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Constitutional scavenger hunt answers key

Download Print Email Add to my lessons in this lesson, students will analyze 16 political cartoons of Clifford and Jim Berryman during the first half of the twentieth century. They will try through the Constitution and associate each cartoon with a specific clause. Through networking exercises, students will analyze all 16 cartoons and read the entire Constitution. They will learn about the profile and structure of the Constitution, as well as on the content of many of its clauses. Rationale understanding the Constitution is a vital element of the study of the US history and the American government. Furthermore, studying political cartoons allows students to improve the skills of social media studies, application, analysis and evaluation of information. Request for driving How are the provisions of the Constitution of the United States visually represented in the popular media? Materials 16 Politicians Carton Facsimiles The United States Constitution: a transcribture 2 worksheets Key response for the worksheet 2 recommended level levels Grade 7-12 US history courses; United States Government; Civic Topics Included In This Lesson Articles of the Constitution of the United States, Congress Powers, Congress Rules and Procedures, Congress Leadership, Legislative Process, Electoral College, Presidential Power / Authorization, This lesson presents 16 political cartoons that show the constitutional fundamental principles. The Center for Legislative Archives preserves about 2,400 original pen and ink drawings of the cartoonists Clifford K. Berryman and son of him, Jim Berryman, in United States Senate Collection. Clifford and Jim Berryman were among the best known and admired Washington's graphic political commentators from 1898 to 1965. Clifford K. Berryman designed for Washington Post from 1890 to 1907, and then for the evening star since 1907 until his death in 1949. His son, Jim, joined the Evening Star in 1935 and attracted the newspaper until his withdrawal in 1965, winning a Pulitzer award in 1950. Berryman's cartoons touched a variety of arguments, including policies, presidential elections and congresses Both the world wars and Washington's time. Time required about 60 minutes Learning activity 1. Outline of the United States Constitution (5 minutes) Note: New students to the study of the Constitution can begin by completing step 1 of the lesson teaching six great ideas in the Constitution. Students aimed at working individually to note the transcription of the Constitution labeling each of the seven articles of the Constitution with a declaration of its main topic. Conducting a class discussion on how the Constitution is organized and how its articles are divided. 2. Worksheet and identification of the principle and the clause (15 minutes) divide students into two or three large groups (depending on the size of the class) and distribute a set of the 16 facsimiles of the political cartoon to each large group. group.students in the group should receive enough cartoons to be assigned to all 16 (e.g. each member of a group of 8 students should receive 2 political cartoons). Directly students complete worksheet 1 by analyzing each of the political cartoons assigned to him or her. Note: The worksheet is differentiated to provide three levels of analysis depending on the ability of the student. When students have completed worksheet 1, direct them to individually fill in columns 1A-3 of worksheet 2. Students should analyze the cartoons assigned to complete columns 1 to 3. Students should then study each assigned cartoon and a transcript of the Constitution to complete column 4 individually. Column 5 will be completed in the next activity. 3. Use networks to discuss cartoons and the Constitution (30 minutes) Tell each student to form a group of three people by joining two partners from their assigned group in Activity 2. Allow about 5-7 minutes for members of new groups of three students to show each other their assigned cartoons and share their answers in columns 1-4 of tab 2. Groups should discuss and record (using additional rows in sheet 2) each member's application of the sticker to the Constitution and reach a consensus on how best to match each sticker with a clause. Instruct students to use Column 5 of Fact Sheet 2 at the end of the discussion to record any changes in interpretation that reinforce the correspondence of each cartoon to the Constitution. After the first 5-7 minutes, instruct students to find two new partners from their larger group and repeat the process. Tell students to continue forming new groups of three until all 16 cartoons have been discussed. Tell each student to look for the entry in Column 5 that they feel is the best match for every cartoon they discussed. Use the reply button to check their work. 4. Reflection (10 minutes) Conduct a class discussion on the Constitution and the role of political cartoons in American civil life. Discussion points may include: What does the ratio between the number of cartoons in this lesson and the articles of the Constitution suggest about the relative importance of the articles to artists or the public at the time of the cartoon creation? Was there a branch of government that was more interested or important to artists or their audiences than others? Would the Framers agree with this division of interests? Would this same division of interests be appropriate for a cartoonist today? How clearly the cartoons represent the main idea of the that each reflects? How does the representation of the clause in a political cartoon correspond to its formulation in the Constitution? How far could viewers today agree or disagree with Berryman's description of these clauses? What clues could he use in every vineyard to associate it with a specific clause in the Constitution? On the basis of these examples, whyImportant political cartoons? What function or purpose do they serve in civic life? 5. Extend Lesson Assign students to study the following constitutional principles, and create, or identify through research, political cartoons depicting the principle as it applies to current issues and events: Impeachment (Article 1 paragraph 2, point 5; Article 1 paragraph 3, point 7; Article 2 paragraph 4) Congressional immunities and privileges (Article 1 paragraph 1, Article 1 paragraph 2, Article 2 paragraph 4) 6) Necessary and Proper Clause/ Elastic Clause (Article 1, Section 8, Clause 18) The Supremacy Clause (Article 6, Paragraph 1, Clause 2) Additional political resources of comics: Congress represented in political cartoons Constitution Treasure hunt with political guns examining great civic ideas through political comics Find more Berry cartoons Man in the Centre for Legislative Archives in the exhibition "Running for Office." Back to Lesson Plans If you have problems viewing this page, please contact legislative.archives@nara.gov. To better understand the basic information within the U.S. Constitution, students will be able to browse through this primary source document and find the main ideas regarding the 7 articles and 27 amendments. There are 17 questions on the rules and 27 questions on amendments. All questions (This package contains all of Mr. Harms' resources on the Constitution of the United States. By choosing the package you are saving 20%! You also get the convenience of having all these high quality resources for your American history, civics, and/or government classes in one place! Scroll up to see tUS Constitution Scavenger Hunt)by This is a treasure hunt of the U.S. Constitution with 25 articles that students can find embedded in the text of the Constitution. To win the hunt, pairs of students should work together to find answers for all items and should be given the opportunity to read out their answers if they thinkPage 2Page 3 3 3

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