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
8

North Carolina Essential Standards
- 8.H.1.2 - Summarize the literal meaning of historical documents in order to establish context.
- 8.H.1.3 - Use primary and secondary sources to interpret various historical perspectives.
- 8.H.1.4 - Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
- 8.C&G.1.1 - Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).
- 8.C&G.1.2 - Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).
- 8.C&G.1.3 - Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).
- 8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).

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- What improvements were needed to such historical documents?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
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):
     o Popular Sovereignty
     o Rule of Law
     o Separation of Powers and Checks and Balances
     o Federalism
     o Judicial Review
     o Individual Rights
     o Popular Sovereignty
     o 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):
     o Article I (Legislative branch)
     o Article II (Executive branch)
     o Article III (Judicial branch)
     o Article IV (Describes the relationship among states)
     o Article V (Describes the process by which the constitution can be amended)
     o 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 skateboards, 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**:

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<td></td>
<td>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</td>
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<td>Finalize your chosen topic with your teacher, as well as your partner choice (if applicable); Begin researching and learning about your topic</td>
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<td>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</td>
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<td>2nd in-class research and brainstorming workday</td>
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<td>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</td>
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<td>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</td>
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<td>Continue developing written and visual material, as well as ideas for marketing material and your jingle/rap</td>
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<td>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.</td>
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<td>Finish float items; double check float requirements to ensure all pieces are complete</td>
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<td>Begin bringing in float materials to class</td>
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<td>Final items due; Begin to create and decorate float in class</td>
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<td>Float due! Be ready to present your float in the Constitutional Period Parade.</td>
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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

____________________________________