

Constitutional Period Parade

Overview

Students will work on an independent project throughout their study of the Constitutional Period by researching a Constitutional topic and creating a float representing that topic. Students will then educate others on their topic by presenting their float in a class parade.

Grade

5

North Carolina Essential Standards for 5th Grade Social Studies

- 5.C&G.1.3- Analyze historical documents that shaped the foundation of the United States government.
- 5.C&G.2.1- Understand the values and principles of a democratic republic.
- 5.C&G.2.2- Analyze the rights and responsibilities of United States citizens in relation to the concept of "common good" according to the United States Constitution (Bill of Rights).

Essential Questions

- What are the primary purposes of the Constitution, the Bill of Rights, and other state and national governmental documents?
- Why were documents and ideals from the Constitutional period important in the founding of America?
- What impact have documents and ideals from the Constitutional period had on government and citizens throughout history and currently? What relevance do the documents and ideals from the Constitutional period have to life today?
- What improvements were needed to such historical documents?

Materials

- *Constitutional Period Parade*, assignment sheet attached
- Internet access, library access
- Art supplies

Duration

The amount of time required for this activity varies by teacher. Recommended time is:

- Two 70 min. class periods
- Three-six partial class periods
- Two-three weeks of homework time

Name: _____

Constitutional Period Parade

Assignment: On July 4, 1788, a parade honoring the establishment of the Constitution of the United States was held in Philadelphia. You will be recreating this Constitutional Parade by choosing a topic from the list below, researching that topic, and creating a parade float representing your chosen topic.

Your float must be completed and ready for parading and display on:

Requirements for Completion

1. Choose a topic for your float from the following list:

- Mecklenburg Resolves
- Halifax Resolves
- Albany Plan of Union
- Declaration of Independence
- North Carolina State Constitution of 1776
- Articles of Confederation
- Famous members of the Constitutional Convention (Alexander Hamilton, Benjamin Franklin, James Madison, John Adams, Thomas Jefferson, etc.)
- Basic Governing Principals of the United States Constitution (*choose at least three principals to research and include on your float*):
 - Popular Sovereignty
 - Rule of Law
 - Separation of Powers and Checks and Balances
 - Federalism
 - Judicial Review
 - Individual Rights
 - Popular Sovereignty
 - A government created by and for the people.
- Articles of the United States Constitution (*choose at least three Articles to research and include on your float*):
 - Article I (Legislative branch)
 - Article II (Executive branch)
 - Article III (Judicial branch)
 - Article IV (Describes the relationship among states)
 - Article V (Describes the process by which the constitution can be amended)

- Article VI (Explains that neither federal or state laws may conflict with any part of the Constitution; see also the Supremacy Clause)
- Article VII Describes the process for ratification of the constitution

- Bill of Rights

- Other Important Amendments to the United States Constitution (*your float must deal with at least four Amendments (beyond Amendments 1-10) of your choice.*)

- Supreme Court Cases Dealing with the United States Constitution (*your float must deal with at least two Supreme Court cases.*)
 - Dred Scott v. Sanford, 1857
 - Marbury v. Madison, 1803
 - McCulloch v. Maryland, 1819
 - Plessy v. Ferguson, 1896

- The Constitution Today (show why the Constitution is relevant to modern society)

2. Research your topic using the Internet, encyclopedias, library books, etc.

Take notes on your research, with consideration to your float requirements. Look for information that will help you understand and illustrate your knowledge of your topic. Consider:

- ☑ Describe and summarize your topic. Be as clear and detailed as possible.
- ☑ What purpose does your topic serve?
- ☑ Why is your topic important historically? What impact has your topic had?
- ☑ What dates, prominent people, important events, etc. are connected with your topic?
- ☑ What situations relate to your topic, past and present?
- ☑ What impact has your topic had on governments and citizens throughout history?
- ☑ What relevance does your topic have to life today?

3. Understand and brainstorm the **Float Requirements**:

- a) Your float must be visually appealing (decorated and creative) and contain appropriate information teaching about your chosen topic. It is recommended that you think of a symbol or artistic structure for your float that will make it memorable (think of what you see on floats in parades you have witnessed...this might be a person in costume, an artistic recreation of your topic, a colorful artistic display representing your topic/theme, etc.)
- b) Your float must be moveable, so that you can present it along the parade route on its due date (Be creative! Use wagons, tricycles, cardboard attached to skate boards, etc.)
- c) While presenting your float in the parade, you must have created a short jingle or rap to sing that teaches parade onlookers about your topic as you pass.
- d) Your float must contain visual aids that teach about your topic (pictures, art work, signs, etc.)
- e) Your float must contain written material that teaches about your topic (headlines, flags, posters/signs, etc.)
- f) You must create marketing material to hand out during the parade (something small and “catchy” that represents your topic that you can give to people to make them remember your float).
- g) You must create a typed guide or summary of your topic and what you have learned. Your narrative must summarize your chosen topic(s), clarify your topic’s purpose, explain your topic’s importance throughout history, and describe your topic’s relevance to life today.

4. Follow the **Timeline for Completion:**

Date	Action
	Receive assignment and begin investigating which topic(s) you may be most interested in; decide upon your three top choices; determine whether you will work alone or with a partner
	Finalize your chosen topic with your teacher, as well as your partner choice (if applicable); Begin researching and learning about your topic
	Bring your research to class for an in-class workday; you will be able to utilize class time for further research and brainstorming float ideas based on information learned thus far
	2 nd in-class research and brainstorming workday
	Continue researching and brainstorming outside of class; develop a first draft of written material your float will include, as well as rough design sketches for your float and its visual aids
	Bring in first draft of written material for your float and rough sketches of your float and its visual aids for in-class workday; begin brainstorming ideas for marketing material and your jingle/rap
	Continue developing written and visual material, as well as ideas for marketing material and your jingle/rap
	Bring in a second draft of your written material and visual aids, as well as a first draft of your marketing material and jingle/rap; Work in class to finalize all items.
	Finish float items; double check float requirements to ensure all pieces are complete
	Begin bringing in float materials to class
	Final items due; Begin to create and decorate float in class
	Float due! Be ready to present your float in the Constitutional Period Parade.

5. Parent /Guardian Signature

I have reviewed this assignment with my child and understand the expectations and Requirements for the Constitutional Period Parade. If I have any questions, I will e-mail the teacher at _____. I will check in with my child periodically to ensure he/she is abiding to all due dates.

Parent/guardian Signature

e-mail or phone number

We hope that you can attend our Constitutional Period Parade on:

to be held at
