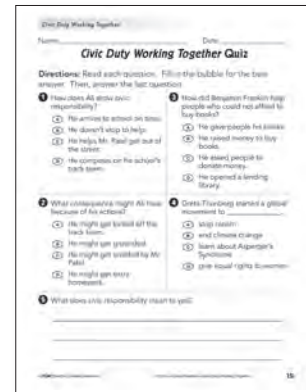
Opportunities for student reflection and reading assessment options are provided at the end of each lesson.

# Assessments

Assessments guide instructional decisions and improve student learning. *iCivics Readers* offers balanced assessment opportunities. The assessments require students to demonstrate critical thinking, respond to text-dependent questions, and apply learning to real-world action civics.

## Quizzes

Each lesson plan includes a quiz with multiple-choice questions and a short-answer question. These summative assessments provide opportunities for teachers to formally monitor students' summative progress in reading comprehension, writing, and mastery of social studies content. An answer key to each quiz is provided on page 16 of the corresponding lesson plan.

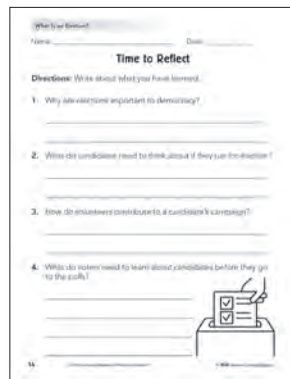


## Civics in Action

Each lesson plan culminates with an engaging, collaborative Civics in Action activity. These activities act as project-based learning opportunities. Students reflect on an essential question each week and then apply their learning to a real-world issue, citizenship responsibility, and/or democratic process related to the topic. Students then reflect on what they have learned in writing.

## Progress Monitoring

There are key points throughout each lesson when valuable formative evaluations can be made. These evaluations can be made during group, partnered, or individual activities. The Daily Discussion in the lesson plans and Think and Talk graphics in the readers offer additional opportunities to monitor student progress.



## Blended Learning (cont.)

### Videos

Even before Schoolhouse Rock!® was teaching children how to multiply between Saturday morning cartoons, educators knew the value of incorporating images, videos, and songs into their teaching. Studies show that students retain information better when multimedia components are included in instruction (Mayer and Johnson 2008). Students today are accustomed to visual learning environments and gathering information from screens.



The multimedia components included in *iCivics Readers* give students an introduction to civics, government, civic engagement, communities, and taking action. They will inspire students to want to learn more about being global citizens and encourage them to use their voices to be heard. The need for civic education is significant, and incorporating fun, engaging methods of delivery for this instruction helps to ensure students will retain the information.

### Meet the Experts

Experts from *iCivics* answer questions such as: What is civics? How can people get involved in their communities? What does it look like to be civic minded? Why is it important that people in our society think about things in different ways? and What is the meaning of global citizenship? Hearing directly from civics experts will have an impact on students and help them realize the importance of this topic.

- Use these videos to help reinforce concepts introduced in the Civics in Action activities.
- Review these videos while discussing with students the importance of civic education. (Also reference the Ask the Experts section on pages 19–21 in this book.)

### Book Highlight Videos

These videos are aligned with a couple different themes in *iCivics Readers* to provide an additional layer of content for students. Each video has its own engaging format making the videos a fun way to connect with the civics content and inspiring students to make their own videos. The videos can be accessed through the Digital Resources or by using the QR codes in the books and lesson plans.

- The **Making Changes Together** videos highlight key topics and ideas from the books. A variety of grade-appropriate visual styles helps to engage students.
- The **Words to Remember** text-based videos incorporate engaging thematic content. Students will be able to visualize the words that exemplify civic ideals.
- Use the videos to introduce the books they're associated with.
- Have students create their own book-based videos after watching these videos as examples.





## Songs

Songs are another way to engage students when introducing complex topics. Researchers found positive correlations between music and its effect on attention and learning in classrooms (Geist and Geist 2012). Educational music and videos allow teachers to present information in ways students will respond to and remember. Songs play over and over in students' heads and can really make an impact on them.

### “Civics in Action” Theme Song

The *iCivics Readers* theme song, “Civics in Action,” gives students an introduction to civic engagement, government, communities, and taking action. The chorus of the song is included as part of all the videos to tie the series together and make it very familiar to students. The full song as well as the chorus alone are provided with and without vocals so you can use them in a variety of ways.

- Play the full theme song to motivate and engage students.
- Play the song and sing along with students using the lyrics provided in the Digital Resources.
- Have students make videos to illustrate the meaning of the chorus of the song.
- Encourage students to write their own verses to add to the song and provide time for them to perform.

### Songs of America

Included in the Digital Resources are some patriotic songs so you and students can listen to and sing along with these familiar tunes. Tracks with and without the lyrics are provided when possible to allow you flexibility in how you use the songs with your students. Copies of the lyrics of the songs are also provided in the Digital Resources for your easy reference.

- Play the songs and discuss what the lyrics meant long ago and today.
- Ask students where they have heard the songs before.
- Have students write their own modern lyrics to update the songs.

## Additional Digital Resources

The Digital Resources also includes additional files to support your use of this resource. See page 64 for more information.

- read-along ebooks
- PDF ebooks
- audio recordings of the books
- lesson plan PDFs
- student reproducibles
- links to online videos connected to civics
- primary source images to support content in the books

# The Preamble

## The Spirit of America



Lorin Driggs

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## 1787

The war with England was over. The United States of America was a free nation. But soon, the country was in trouble. The government was weak. It had very little money. People were unhappy. Something had to be done. If not, the new nation would fail.

In May 1787, George Washington traveled to Philadelphia, Pennsylvania. Other leaders joined him there. Their job was to fix what wasn't working. The nation's future was in their hands.

They met for four months. They talked. They wrote. They argued. They rewrote. Finally, they agreed.



Washington and other leaders in 1787

Jump into Fiction





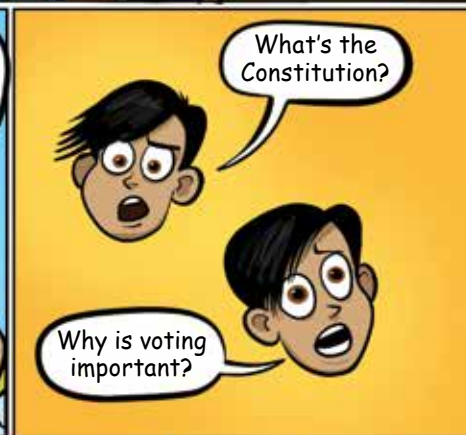
# A Big Day in Philadelphia



The line is so long, Mom. This will take forever! Can't we just go to the park instead?



Voting is my right under the Constitution. It's an important part of being a citizen of the United States. I don't care how long I have to wait in line.



What's the Constitution?

Why is voting important?



What's the big deal?

You have a lot of questions, my son. The answers are right here in Philadelphia. I will show you.



Later that day...

Okay, Rudy. Let's get you some answers. But first, we must take a little trip. Follow me.

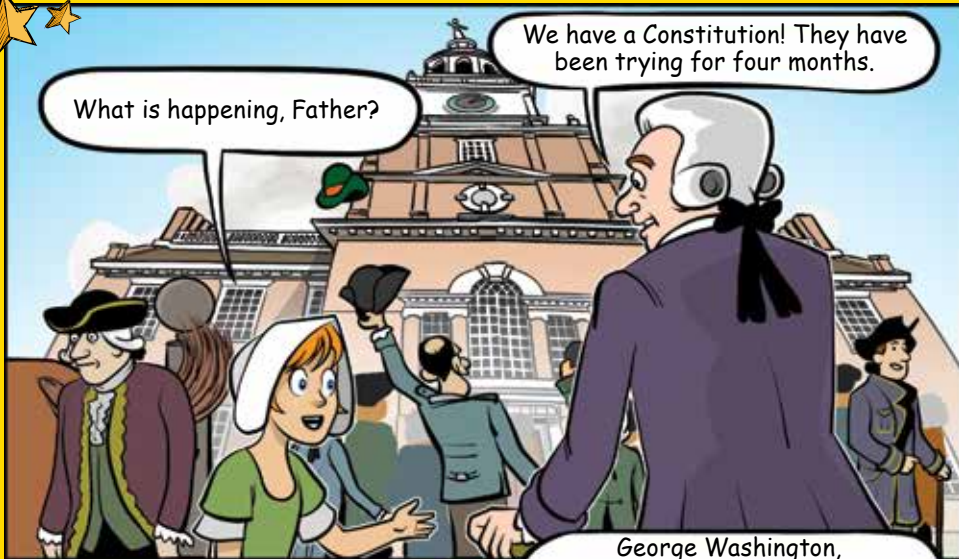


Step into my time machine!



Welcome to Philadelphia. The date is September 17, 1787. Let's watch what's going on.





We have a Constitution! They have been trying for four months.

What is happening, Father?



George Washington, Benjamin Franklin, and others. They decided how our government should work.

Who has been trying? What were they doing?



They wrote everything in the Constitution. Today, our country has a new plan for government!

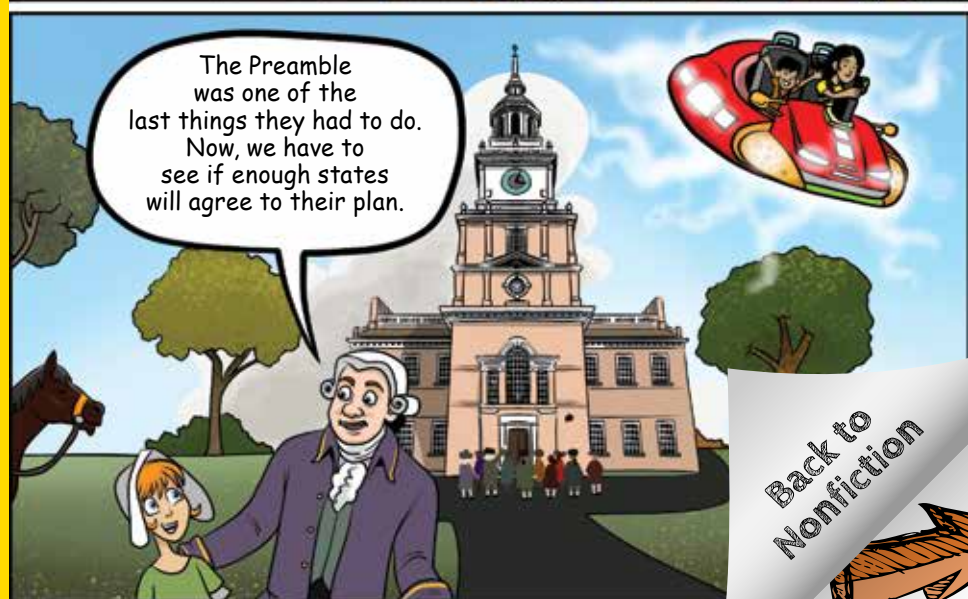
Oh my! This is a big day!



Look—they have finished the Preamble.

What is that?

It is the introduction. It tells why the Constitution was written.



The Preamble was one of the last things they had to do. Now, we have to see if enough states will agree to their plan.

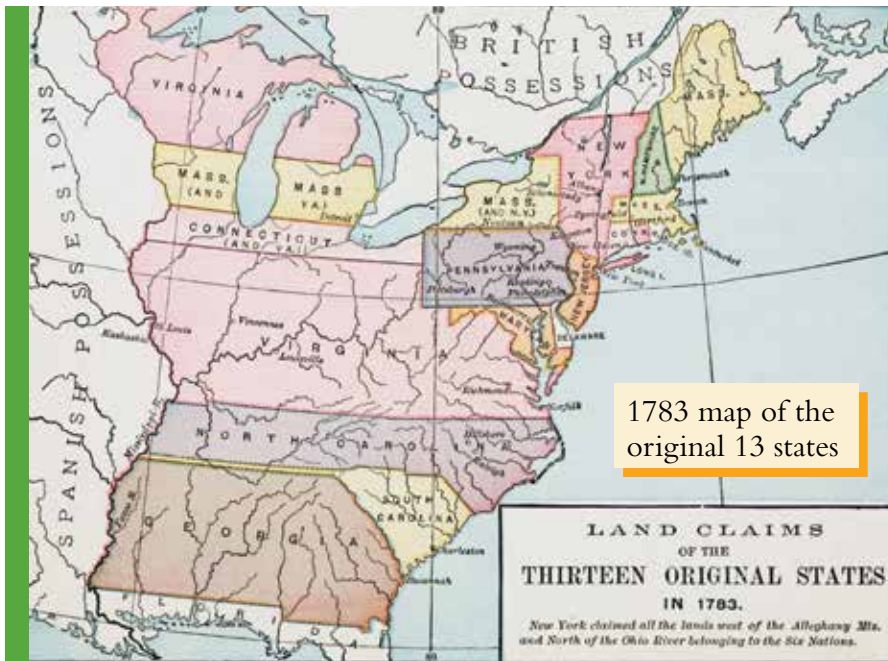




## Words to Live By



Today, there are 50 states in the United States. In 1787, there were only 13 states. Twelve of those states sent people to help write the **Constitution**. Yes, those writers wanted the best for their states. But more importantly, they wanted the best for the people of the United States. If they did not do a good job, all the people would suffer.



We now call the writers of the Constitution the “Framers.” They created the **framework** for our government. All the U.S. laws are based on it. It tells people what it means to be a **citizen**.

The **Preamble** is an introduction. It gives hints about what is in the Constitution. It shows what the Framers thought was most important.

## The Day Franklin Cried

Benjamin Franklin was the oldest person to sign the Constitution. He was 81 years old. He was not healthy and needed help signing. Tears of joy streamed down his face as he signed his name.

### Think and Talk

**Why did Ben Franklin cry?  
For what reasons do we cry in addition to sadness?**

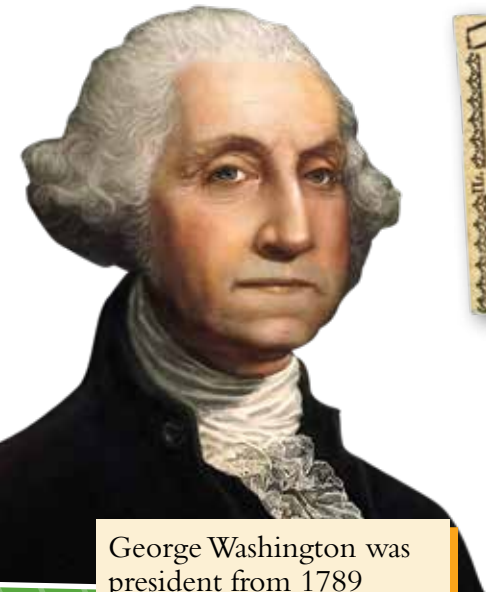


*“in Order to form a more perfect Union...”*

The *United States* of America is a **union** of states. A union is a group working together. The goal is to help all people. One government unites the states. It is called the **federal** government.

There seemed to be no union at all in 1787. Money was a big problem. Each state could make its own money. And the federal government could not collect **taxes**. It couldn't pay an army. It couldn't pay the president. It couldn't pay other workers. It couldn't do much at all.

state-specific money from the 1700s



George Washington was president from 1789 to 1797.

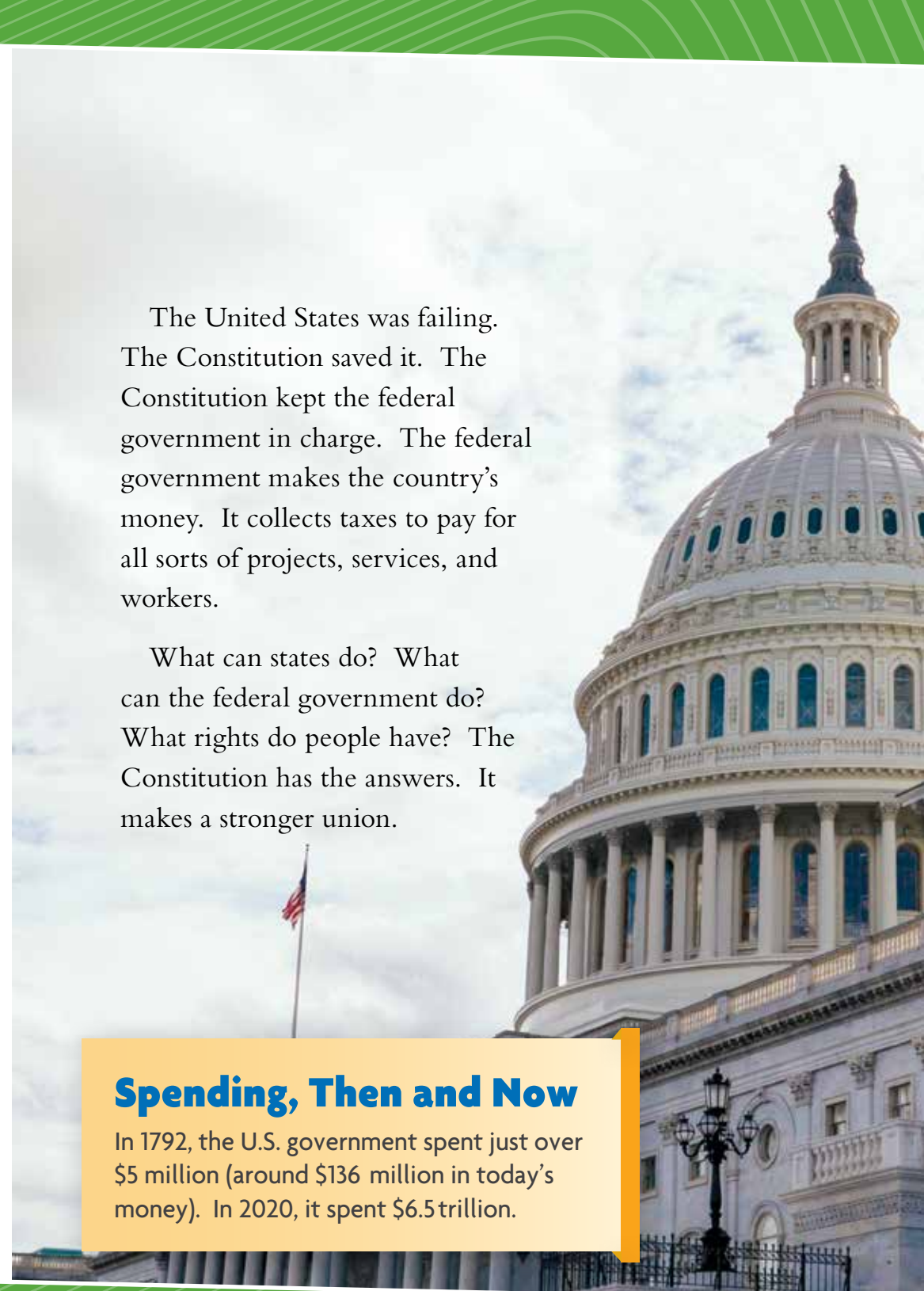


The United States was failing. The Constitution saved it. The Constitution kept the federal government in charge. The federal government makes the country's money. It collects taxes to pay for all sorts of projects, services, and workers.

What can states do? What can the federal government do? What rights do people have? The Constitution has the answers. It makes a stronger union.

## Spending, Then and Now

In 1792, the U.S. government spent just over \$5 million (around \$136 million in today's money). In 2020, it spent \$6.5 trillion.





*“establish Justice...”*

The Framers thought a lot about **justice**. Justice means fairness. Americans were not treated fairly by England. That’s why they fought to be free.

The Constitution takes justice very seriously. It has rules about what is legal and what is not. It explains how courts work. It lists rights that all citizens have. For example, citizens have the right to say what they think. This is called freedom of speech. Citizens have the right to practice any religion they choose. They also have the right to practice no religion. This is called freedom of religion.

People use their right to free speech.



An American Indian man is stopped from voting.

The Constitution says national laws must have the same meaning in every state. They must be fair for all citizens. It does not matter what job someone has. It does not matter where someone lives. It does not matter how much money someone earns. Justice is for all people.

## Left Out

The Preamble did not give justice to enslaved people or American Indians. They did not have equal rights. One of those rights was the power to vote. In most states long ago, only white men who owned land could vote. No woman could vote.



The Framers wanted to make sure that no person or no part of the government had too much power. That was also part of being fair.

The Constitution divided the government into three parts. These parts are called *branches*. The three branches have different jobs, but they are equal. No branch is more important than the others. They must work together. One branch makes laws. This is **Congress**. Every state sends representatives to Congress. One branch makes sure the laws are followed. The president is in charge of this branch. The third branch decides what laws mean. This is the system of courts. Even today, new laws cannot break the rules of the Constitution.

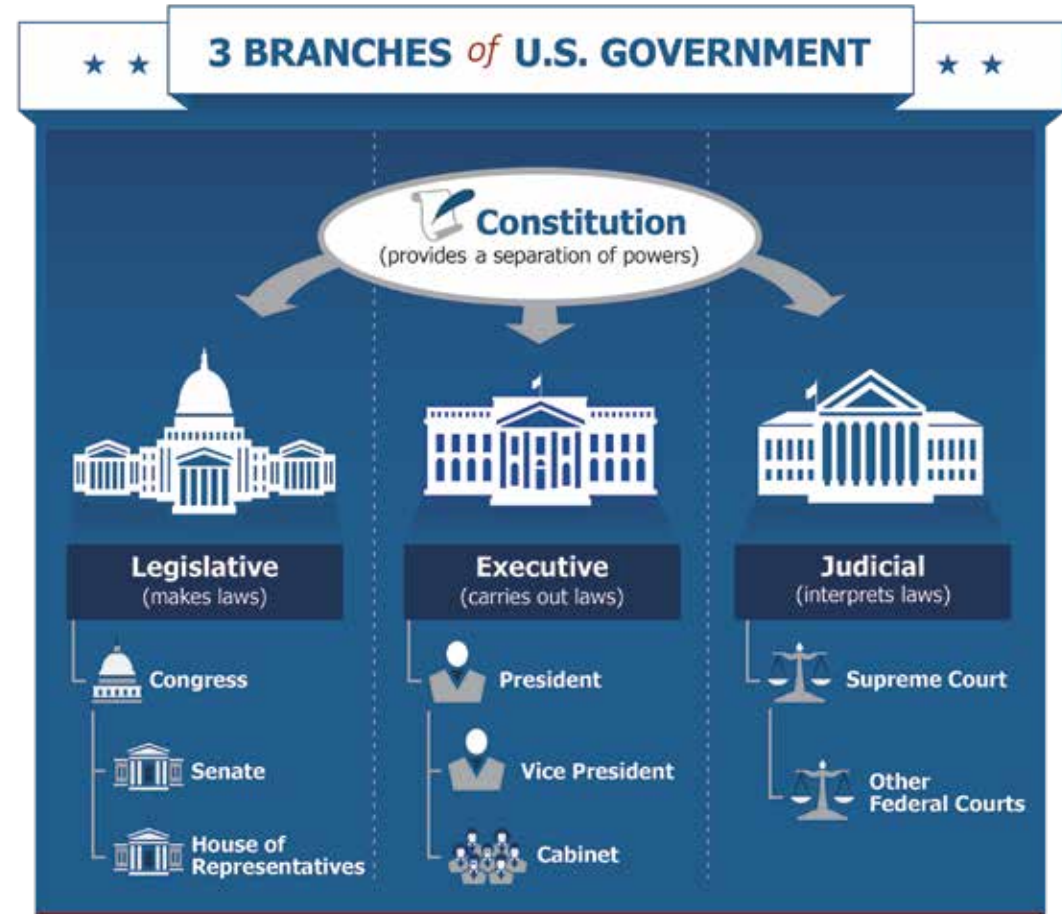
### Legislative (makes laws)



### Executive (carries out laws)



### Judicial (interprets laws)



## What To Say?

One issue the new U.S. **Senate** had to solve was what to call the president. Suggestions included: “His Elective Highness” and “Most Illustrious and Excellent President.” Both titles embarrassed President Washington. So, the Senate chose “Mr. President.” When a woman is elected, it will be “Madam President.”



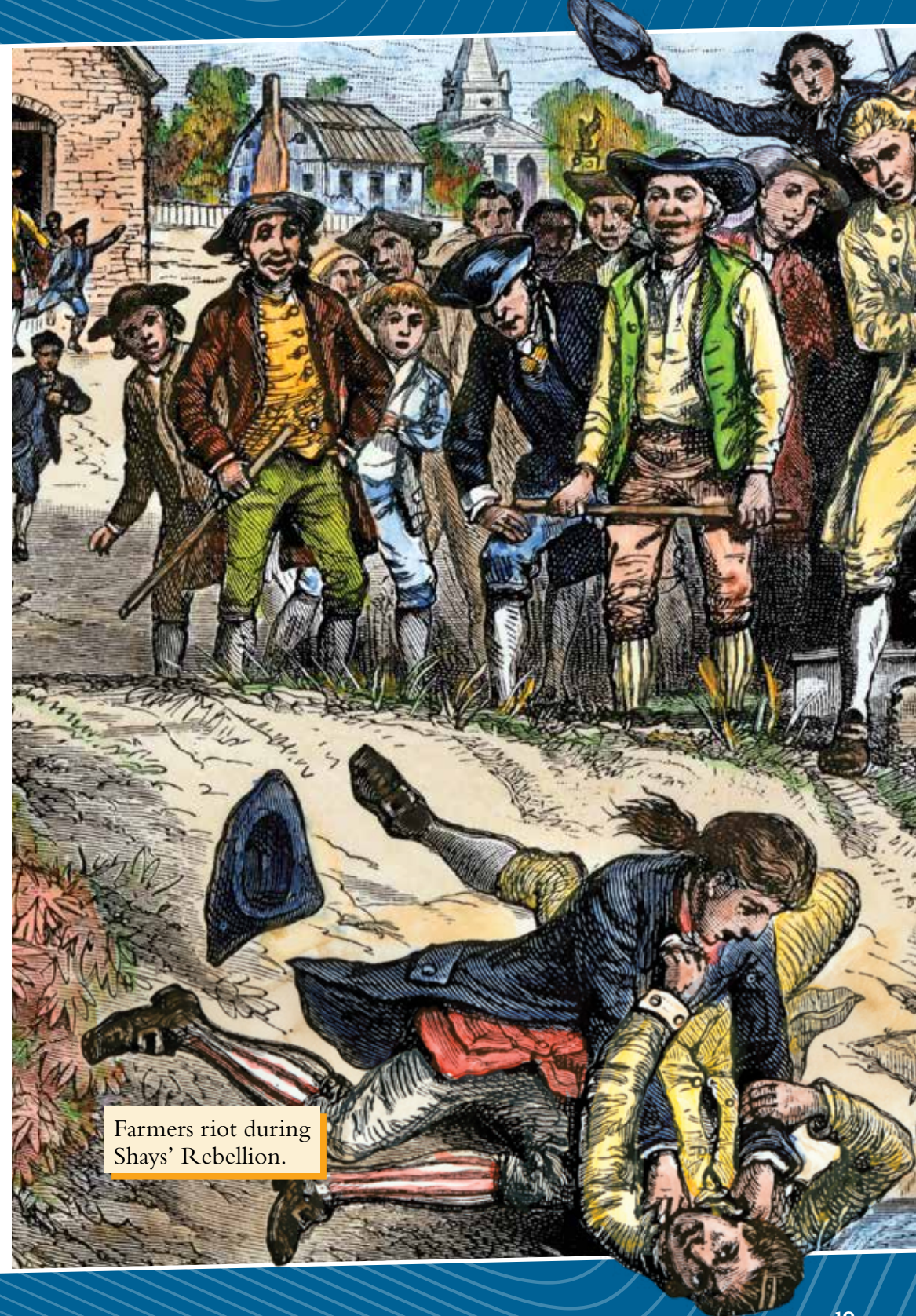
*“insure domestic Tranquility...”*

In 1787, the United States was in trouble. The war had been expensive. People were in debt. They were struggling. Farmers faced problems. A lot of them had borrowed money to grow extra food during the war. They owed that money back. Most farmers couldn't pay what they owed. Sometimes, their land was taken from them. Some people were put in jail for their debts. There were **riots** and other acts of violence. The weak government had no power to act. The Framers wanted to make sure these problems could be solved.

The Constitution changed things. The government could pay for the costs of war. It had the power to deal with riots and violence in the states. **Domestic** tranquility in the phrase above means peace at home. The Constitution made this possible.

**Think and Talk**

Does the picture on page 19 show domestic tranquility? Why or why not?



Farmers riot during Shays' Rebellion.



*“provide for the common defense...”*

The Framers also argued over the best way to keep the new nation safe. What if another country attacked? The United States had no army. The federal government was almost helpless. It could not afford to buy weapons. It could not afford to pay soldiers or buy uniforms. Money wasn't the only problem. Rules about who should be in charge of defending the nation were unclear. Before then, each state was in charge of its own defense.

The Framers had to find a way to keep the entire nation safe. So, they put the president in charge of the armed forces. They called the position the “commander in chief.” But they didn't want the president to have too much power. So, they wrote that Congress shared that power. They made it so that only Congress can send the country to war.



President Franklin Roosevelt signs a notice of war from Congress.



members of the armed forces



*“promote the general Welfare...”*

What should a government do for its people? How should it take care of them? The Framers thought about these things. They used the words “general welfare” in the Preamble. That means the health, comfort, and happiness of the people.

People need clean water and air. They need safe roads and bridges. People need laws that protect and treat them fairly. They need a government that works for them. These are just some examples. The government can do these things because it can pass laws. It can spend money to get things done. It has money to spend because it can collect taxes. These powers are written into the Constitution.

Taxes pay for roads and bridges.

 **Think and Talk**

**What else, if anything, do you think your government should do for you?**



*“and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”*

Freedom was a major reason people came to what is now the United States. Later, these people fought a war to be free of English rule. The Framers of the Constitution thought a lot about what **liberty** would mean in the new nation.

The Constitution is more than 230 years old. The Framers could not have imagined the world of today. Still, the government they designed survives. It works for the world we know now. The United States remains a nation of laws. Americans are still free.

When people do not follow the laws of the Constitution, they may have to go to court.



People change and countries change. The Constitution was a guide in the past. It is a guide for now and the future too. As long as people follow it, the United States will survive. As long as people respect it, Americans will remain free.

## On Display

People can view the original Constitution. It is in Washington, DC. It is the oldest written constitution of any major world government.

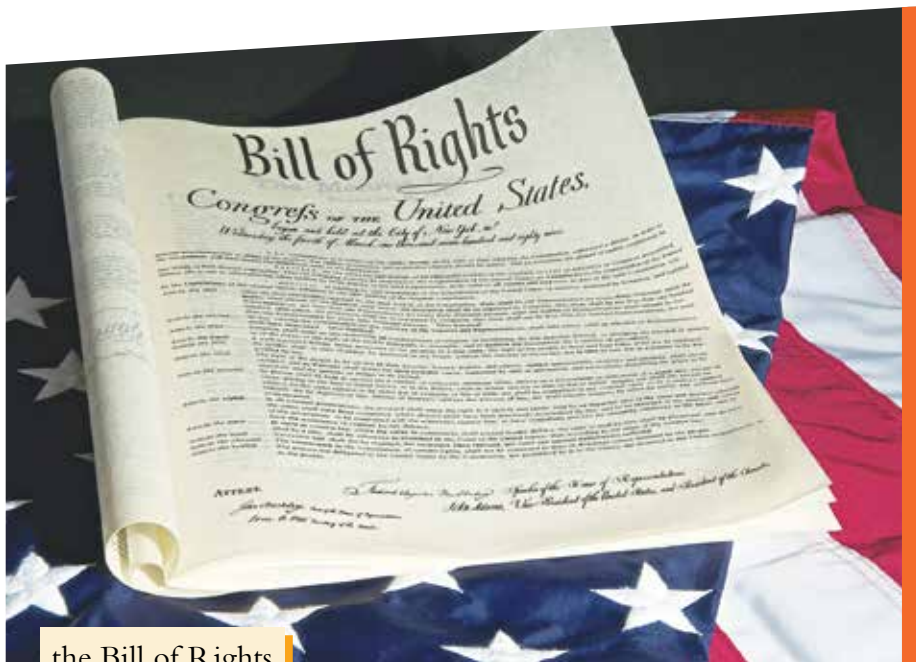


# Changing the Constitution

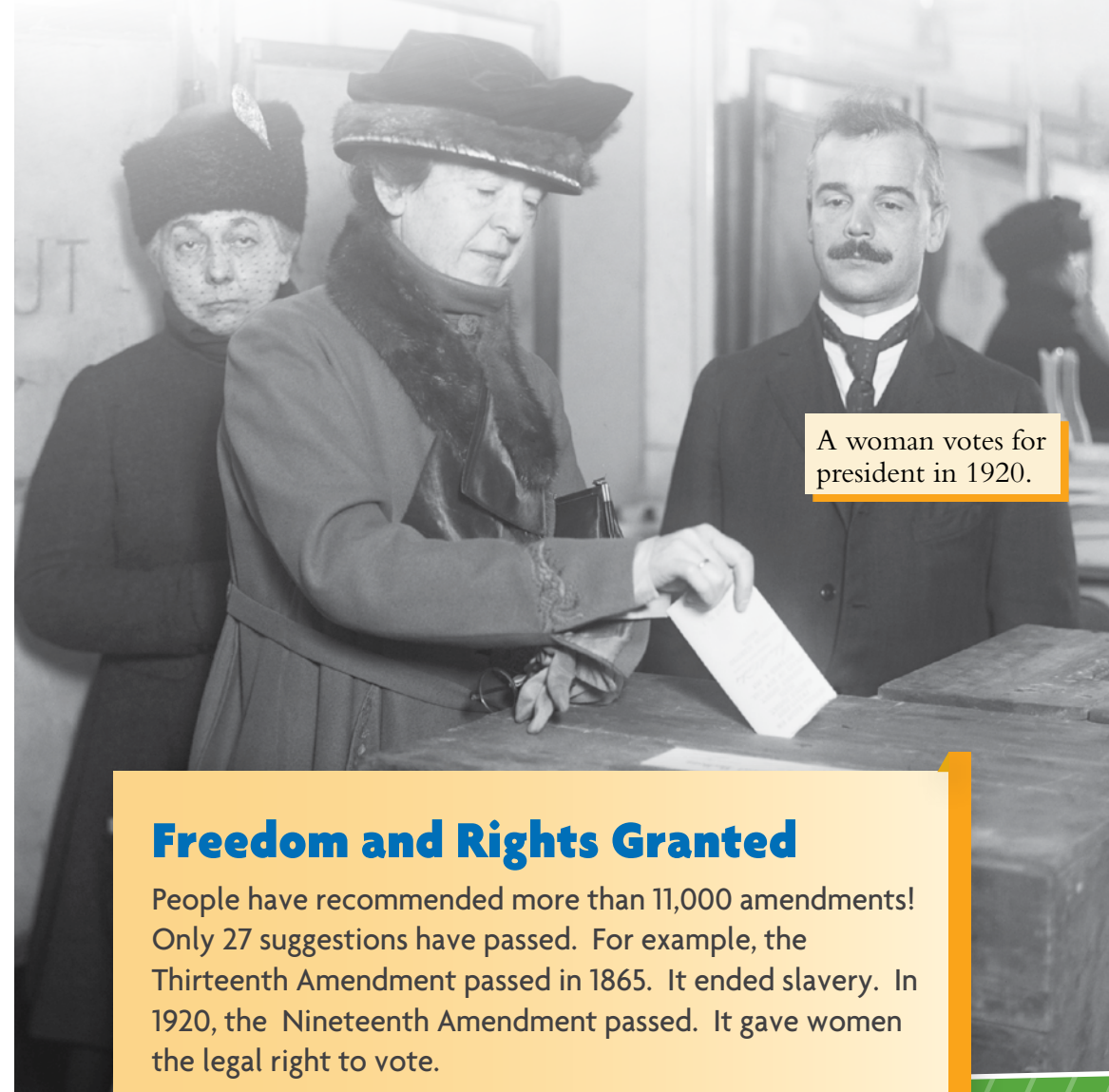
The original Constitution was short—only four pages long. It was written by hand. It is now much longer. Why? The Framers were very smart. They thought about the future. They included a way to change the Constitution.

Changing the Constitution is not easy. It can take a long time. First, Congress has to approve the change. Then, three-fourths of the states have to vote to approve it. There are 50 states today. That means that 38 states would have to agree to a change.

Constitutional changes are called **amendments**. So far, there have been 27 amendments. The first 10 amendments were added in 1791. They appear in a section called the Bill of Rights.



the Bill of Rights



A woman votes for president in 1920.

## Freedom and Rights Granted

People have recommended more than 11,000 amendments! Only 27 suggestions have passed. For example, the Thirteenth Amendment passed in 1865. It ended slavery. In 1920, the Nineteenth Amendment passed. It gave women the legal right to vote.

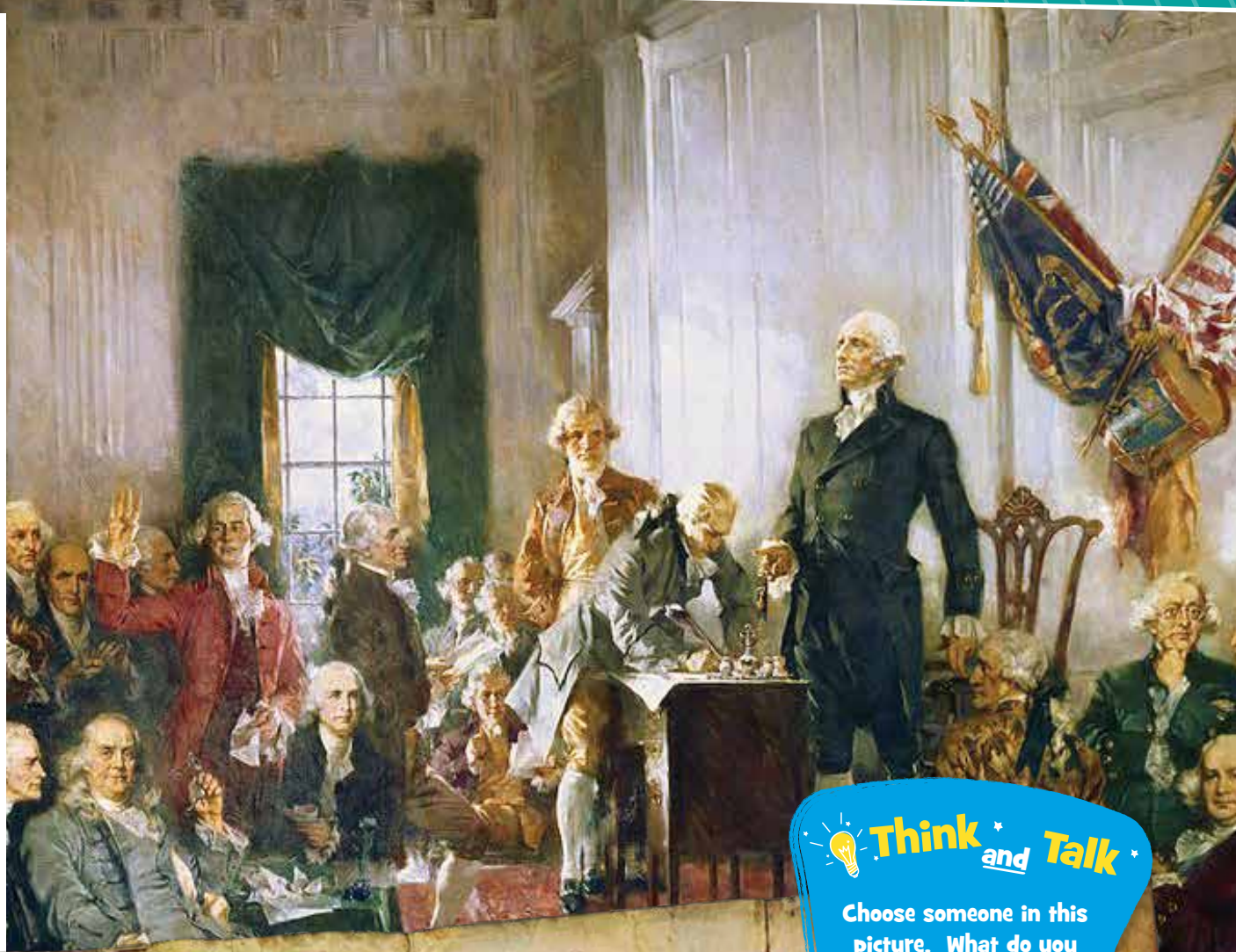


## The Spirit of a Nation

What did the Framers hope for? The Preamble tells us. In just 52 words, the Framers laid out the rest of the document. They wrote about what was important. They wrote about how the country would run.

The Preamble tells what the United States stood for in 1787. Americans still believe in those **ideals**. They believe that people should be free. They believe that the states are united. They believe in justice for all people. They want peace within the country. They want all citizens to succeed. They want liberty, now and in the future.

The Preamble is the only part of the Constitution that can't be changed. It is the spirit of the Constitution. It is the spirit of the United States of America.



 **Think and Talk**

Choose someone in this picture. What do you think they might be thinking or saying?

*We the People* of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common Defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

*Article 1.*

*Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.*



## Glossary

**amendments**—changes made to laws or legal documents

**citizen**—a person who has legal rights in a country

**Congress**—made up of the Senate and the House of Representatives, it is the branch of the government that makes laws

**Constitution**—the basic framework of the United States government

**domestic**—relating to your own country

**federal**—relating to the main or central government of a nation

**framework**—the basic structure or ideas for something

**ideals**—ideas or standards of excellence or perfection

**justice**—fair and equal treatment under the law

**liberty**—freedom

**Preamble**—the introduction to the U.S. Constitution that summarizes the reasons for the Constitution

**riots**—violent demonstrations by people who are upset about things

**Senate**—the smaller of the two groups that make up the U.S. Congress

**taxes**—money that people and businesses pay to support the government

**union**—a group of states or people working together to help one another

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# Civics in Action

The Preamble tells what the United States stands for. It lets people know the values that are important to the country. You can write a preamble for your classroom. It will let other students know what values are important to your class.

1. Make a list of what is important in the Preamble to the U.S. Constitution.
2. Make a list of what is important in your classroom.
3. Draft a preamble for your classroom. Model the structure of your writing after the Preamble to the U.S. Constitution.
4. Make a poster with your preamble. Include pictures that explain your wording.





# The Preamble

## *The Spirit of America*

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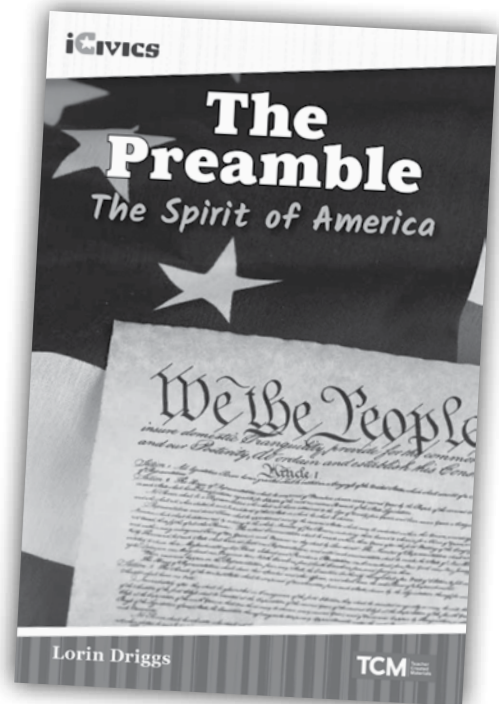
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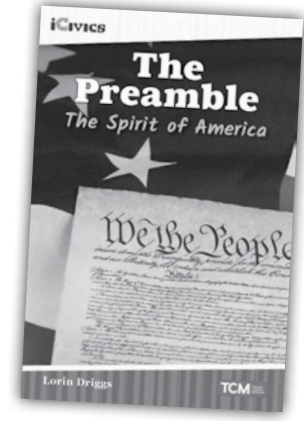
## Standards

### Content

- ★ Knows how fundamental values, principles, and beliefs of American democracy came to be and are expressed in founding documents, American songs, stories, and speeches.

### Literacy

- ★ Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ★ Uses information gained from illustrations and the words in a text to demonstrate understanding of the text.
- ★ Explains their own ideas and understanding in light of the discussion.
- ★ Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly. Includes illustrations when useful to aid comprehension.



### Essential Question

*In what ways is the Preamble the "Spirit of America"?*

## English Language Proficiency Support

Use these strategies throughout the lesson.

### Level 1

- Encourage students to express ideas by asking and answering *yes/no* and *wh-* questions.

### Level 2

- Have students contribute to group and partner discussions by following turn-taking rules and asking relevant questions.

### Level 3

- Have students contribute to group and partner discussions by following turn-taking rules and building on other students' responses.

## Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Create a Connection</b> (page 3)	<b>Fiction: Start with a Story</b> (page 4)	<b>Nonfiction: Find Out the Facts</b> (pages 5 and 6)		<b>Civics in Action</b> (page 7)
Learn about the historical context around the Preamble of the Constitution.	Read a fictional story, and ask and answer questions about it.	Begin reading the book, and explain the ideals upon which the Preamble was based in words and pictures.	Finish reading the book, and explain the ideals upon which the Preamble was based in words and pictures.	Write preambles for a classroom constitution.





## Day 1 Materials

- *The Preamble: The Spirit of America* books
- copies of *A Great Meeting* (page 8)

## Create a Connection

**Activate** students' interest in how the government works.

- Invite three students to represent three different states.
- Discuss what might happen if each state had its own money and its own laws.
- Ask students if they think the states would get along well or if there would be disagreements.

**Explain** a brief history of the Preamble to the U.S. Constitution.

- Tell students that at first, each state was more independent and could make its own rules. This did not work well for an entire country. So, the Founders made new laws, which we call the Constitution.
- The Preamble is an introduction to the Constitution.

**Connect** to the book.

- Show students the front cover. Read the table of contents.
- Have students look at the image on pages 4–5 and discuss what they think is happening.
- Read aloud pages 4–5 to students.

**Instruct** students to complete *A Great Meeting*.

- Point out the speech bubbles on the bottom of the page.
- Invite volunteers to share some ideas of what the leaders might be saying.

### Daily Discussion

**Essential Question:** *In what ways is the Preamble the "Spirit of America"?*

- First, decide what is meant by America's *spirit*.
- Have students turn and talk with partners to explain their own ideas.
- Ask students to share whether their ideas or thoughts have changed based on what others have said.
- Use the mini-lesson "Explain Ideas" in the Management Guide (page 52) for additional support and practice.

## Day 2 Materials

- *The Preamble: The Spirit of America* books
- copies of *Asked and Answered* (page 9)

## Fiction: Start with a Story

**Introduce** and distribute the books.

- Have students look at the images in the story and predict what the story is about.

**Explain** the reading strategy—*asking and answering questions*—including the following points:

- Readers who ask questions before reading can more successfully stay focused on texts.
- Asking questions helps readers be sure they understand what they have read.
- Questions can help readers think more deeply about fiction and nonfiction.

**Model** how to ask questions while reading.

- Read aloud pages 6–7.
- Share questions you have about the story, and invite students to try to answer them.
  - Example: “If all the answers to the boy’s questions are in Philadelphia, why do they need a time machine? Why couldn’t they just take a bus there?”

**Read** aloud the rest of the story (pages 8–9).

- Call on a student to ask a question about the story. Have that student call on another student to try to answer their question.

**Assign** the following activities:

- Reread the story, “A Big Day in Philadelphia.”
- Answer the questions on *Asked and Answered*.
- Write an additional question. Trade papers with a partner. Answer each other’s questions.
- **Above-level support:** Have each student ask a *why* and *how* question about the story.

## Daily Discussion

**Day 2 Question:** *How is the Constitution related to the title of the fictional story?*

- Remind students to listen carefully to what others say so that they may respond clearly and explain their own ideas.





## Day 3 Materials

- *The Preamble: The Spirit of America* books
- copies of *Explain It! Part 1* (page 10)

## Nonfiction: Find Out the Facts

**Connect** back to the fictional story and activity from Day 1.

- Ask students to share what they believe to be the importance of the Constitution and the Preamble.

**Introduce** the next section of the book, which is nonfiction.

- Distribute the books, and look through the reader once.
- Ask students to predict how the images and parchment scrolls relate to the text.

**Explain** the reading strategy—*using images*—including the following points:

- Images, such as maps, photographs, and diagrams, give information to readers.
- Images can help explain information in the text and/or present new information.

**Model** how to use illustrations to better understand text.

- Read aloud pages 10–11.
- Share your thinking about how the map and the document support the text.
  - Example: “I see the map showing the original 13 states. Some of the states’ boundaries look very different from today’s maps. The magnifying lens is focusing on the words ‘We the People.’ I suppose these words are very important to the Preamble.”
- Read aloud pages 12–19.
- Point out how the headings are identified on scrolls. Have students predict why these headings are highlighted in this manner.

**Discuss** and assign *Explain It! Part 1*.

- Revisit the second “scroll” heading, “in Order to form a more perfect Union,” on page 12.
- As a group, decide on the meaning of the phrase in the scroll, and have students draw pictures to represent the phrase on their activity pages.
- Provide time for students to complete the activity in small groups. (**Note:** Save the completed activity pages for use on Day 4.)

### Daily Discussion

**Day 3 Question:** *How do the images in books help us learn more about the text?*

- Remind students that their ideas may change as they listen carefully to what others say.

## Day 4 Materials

- *The Preamble: The Spirit of America* books
- *Explain It! Part 1* activity pages from Day 3
- copies of *Explain It! Part 2* (page 11)
- copies of *The Constitution Today* (page 12); optional

### Nonfiction: Find Out the Facts *(cont.)*

**Review** the reading strategy—*using images*.

- Distribute the books and the *Explain It!* activity pages, both Part 1 and Part 2.
- Review how the images support the text on pages 12–13.
- Ask students what other images would be helpful on those pages.

**Explain** that students will continue to practice using information from the images and the text to learn more about the Preamble.

- Ask students how text features such as photographs, illustrations, captions, and sidebars can be helpful as they read.
- Invite volunteers to share their answers to *Explain It! Part 1*.

**Assign** students the following activities:

- Read pages 20–25 in small groups.
- Stop after each page spread. Discuss how the images support the text.
- Complete *Explain It! Part 2* with your group.
- **Below-level support:** Preteach the meaning of *liberty*. Guide students to define it in their own words and give examples.

### Daily Discussion

**Day 4 Question:** *What is the most surprising information about the Preamble?*

- Remind students to listen carefully to what others say so that they may fully explain their own ideas.

### Fiction/Nonfiction Text Extension

In the story, a boy from today's time goes back to 1787 to learn about the creation of the Constitution and Preamble. What if the story were reversed? Ask students to think about how the girl and her father from 1787 would view the importance of the Constitution in today's time. Tell students to use *The Constitution Today* to rewrite the story.



## Day 5 Materials

- *The Preamble: The Spirit of America* books
- copies of *We the Students...* (page 13)
- sticky notes
- chart paper

## Civics in Action

**Check** student understanding of the Preamble.

- Discuss why the Constitution was written and the purpose of the Preamble.
- Ask students to share their favorite phrases in the Preamble.

**Read** the remaining pages of the book.

- Distribute the books. Read the headings on pages 26 and 28 together.
- Have student pairs read pages 26–29. Have each student pair write on sticky notes in their own words why the Preamble is the “Spirit of America.”
- Have student pairs share their ideas. Post their notes to a sheet of chart paper titled “The Spirit of America.”

**Introduce** the Civics in Action activity.

- Explain that students will use *We the Students...* to write their own preambles for a classroom constitution.
- Review the headings in the scrolls throughout the book.
- Clarify what the headings mean as needed.

**Assign** the following activities:

- Work with your group. Fill in the blanks to describe what our classroom stands for.
- Make a poster to illustrate the ideas in the “Classroom Constitution.”
- Share your poster with other groups.
- **English language support:** Allow students to draw their ideas instead of writing them. Then, students may include more detailed drawings on their posters.

**Choose** one of the preamble posters to be the official Classroom Preamble.

- Have students discuss similarities between the Preamble and the preambles they created.
- Vote as needed to choose one.
- Display the Classroom Preamble, and have students read it each morning.

### Daily Discussion

**Essential Question:** *In what ways is the Preamble the “Spirit of America”?*

- Ask students to explain if and how their thinking about the essential question has changed.

## Assessment Options

- **Time to Reflect** (page 14)—Students reflect in writing about what they have learned.
- **Reading Quiz** (page 15)—Students respond to multiple-choice and short-answer questions.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## A Great Meeting

**Directions:** Think about the new government in 1787. Answer the questions. Then, fill in the speech bubbles with what you think the leaders would have talked about.



1. Why was a new government formed?

\_\_\_\_\_

2. What were some problems?

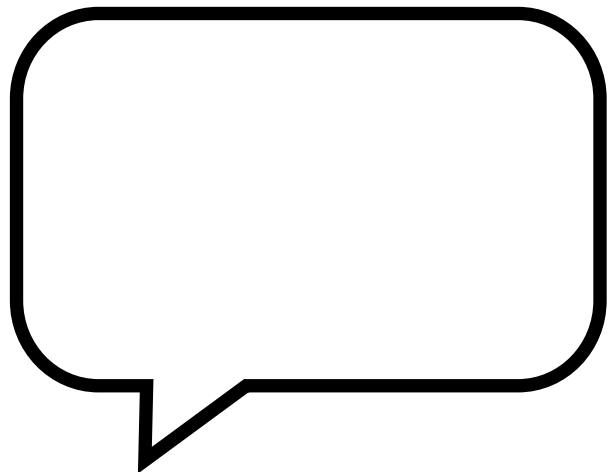
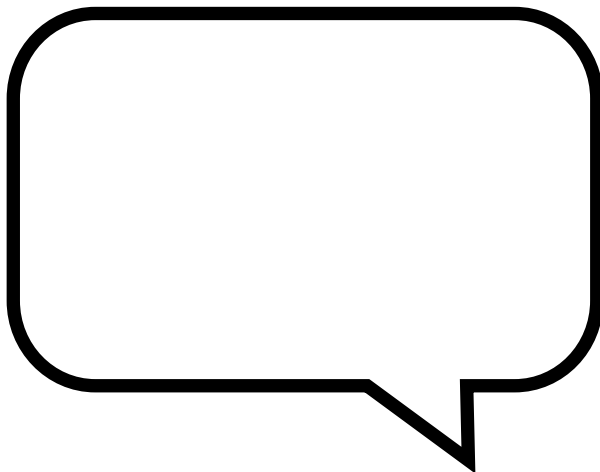
\_\_\_\_\_

\_\_\_\_\_

3. What was important to the leaders in Philadelphia?

\_\_\_\_\_

\_\_\_\_\_





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Asked and Answered

**Directions:** Read the story, and answer the questions. Then, write one question of your own about the story.



1. Why does Rudy's mom take him back in time?

\_\_\_\_\_

2. What is happening in the past in Philadelphia that is not in present-day Philadelphia?

\_\_\_\_\_

3. Why is the father in the past so excited about the Constitution?

\_\_\_\_\_

\_\_\_\_\_

4. If the Preamble comes at the beginning of the Constitution, why did they write it last?

\_\_\_\_\_

\_\_\_\_\_

5. My question: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Explain It! Part 1

**Directions:** Using information from the book, explain what each phrase from the Preamble means. Draw a picture of what each phrase means to you.

Phrase	My Own Words	Illustration
<p><b>"in Order to form a more perfect Union"</b></p>		
<p><b>"establish Justice"</b></p>		
<p><b>"insure domestic Tranquility"</b></p>		



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Explain It! Part 2

**Directions:** Using information from the book, explain what each phrase from the Preamble means. Draw a picture of what each phrase means to you.


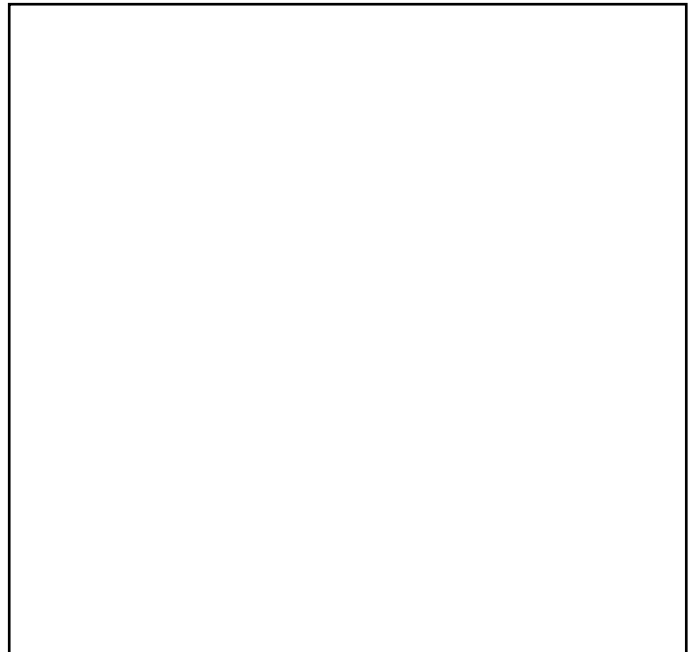
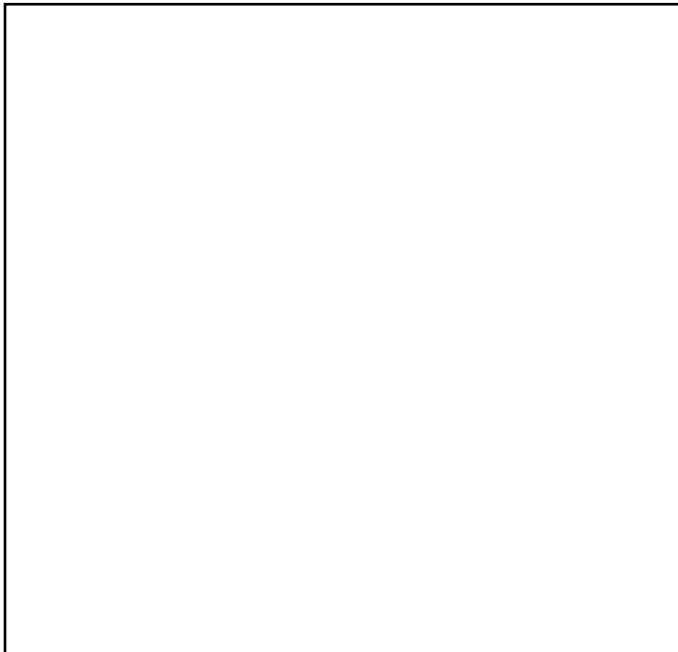
Phrase	My Own Words	Illustration
<p><b>“provide for the common defense”</b></p>		
<p><b>“promote the general Welfare”</b></p>		
<p><b>“secure the Blessings of Liberty”</b></p>		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Constitution Today

**Directions:** Think about the Constitution. Why was it a big deal in 1787, and why it is still a big deal today? Rewrite "A Big Day in Philadelphia." Have a girl and her father from the past visit Philadelphia now. Show how they see the Constitution being used today.



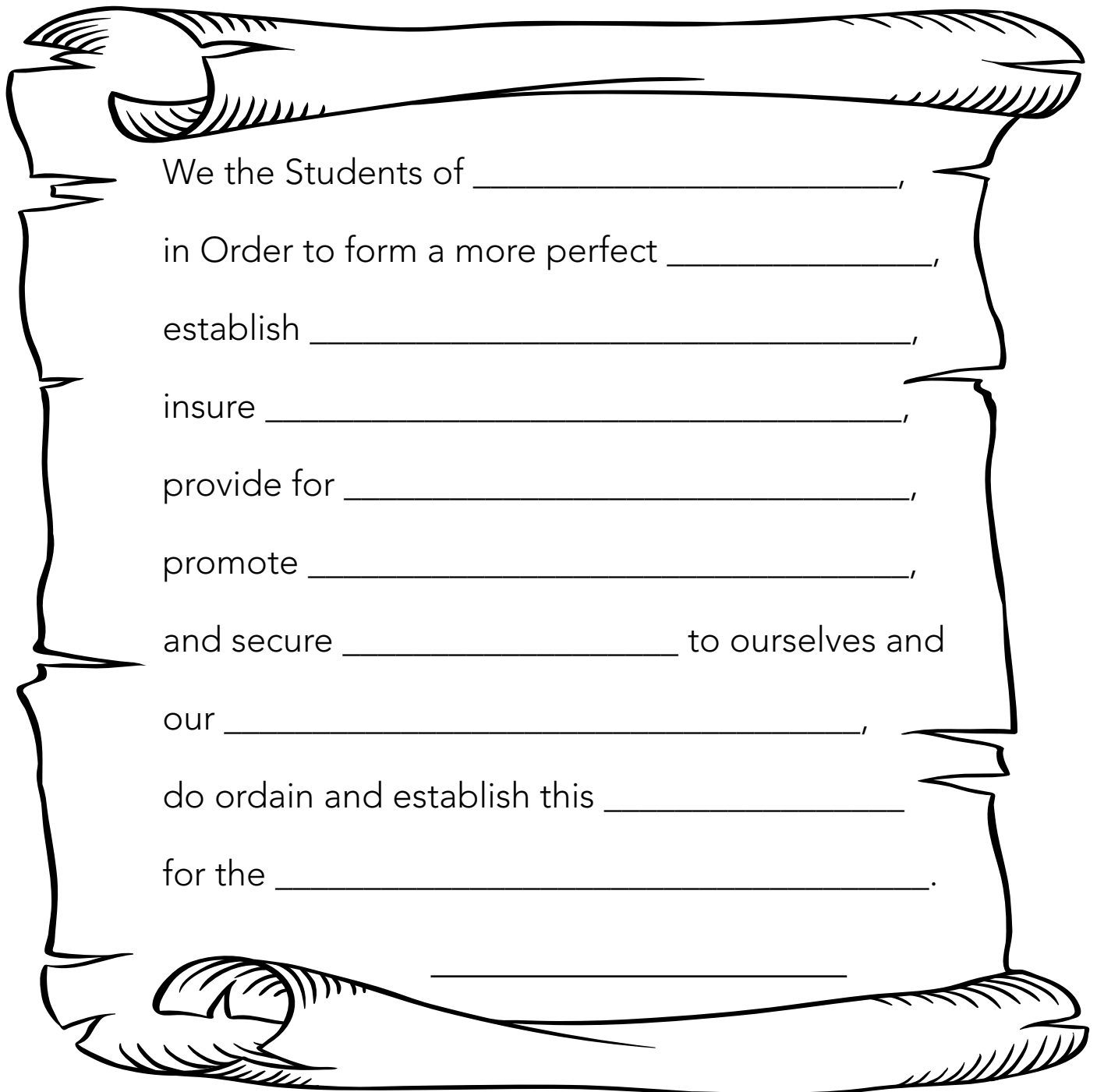


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## We the Students...

**Directions:** Write a preamble for your classroom by filling in the blanks. Then, make a poster to share your preamble. Include drawings to explain your ideas. Have everyone in your group sign it.



We the Students of \_\_\_\_\_,  
in Order to form a more perfect \_\_\_\_\_,  
establish \_\_\_\_\_,  
insure \_\_\_\_\_,  
provide for \_\_\_\_\_,  
promote \_\_\_\_\_,  
and secure \_\_\_\_\_ to ourselves and  
our \_\_\_\_\_,  
do ordain and establish this \_\_\_\_\_  
for the \_\_\_\_\_.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Time to Reflect

**Directions:** Write about what you have learned.

1. How is the Preamble related to the U.S. Constitution?

---

---

2. Why does the author refer to the Constitution as the "Spirit of America"?

---

---

3. How might the United States be different if the Constitution had not been written?

---

---

4. What was it like to write a preamble for your classroom?

---

---

---





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Preamble Quiz

**Directions:** Read each question. Fill in the bubble for the best answer. Then, answer the last question.

**1** Why was the Preamble written?

- (A) to explain why the Constitution was written
- (B) to give people rights and freedoms
- (C) to teach people about the government
- (D) to persuade people to agree with the plan

**3** Why does the fictional story take place in Philadelphia?

- (A) It is the biggest city in the United States.
- (B) It is where the Constitution was written.
- (C) It was the first state to agree to the Constitution.
- (D) It is where all the Founders lived.

**2** What is a change to the Constitution called?

- (A) congress
- (B) preamble
- (C) founders
- (D) amendment

**4** What does *domestic tranquility* mean?

- (A) the right to protest
- (B) peace at home
- (C) commander in chief
- (D) clean air and water

**5** How did the creation of the Constitution make the United States a stronger country?

\_\_\_\_\_

\_\_\_\_\_

## Answer Key

### A Great Meeting (page 8)

1. The government was weak.
2. The government was too weak, and they had little money.
3. The leaders wanted to make a better government that worked for everyone.

Speech bubbles should be related to the forming of the Constitution.

### Asked and Answered (page 9)

1. She wants to answer his questions about the Constitution and the importance of voting by showing him first-hand what it was like.
2. The Constitution has just been completed, and people are excited.
3. He is excited because it has taken four months and they finally have a new plan for government.
4. They had to know what the laws were before they introduced them.
5. Example: *What does Rudy learn about the Constitution and the importance of voting by going back in time?*

### Explain It! Parts 1 & 2 (pages 10–11)

Students' explanations and pictures should reflect the meaning behind each phrase. Sample responses include the following:

- **"in Order to form a more perfect Union"**: to bring all the states together
- **"establish Justice"**: be fair
- **"insure domestic Tranquility"**: keep calm and be safe

- **"provide for the common defense"**: build an army and keep people safe
- **"promote the general Welfare"**: keep everyone safe, happy, and healthy
- **"secure the Blessings of Liberty"**: make sure people stay free

### The Constitution Today (page 12)

Short stories should focus on the girl and her father from 1787 in today's time period, with a reference to the importance of the Constitution today.

### We the Students... (page 13)

Example responses include:

We the Students of Mr. Emory's classroom, in Order to form a more perfect class, establish a caring place, insure that we all get along, provide for a safe classroom, promote responsible students, and secure happiness to ourselves and our school, do ordain and establish this set of rules for the students.

### Time to Reflect (page 14)

Reflections should be complete and thoughtful.

### The Preamble Quiz (page 15)

1. A
2. D
3. B
4. B
5. The Constitution organized the government, made a military, and allowed taxes to be collected.

# Civic Discourse Mini-Lessons (cont.)

## Skill 3: Explain Ideas

### Materials

- discussion topics written on index cards

**Introduce** the skill to students.

- Poll students to see who would rather work silently and alone, who would rather talk about an assignment with others and work together, and who would like to do a little of both. Discuss the reasons for students' preferences.
- Explain that working independently is often helpful, but when students talk to one another about topics, they can learn different things, including ideas they may not have thought of on their own.

**Teach** the skill to the group.

- Write a discussion topic on the board.
  - Example discussion topics: the value of space exploration; changing school starting times; lengthening school days; saving money; increasing or decreasing homework; taking multiday field trips
- Have students turn and talk with a partner to respond to the topic. Tell students to listen and think about what their partners are saying.
- Help students explain their ideas further by modeling clarifying questions, such as "Could you tell me more about \_\_\_\_?" and "What did you mean by \_\_\_\_?"

**Practice** the skill by having students explain ideas in their own words.

- Place students into small groups. Distribute an index card with a different topic to each group.
- Check in with students to ensure they are listening and responding to one another.



# Vote for It!

## How to Play

1. Each player gets an A, B, and C voting card. Shuffle the situation cards. Place them in the center of the group.
2. Choose one player to start. This player is called the *round leader*.
3. The round leader draws a card from the pile and reads the situation aloud.
4. Then, they read aloud the choices on the back of the card.
5. Each player votes by placing a voting card facedown in front of them.
6. Then, players flip their cards over at the same time.
7. Calculate scores.

# Vote for It!

## How to Score

- Earn 2 points for voting the same way as the majority.
- If there is a tie, there is no majority. Everyone earns 1 point!
- If everyone votes the same way, each player earns 3 points!

After scoring, the person to the round leader's left becomes the new round leader.

## How to Win

Play until each player has been round leader twice. The highest score wins!



There's trash on the beach.







- A.** Make posters reminding people to throw their trash away.
- B.** Clean it with an adult.
- C.** Tell a lifeguard.



Your friend feels left out at lunch.





- A.** Ask a fourth friend to join you so everyone has a partner.
  
- B.** Tell your friend that you are sorry, and try to include them more.
  
- C.** Ask your friend what they want to talk about.