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iCivics Readers Grade 5

This sample includes the following:

- Management Guide Cover (1 page)**
- Management Guide Table of Contents (1 page)**
- How to Use This Resource Pages (5 pages)**
- Sample Reader (18 pages)**
- Sample Lesson Plan (16 pages)**
- Sample Civic Discourse Lesson (1 page)**
- Sample Game Cards (4 cards)**

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Management Guide
Grade 5

iCIVICS

Readers



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Grade 5 Resources

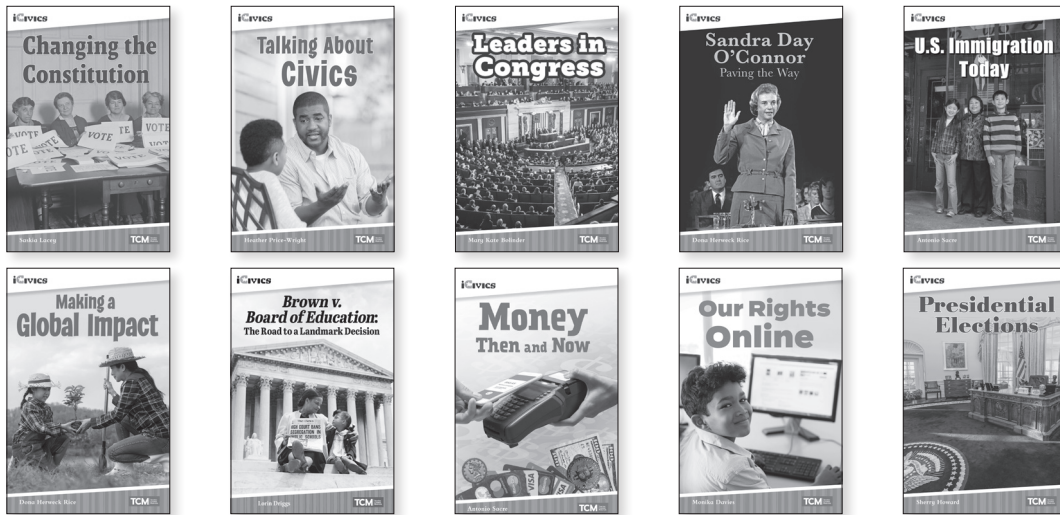
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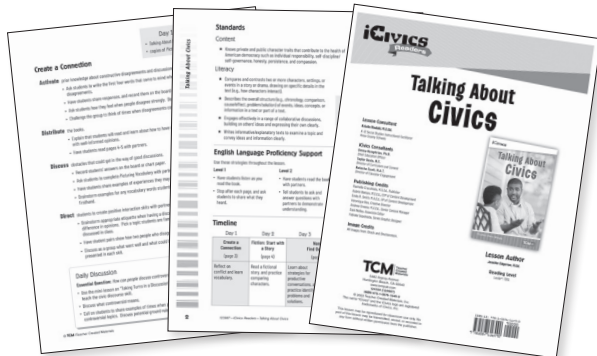
Kit Components

6 copies of 10 books



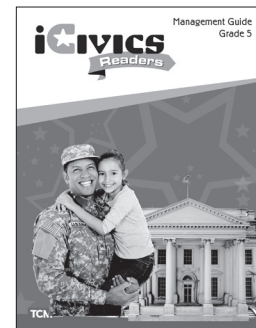
Full-color readers integrate civics with fiction and nonfiction.

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.

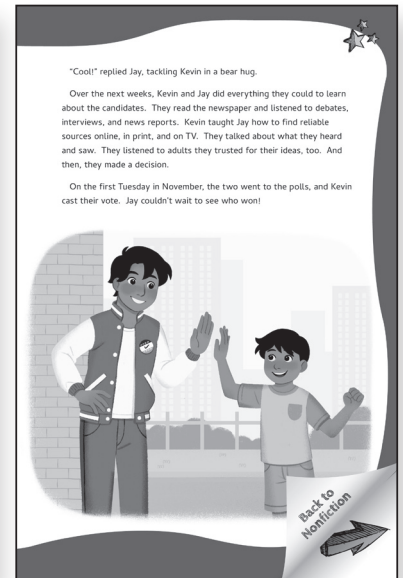
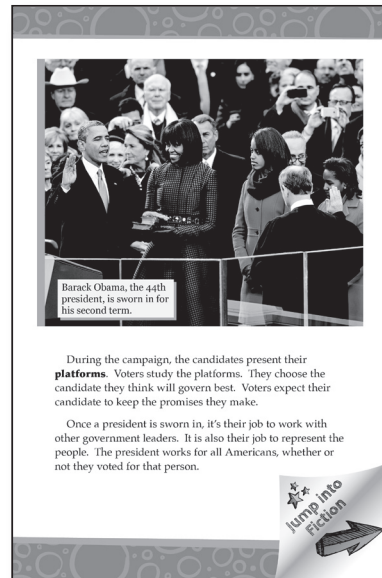
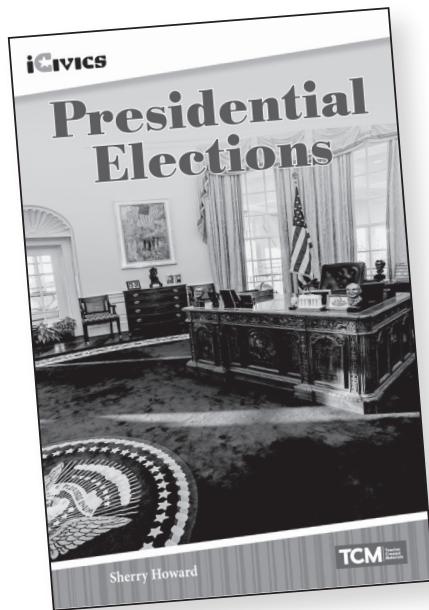
Digital Resources



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

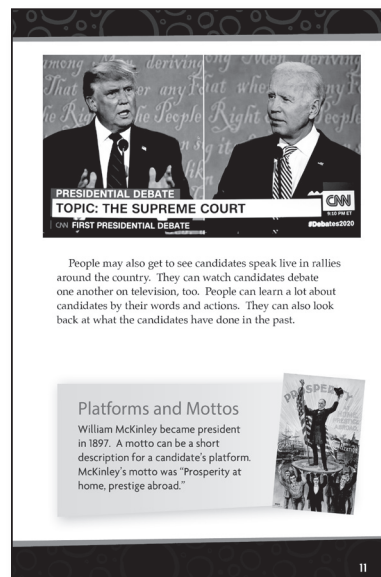
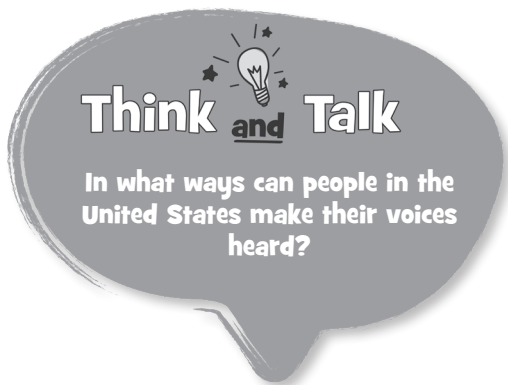
About the Readers

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.

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.

The image shows a sample lesson plan page for 'Leaders in Congress'. It includes sections for 'Civics in Action', 'Engage', 'Introduce', 'Instruct', 'Share', 'Daily Discussion', and 'Assessment Options'. A callout box titled 'Day 5 Materials' lists resources like 'Leaders in Congress' books and 'Write to Your Representative'. Another callout points to the 'Daily Discussion' section, which includes an essential question and a reminder to link comments while discussing. A third callout points to the 'Assessment Options' section at the bottom, which includes 'Time to Reflect' and 'Leaders in Congress Quiz'. The page number '7' is visible at the bottom right.

Differentiation options are provided throughout the lesson.

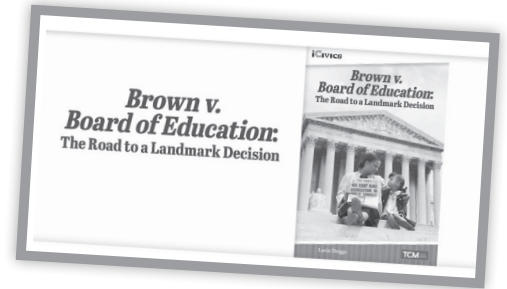
Skill-focused daily discussions explicitly support the development of speaking and listening skills and augment civic discourse.

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

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.



tcmpub.digital/icr/meettheexperts

- 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

Changing the Constitution

The United States of America is a country of change. Just take a look at the U.S. Constitution! It has been revised again and again. Many people have fought for the United States that exists today. They shaped the country through courage and action.

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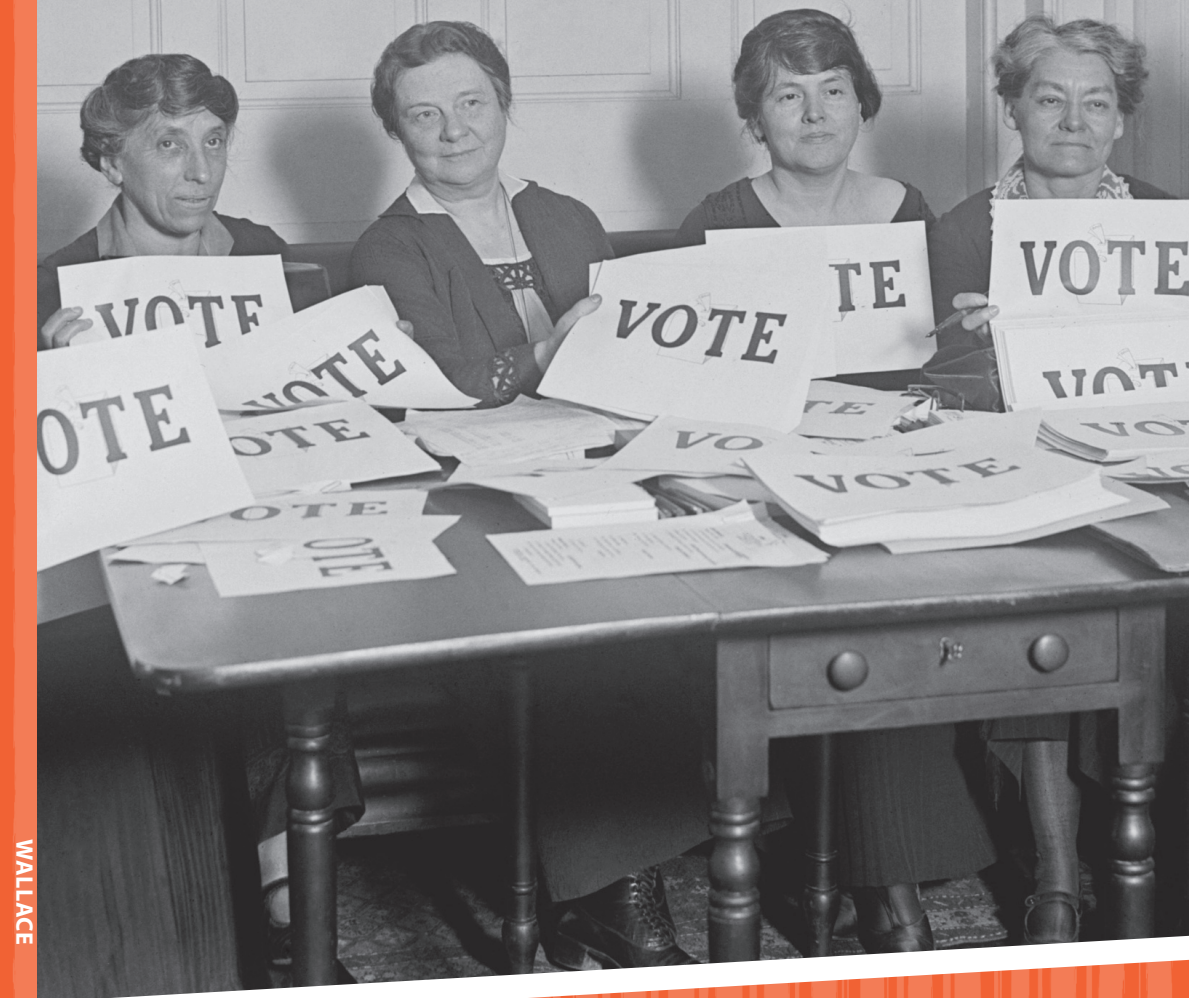
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iCIVICS

CHANGING THE CONSTITUTION

Changing the Constitution



WALLACE

Elise Wallace

TCM Teacher
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Materials



Read and Respond

1. What is an amendment?
2. Which amendment affects your daily life the most? Why do you think so?
3. Why was the Bill of Rights added to the U.S. Constitution?
4. How can one person change the course of history? Choose a person featured in this book to support your answer.
5. How would the United States be different without the amendments?
6. Do you think the U.S. Constitution needs more amendments? Why or why not?



tcmpub.digital/icr/constitution

Scan this QR code to access a video supporting the themes in this book.

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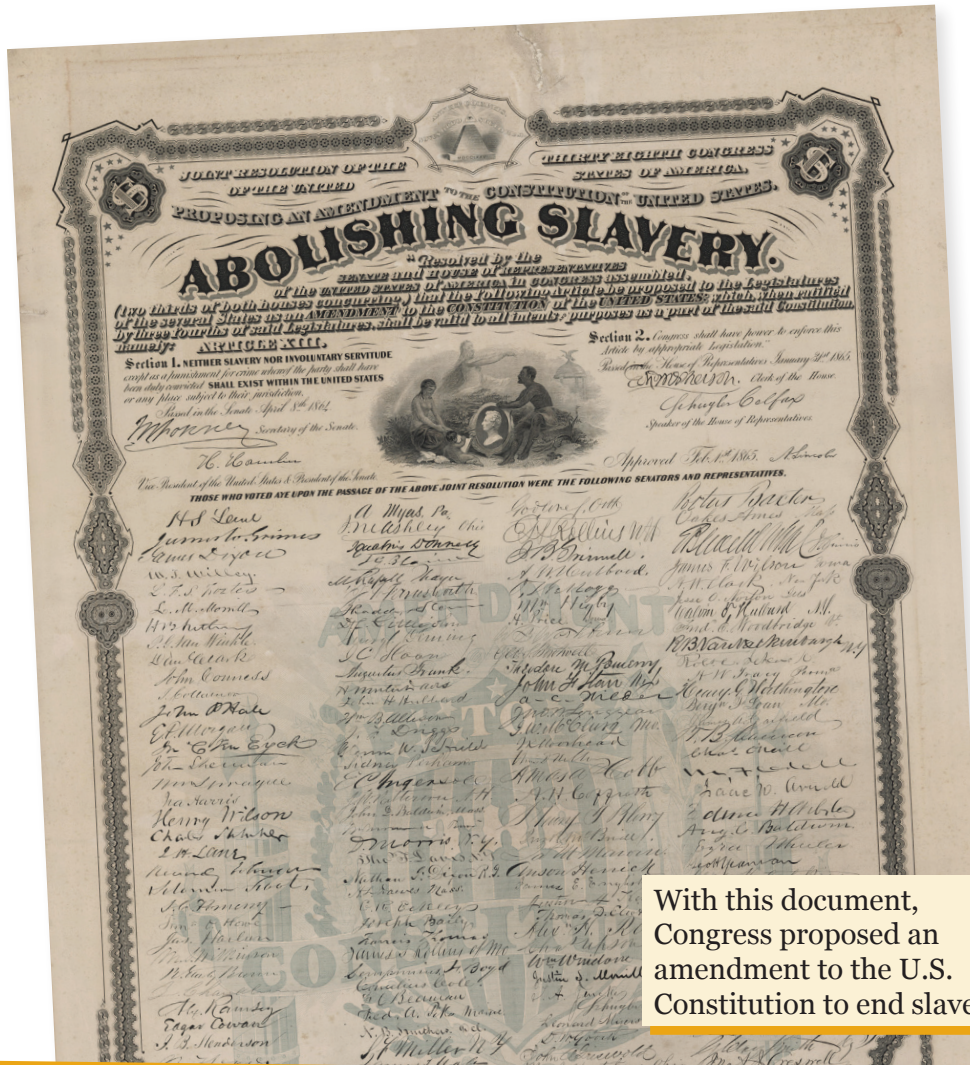
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Amending America

The United States of America has always been a work in progress. The country has changed greatly over time. Just take a look at the U.S. **Constitution!** The document has been changed again and again. In fact, it has been revised 27 times. These changes are called **amendments**.



With this document, Congress proposed an amendment to the U.S. Constitution to end slavery.



So, what do these amendments do? They give people who live in America many of the freedoms the people enjoy today. They give people the freedom to speak without fear. They give people the freedom to worship how they choose. They give people the freedom of the press to write and publish their thoughts and opinions.

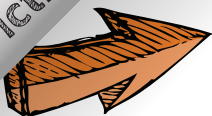
The amendments also protect people. They forbid cruel and unusual punishment. They ban the stationing of troops in their homes. They stop the government from searching their homes without **warrants**.

Each amendment has a story. Change does not happen easily. The evolution of the country has depended on brave people. These were people who recognized **injustice** and did something about it. They struggled so that everyone, not just a privileged few, could have a chance at the American dream.

No Change

Once an amendment is ratified, or made law, it cannot be changed or removed. To change what it does, a new amendment must be ratified.

Jump into Fiction



Making a Change



Naomi loved the first Thursday of every month. Dad brought home pizza for dinner, and town hall was at 7 p.m. She loved sitting in the community center surrounded by the people in her town. Her dad was a moderator, and he helped people get their voices heard.

Tonight was different. There was a large photograph of Daisy Diaz, the town's longtime mayor, at the front of the room. Naomi lowered her head. She remembered seeing that same picture in a newspaper article on Dad's tablet earlier in the week. The mayor had passed away. It was a big loss to their community.

Naomi knew that Dad was going to share a big idea that would honor Mayor Diaz. She gave her dad a thumbs-up as he walked to the front of the room to talk to the crowd.

"Thank you all for being here," Dad said. "Let's jump in to open discussion about Mayor Diaz. She was such an important person in our community and did so many great things for us. I've seen a lot of buzz on social media about ways to honor her legacy. The most popular one was changing Main Street to Diaz Drive in her honor. Let's hear your thoughts."

Dad sat down, and Ms. Packard, Naomi's fifth grade teacher, stood up. "My friend Daisy helped our town for 25 years," she said. "She helped us rebuild after that disastrous tornado. Most houses and businesses wouldn't even be here without her. What a legacy she's given us! She deserves more than a plaque. We should rename Main Street."





Mr. Palmer, the owner of Palmer's Auto Service, quickly stood. "Mayor Diaz was great for our town, but think of the headache this would cause. We'll have to print new business cards and new flyers. That's not cheap!"

"Plus, who will update all the map apps?" someone from the crowd asked. A few people snickered.

"Let's remember our rules for respectful discussion," Dad said, quieting the crowd.

For the next hour, Naomi watched people from all around town stand up and voice their opinions. It was like watching a game of ping-pong—the flow of conversation was exhilarating.

Naomi thought Mrs. Young said it best. She talked about how even though it would cost Mr. Palmer to redo his business cards, they could hold a fundraiser for any businesses affected by the change. As she spoke, the crowd murmured in agreement.

"Anyone can be a mayor," Mrs. Young said. "But can just anyone help a town thrive? Let's rename Main Street!"

Dad asked to hold a vote. It was time! Naomi raised her hand and turned to look around the room as everyone began raising their hands, too. Even Mr. Palmer, after some hesitation, raised his hand. Naomi beamed at her dad.

"It's unanimous!" Dad shouted, and everyone clapped. "It's not official yet—I see a lot of paperwork in our future—but it's a start."

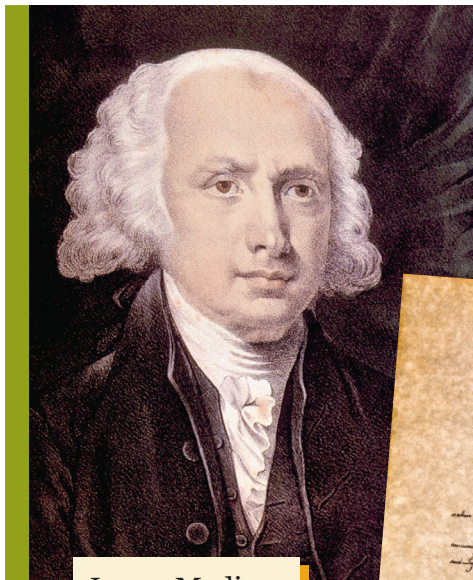


Back to
Nonfiction



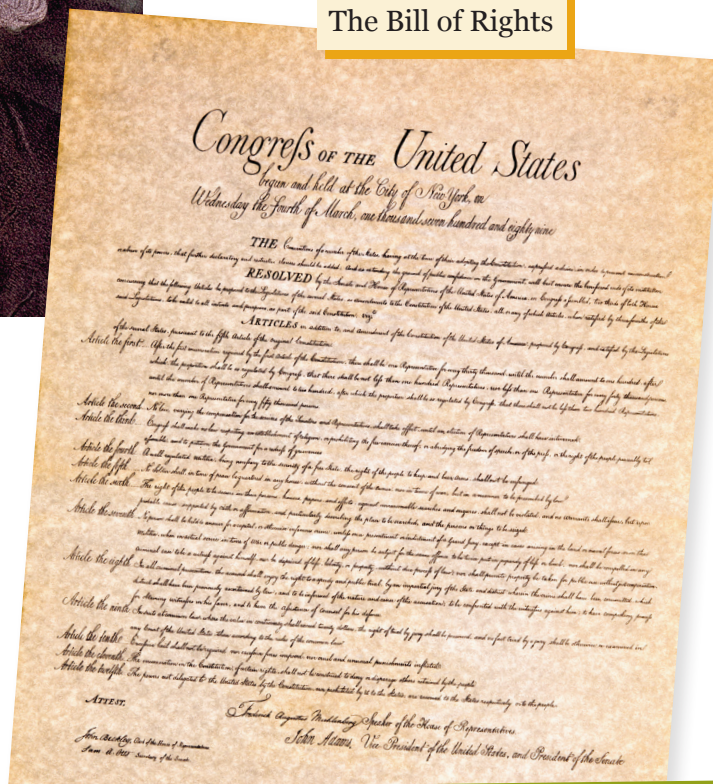
Fighting for Freedom

Today, the Constitution is highly respected. It is a vital part of the U.S. government. But there were many people who were not happy with it when it was first drafted. The war with Britain had left its scars. People did not want to be ruled by another strong government. They wanted a government that promised personal rights.



James Madison

The Bill of Rights



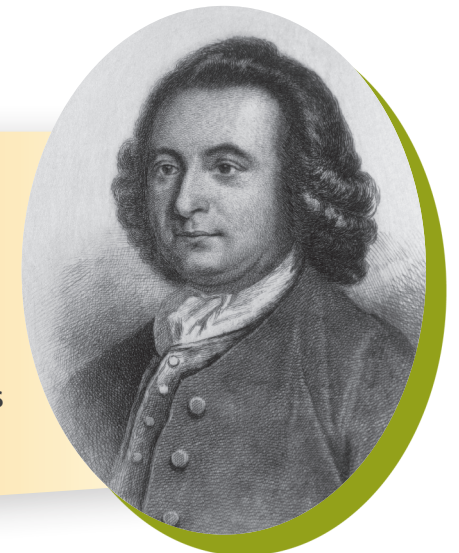
A man named James Madison argued that changes needed to be made. He wanted the Constitution to promise a limited government. He also wanted to add a list of basic, protected rights for the people. Madison became one of the greatest champions for the Bill of Rights. As a result of his work, the Bill of Rights was added to the Constitution in 1791.

Making a Change

Changing the constitution is a long process. Each change needs to be approved by two-thirds of the House of Representatives. It also needs to be approved by two-thirds of the Senate. Then, the change has to be approved by the states. If three-fourths of the states approve the change, the Constitution is amended.

Early Influencer

George Mason was a key figure in early America. He wrote a "Declaration of Rights" for the State of Virginia. The Bill of Rights was inspired by Mason's work.



Let the Courts Decide

The Bill of Rights protects basic freedoms. Often when a right is **violated**, a person or a group of people go to the courts. Sometimes they even take their case all the way to the Supreme Court of the United States. The courts decide whether an action is protected by the Bill of Rights.

There have been many court cases that have helped define U.S. rights. In 1931, there was the case of *Near v. Minnesota*. In this case, a newspaper was shut down for condemning local government. The court ruled that the paper should not have been shut down. In doing so, their right to freedom of the press had been violated.

In 1940, Newton Cantwell was arrested in Connecticut. He had been sharing his faith with others. His arrest was deemed **unconstitutional** by the Supreme Court. Newton was **exercising** his right to freedom of religious speech.

The Bill of Rights has protected many people from unfair treatment. These court cases are just a few examples. As you will see, the Bill of Rights continues to be debated!



Mary Beth Tinker and her brother, John Tinker

Tinker v. Des Moines

In 1965, Mary Beth Tinker wore a black armband to school. She was a 13-year-old protesting the Vietnam War. She was suspended for wearing the armband. Courts would later decide that the school's action was unconstitutional. Wearing a black armband was part of Tinker's freedom of speech.



U.S. Supreme Court Building

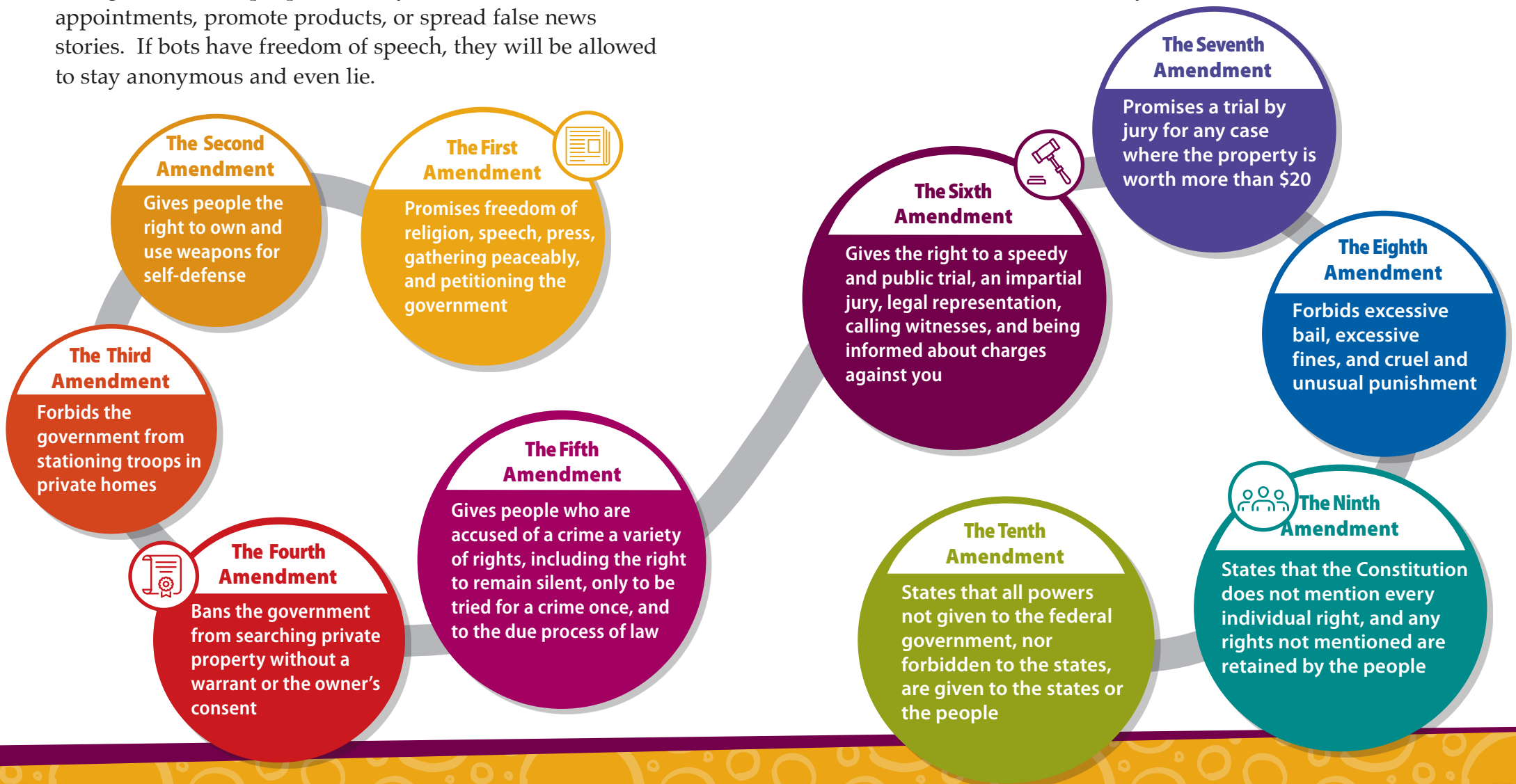
The Bill of Rights

The Bill of Rights remains **relevant**. But technology is raising new questions daily. One question is about online **bots**. Should they have freedom of speech? Some people think they should. Other people think that giving bots freedom of speech will cause big problems.

Bots mimic human activity online. They can be used for both good and bad purposes. They can be used to book appointments, promote products, or spread false news stories. If bots have freedom of speech, they will be allowed to stay anonymous and even lie.

There are also new questions about the Fourth Amendment. This amendment bans the government from searching private property without a warrant. Some people think that private property should include a person's phone data. Other people disagree.

As you look at this diagram, think about how each amendment is relevant today.



Rights for All

The Bill of Rights promises basic rights, but to whom? At first, many people were not given these rights. Women had limited rights. Enslaved people had no rights. The Bill of Rights did not apply to everyone.

Big changes needed to be made. The basic rights of *all* people needed to be protected. Making these changes was not a quick process. It took many years for the Constitution to speak for all **citizens**. Some of the biggest strides toward **equality** were made with amendments.

The Thirteenth Amendment

In 1863, President Abraham Lincoln changed history. He said that all enslaved people in the Southern states should be free. Lincoln knew his words would have an impact. He called his **proclamation** “the central act of my administration.”

Lincoln did not have the right to stop slavery in the South. But his strong words would turn the tide. The Thirteenth Amendment was voted on and passed in 1865. It freed all enslaved people. It states that “neither slavery nor involuntary servitude... shall exist within the United States.”

The Thirteenth Amendment was the first step toward basic rights for all Americans. It was a big step, but the country had a long way to go. Equality for all was still many years away.



The Fourteenth Amendment

In 1868, the Fourteenth Amendment was passed. With it, the country took one more step toward equality. The amendment made former enslaved people citizens of the United States. As citizens, they were promised equal rights by their country and their states.

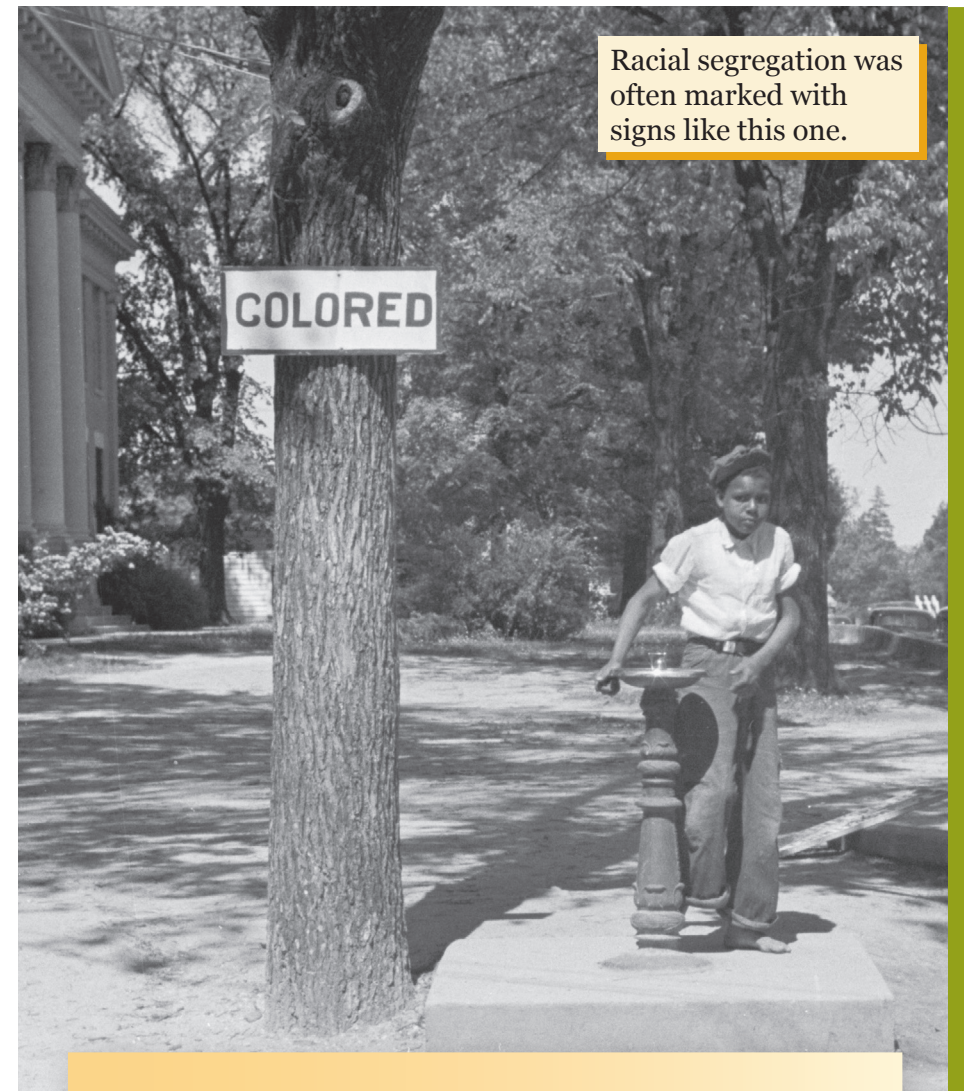
But even with the Fourteenth Amendment, African Americans were treated poorly. Racial **segregation** was common. In 1896, there was an important case. It was the case of *Plessy v. Ferguson*. Homer Plessy, an African American man, sat in the white-only section of a train. He was asked to move. When Plessy did not move, he was arrested.

Plessy did not think he should have to sit in a different train car from where white people sat. He argued that by making him sit in another train, his rights were being violated. He said the Fourteenth Amendment promised equal rights to African Americans.

The Supreme Court did not agree with Plessy. He was found guilty. For many years, segregation remained legal.



This cafe had separate entrances and seating for people of different races.



Racial segregation was often marked with signs like this one.

The Separate Car Act

Plessy was protesting an unfair law. It was called the Separate Car Act. The law stated that Black people and white people should have “equal but separate accommodations” on trains.

The Fifteenth Amendment

The Fifteenth Amendment in 1870 followed closely on the heels of the Fourteenth. The amendment gave the right to vote to all men. It states that no person will be denied the right to vote “on account of race, color, or previous condition of servitude.” This meant that African American males could vote for the first time.

Brown v. Board of Education

Plessy v. Ferguson was a huge blow to the dream of equal rights. The case was not **overturned** for decades. *Brown v. Board of Education* was the case that changed the ruling. The case centered around a young student named Linda Brown and others. She was a third grader who applied to a white-only school. Brown was not accepted into the school.

Her father and other parents decided to do something. He and a group of other African Americans sued the school board. They knew that there should not be separate schools by race. Their cases went to the Supreme Court! In 1954, the court agreed that having separate schools was not fair. Segregation, at least in schools, was not legal.

This case helped move forward the civil rights movement. More people began to protest unfair laws. Many joined the fight for equality.



Linda Brown stands in front of the school she fought to attend.

Mendez v. Westminster

Felicitas and Gonzalo Méndez knew it was wrong that their children were sent to a different school than the white-only school in their neighborhood. In 1946, the Méndezes, who were Mexican American, led the way for a lawsuit against their school district. They won! *Mendez v. Westminster* began to open doors to **integrated** schools everywhere. It also helped lead to the *Brown v. Board of Education* case.

 **Think and Talk**

What questions would you ask Brown to learn more about her life?

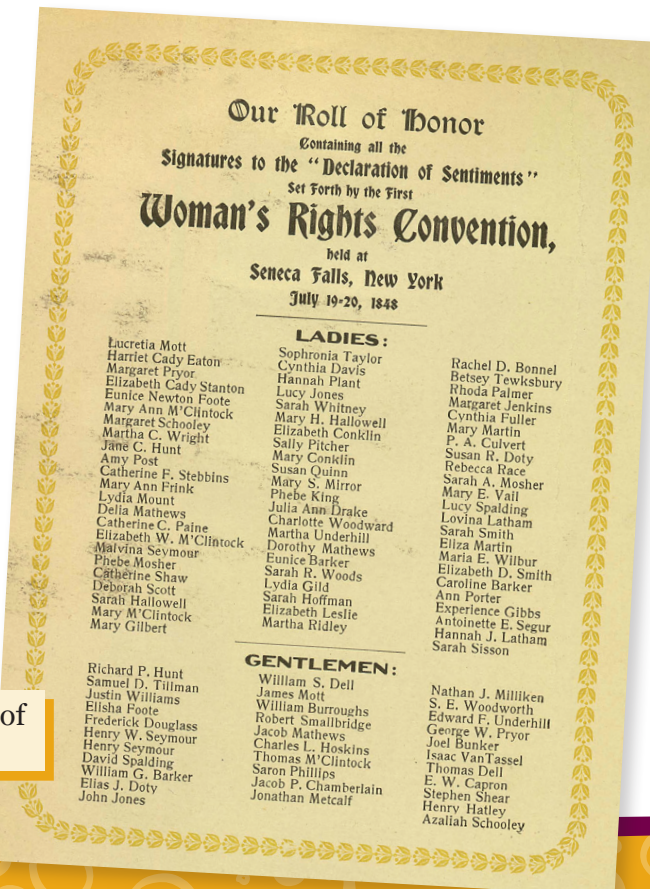
The Nineteenth Amendment

Women fought hard for the right to vote. For decades, their efforts were shrugged off. To vote, women had to change the minds of most Americans. They were the last group of American citizens to win the right to vote.

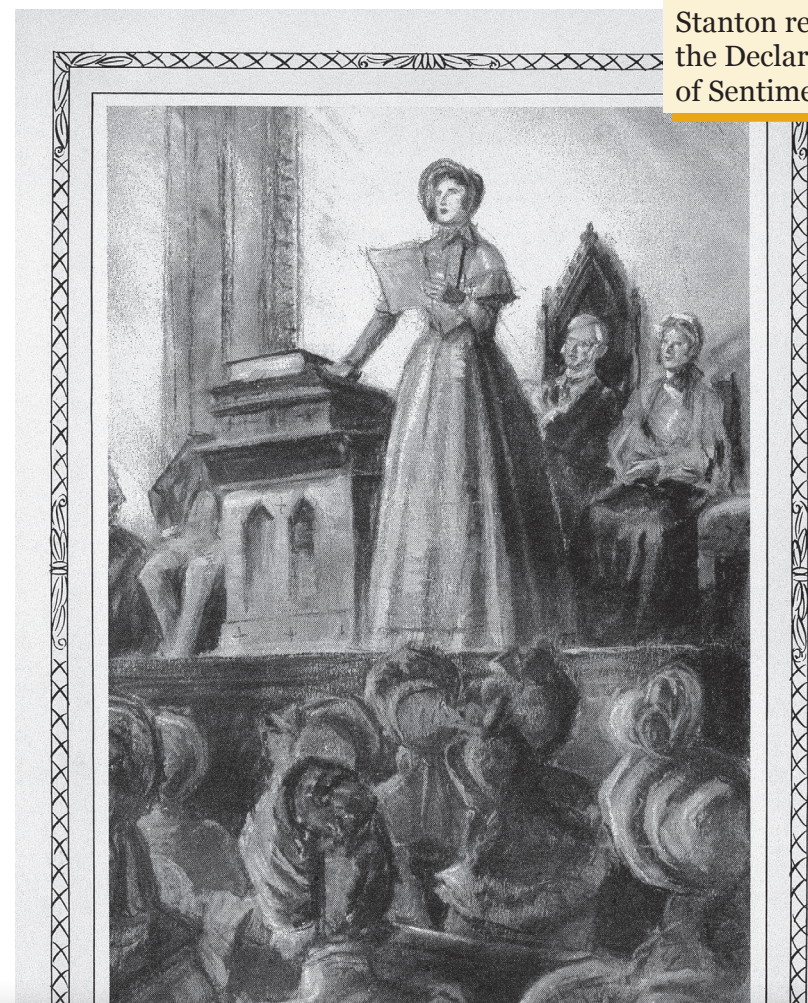
The women's rights movement launched in 1848. A special meeting was called in New York. The meeting was led by two gifted speakers. Their names were Elizabeth Cady Stanton and Lucretia Mott. The meeting focused on equality. Many women longed to be treated equally to men. They wanted their voices to be heard at their jobs and schools. They wanted to be treated with respect by the government. They wanted more rights within their families.

Stanton wanted to inspire these women. She penned a **manifesto** that described their beliefs and aims. She wrote, "We hold these truths to be self-evident; that all men and women are created equal."

Declaration of Sentiments



Stanton reads the Declaration of Sentiments.



Powerful Words

"Women declare our right to be free as man is free, to be represented in the government which we are taxed to support... to have such disgraceful laws as to take the wages which she earns, the property which she inherits...to have them, if possible, forever erased from our statute-books."—Elizabeth Cady Stanton reading from The Declaration of Sentiments at the Seneca Falls Convention

Does Stanton's manifesto sound familiar? It should. Stanton was referencing the Declaration of Independence. She firmly believed that women should have the same rights as men.

After the meeting in New York, the women's rights movement grew stronger. They focused their efforts on fighting for **suffrage**, or the right to vote. Women knew that they needed the right to vote to change unfair laws. At the time, a married woman could not even own property!

Many leaders such as Susan B. Anthony, Ida B. Wells, Sojourner Truth, and more joined the cause. For decades, they led the fight for equal rights. They championed amendments that granted women the right to vote. Two of these amendments failed to pass.

It was not until 1920 that women were granted the right to vote. That year, over eight million women voted for the first time.



Susan B. Anthony



Ida B. Wells



Sojourner Truth



Women vote for the first time.







Close Call











The Nineteenth Amendment almost did not pass. Many southern states voted against it in 1920. In the end, the fate of the amendment was decided by a young congressman named Harry T. Burn. He voted in favor of women's rights.

The Last Seventeen

Since the Bill of Rights, the Constitution has been changed many times. You have just learned about a few of these changes. They include the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments. Each of these four amendments seeks to give basic rights to all people—not just a few.

This chart shows the changes that have been made to the Constitution since the Bill of Rights. They are the last seventeen amendments. As you learn about each one, think about how they affect your life and the lives of other Americans today.

	The Eleventh Amendment (1795) Protects states from being sued by citizens of other states or countries and forbids federal courts from hearing cases against states
	The Twelfth Amendment (1804) Revises the presidential election process
	The Thirteenth Amendment (1865) Abolishes slavery
	The Fourteenth Amendment (1868) Forbids states from depriving “any person of life, liberty, or property without due process of law”; also promises all people equal protection under the law
	The Fifteenth Amendment (1870) Guarantees all men the right to vote no matter their race
	The Sixteenth Amendment (1913) Allows the federal government to collect income tax

	The Seventeenth Amendment (1913) Establishes that each state will have two senators elected by people of that state
	The Eighteenth Amendment (1919) Makes alcoholic drinks illegal
	The Nineteenth Amendment (1920) Gives women the right to vote
	The Twentieth Amendment (1933) Details the beginning and end dates of presidential and congressional terms
19th	The Twenty-First Amendment (1933) Repeals the Eighteenth Amendment
	The Twenty-Second Amendment (1951) Limits the president to serving two terms or 10 years
	The Twenty-Third Amendment (1961) Allows citizens of Washington, DC, to vote, even though they are not part of a state
	The Twenty-Fourth Amendment (1964) Forbids the government from forcing voters to pay a poll tax
	The Twenty-Fifth Amendment (1967) Describes the rules of presidential succession
	The Twenty-Sixth Amendment (1971) Changes the national voting age to 18
	The Twenty-Seventh Amendment (1992) Guarantees that all congressional salary changes will not be in effect until the following election

Shaping America's Future

The United States has been shaped by many brave people. James Madison, Homer Plessy, Elizabeth Cady Stanton, Felicitas Méndez, and more fought hard to protect the rights people enjoy today. Because of their work, the amendments to the Constitution exist.

For better or worse, America will continue to change. It is up to the people to decide how their country will look a generation from now. Will the future be focused on equality? Will the people protect and promote each person's basic rights? Will they fight for those who are being mistreated?

Every American can be involved. Every American can have a say in what the future holds and take part in the process of change. They can also work to preserve the good and ensure that rights are not lost. Being aware and informed is a good place to start.



Amendments and the Future

Think about the United States. Do you see any rights that seem in jeopardy? Are there other amendments you think are needed?



Think and Talk

How can you be involved in shaping the country's future?

Glossary

- amendments**—changes in the words or meanings of laws or documents (such as the Constitution)
- bots**—software applications that run automated tasks over the internet much faster than a human could, reaching many people at one time
- citizens**—people who legally belong to a country and have the rights and protections of that country
- Constitution**—the document that contains all the basic laws of the United States
- equality**—the quality or state of having the same rights
- exercising**—using
- injustice**—unfair treatment; a situation in which the rights of a person or a group of people are ignored
- integrated**—not segregated; allowing all types of people to participate or be included
- manifesto**—a written statement that describes the policies, goals, and opinions of a person or group
- overturned**—decided that a ruling, decision, etc. was wrong and changed it
- proclamation**—an official statement or announcement made by a person in power or by a government
- relevant**—involving a subject in an appropriate way
- segregation**—the practice or policy of keeping people of different races or religions separate from one another
- suffrage**—the right to vote in an election
- unconstitutional**—not allowed by the constitution of a country or government
- violated**—did something that is not allowed by a law or rule
- warrants**—documents issued by courts that give the police the power to do something

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Civics in Action

Every U.S. citizen has guaranteed rights under the Constitution and Bill of Rights. But not everyone knows what they are! Sometimes, it's easier to understand your rights if you can see them in action. You can create a skit to help teach other students about these rights.

1. Select a right from the Bill of Rights.
2. Work with a group to come up with a real-life situation involving that right.
3. Create a skit depicting that situation.
4. Share your work with younger students!



Changing the Constitution

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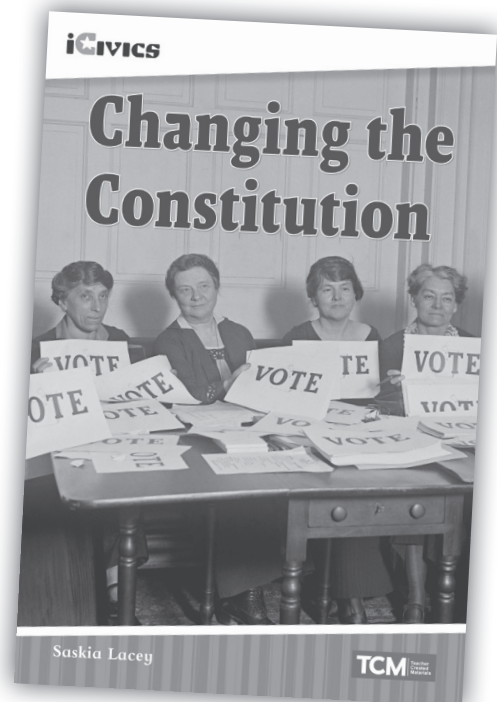
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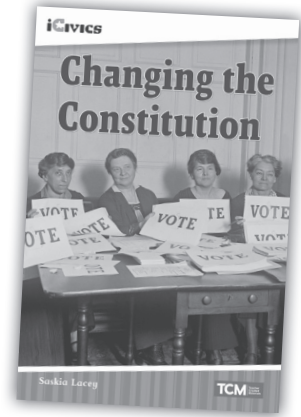
Standards

Content

- ★ Understands that the Constitution is a written document which states that the fundamental purposes of American government are to protect individual rights and promote the common good.
- ★ Understands how limited government helps to protect personal, political, and economic rights.

Literacy

- ★ Determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text.
- ★ Determines two or more main ideas of a text and explains how they are supported by key details.
- ★ Poses and responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and link to the remarks of others.
- ★ Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



Essential Question

How does the Constitution change to support our rights?

English Language Proficiency Support

Use these strategies throughout the lesson.

Level 1

- Ask students to define content vocabulary while speaking and writing.

Level 2

- Ask students to share ideas orally and in writing using content vocabulary.

Level 3

- Ask students to explain ideas orally and in writing using content vocabulary.

Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
Create a Connection (page 3)	Fiction: Start with a Story (page 4)	Nonfiction: Find Out the Facts (pages 5 and 6)		Civics in Action (page 7)
Reflect on your views about rights and the Constitution.	Read a fictional story, and practice determining the theme.	Learn about early changes to the Constitution, and practice summarizing.	Learn about Constitutional amendments that guarantee rights and summarize the impact on their lives.	Create and perform skits to show younger students how Constitutional rights impact their lives.



Day 1 Materials

- *Changing the Constitution* books
- copies of *Agree or Disagree?* (page 8)

Create a Connection

Activate prior knowledge about the Constitution.

- Have students share what they already know about the Constitution.
- Record their answers on the board or chart paper.

Introduce the concept of rights.

- Write a group definition of *rights*, and post it where students can see.
- Create a list of the rights students believe are protected by the Constitution.
- Explain that students will learn about how the Constitution protects rights and has changed over time.
- Encourage students to update and clarify the listed rights throughout the unit as they read.

Connect to the book.

- Distribute the books, and have students read pages 4–5 with partners.
- Have partners identify the bold vocabulary words as they read and discuss their meanings.
- Students should check their thoughts by using the glossary.

Facilitate an agree/disagree activity.

- Distribute *Agree or Disagree?*, and read the directions aloud to students.
- Label one side of the room *Agree* and another side of the room *Disagree*. Tell students to move to one side of the room if they agree with a statement you read and to move to the opposite side of the room if they disagree.
- Allow each group time to discuss. Then, facilitate a brief discussion with the whole group.
- Have students complete the prompt at the bottom of their activity sheets.
- Discuss students' predictions, and record them on the board or chart paper. Collect the activity sheets to revisit at the end of the unit.
- **English language support:** Provide a sentence frame for students to use: *I predict this book will be about how the ____ uses ____ to solve ____.*

Daily Discussion

Essential Question: *How does the Constitution change to support our rights?*

- Use the mini-lesson on “Linking Comments” in the Management Guide (page 51) to teach the civic discourse skill.
- Review the definitions of *rights* and *amendments*.
- Discuss how rights lead to the formation of new amendments. Have students link to the previous comment.

Day 2 Materials

- *Changing the Constitution* books
- copies of *Making a Change* (page 9)

Fiction: Start with a Story

Introduce the fictional story.

- Have students turn to the story on page 6.

Read aloud the story on pages 6–9.

- Have students summarize the events in the story.
- Ask students what lessons they think Naomi learns.

Explain the reading strategy—*determining the theme of a story from details in the text*—including the following points:

- Authors use details to teach a lesson or share an underlying meaning.
- Ask students to share one possible lesson that the author of the story was trying to teach.
- Share with students that a single story can have more than one theme.

Assign the following activities:

- Reread the story independently.
- Complete *Making a Change* with a partner.
- Share your responses with different partners.

Daily Discussion

Day 2 Question: *Why should major changes to communities or laws be discussed?*

- Ask students to consider how the story would have ended differently if members of the town had not had an opportunity to share their opinions.
- Ask students to share examples from the book.
- Have students link to the previous comment and explain why discussion is important.



Day 3 Materials

- *Changing the Constitution* books
- copies of *Summing It Up* (page 10)

Nonfiction: Find Out the Facts

Connect back to the fictional story.

- Discuss how the Constitution has been amended when changes are necessary.

Introduce the nonfiction section of the book.

- Remind students what they predicted they would learn about in the book on Day 1.
- Call on students to share whether they would like to change their predictions.
- Have students explain why their predictions may have changed.

Explain the reading strategy—*summarizing the text*—including the following points:

- Authors use facts and details to support their main ideas.
- A summary of an informational text should include all the main ideas.

Model summarizing the text.

- Read aloud pages 10–11.
- Think aloud to identify the main idea.
 - ♦ Example: “In the first section, the author talks about why people such as James Madison wanted to change the Constitution. They didn’t feel like the Constitution did enough to protect people’s rights.”
- Call on students to provide supporting details for each main idea.

Guide students to practice identifying the main idea and supporting details.

- Ask students to read pages 12–21 with partners.
- Have student pairs identify and write the main ideas and supporting details on *Summing It Up*.
- Assign one group member to be the vocabulary checker, who will read the definitions for any bolded or unknown words to the group.
- **Above-level support:** Ask students to consider why the 15th Amendment was necessary if the 14th Amendment was supposed to guarantee equal rights. Discuss whether and how the 14th Amendment could have been rewritten to prevent the unfair laws that followed.

Daily Discussion

Day 3 Question: *Why have additional amendments been needed since the Bill of Rights?*

- Call on students to share examples of amendments that changed the Constitution to better protect someone’s rights.
- Continue to guide students to link their comments.

Day 4 Materials

- *Changing the Constitution* books
- copies of *My Rights in My Life* (page 11)
- copies of *Picturing Change* (page 12)

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

Review key amendments to the Constitution covered so far.

- Discuss which of these amendments students think are the most important and why.

Introduce one more amendment.

- Have students guess in which year women were able to vote in the United States. (1920)
- Write their guesses on the board or chart paper, but do not tell them the correct answer.
- Ask students to read pages 22–25 with partners.
- Tell student pairs to discuss the challenges that women faced and how women responded.
- **Below-level support:** Guide students to the specific paragraphs that outline women’s challenges.
- Discuss as a group which right that was denied to women would have been the most difficult to live without.

Revisit all the amendments students have learned about.

- Have students complete *My Rights in My Life* with partners.
- Ask students to discuss with their partners which amendment would have the greatest impact on their lives and why.

Daily Discussion

Day 4 Question: *How do changes to the Constitution affect your everyday life?*

- Ask students to share examples from *My Rights in My Life*.
- Continue to guide students to link comments as they discuss.

Fiction/Nonfiction Text Extension

Connect the ideas in the story to the real world by using *Picturing Change*. Tell students to first reread the fictional story and then complete the activity.

Day 5 Materials

- *Changing the Constitution* books
- copies of *Teaching Your Rights* (page 13)
- student copies of *Agree or Disagree?*

Civics in Action

Revisit the activity from Day 1.

- Redistribute completed *Agree or Disagree?* activity pages to students.
- Have students discuss in small groups how their learning may have changed some of their initial answers.

Engage students in thinking about their rights in real-world situations.

- Ask students if they can think of a time when they used one of their constitutional rights.
- Guide students toward a discussion of all the constitutional protections they use every day.

Introduce the Civics in Action activity.

- Explain that students will create and perform skits to teach younger students about their constitutional rights under the First Amendment.
- Have students complete *Teaching Your Rights* with partners by creating skits.
- Coordinate opportunities for students to perform for younger students in their school or community.

Daily Discussion

Essential Question: *How does the Constitution change to support our rights?*

- Ask students how their lives might change without the protections in the Constitution.
- Remind students to link their comments during the discussion.

Assessment Options

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

Name: _____

Date: _____

Agree or Disagree?

Directions: Listen to each statement. Decide whether you agree or disagree. Move to the corresponding side of the room. Discuss the statement with your group. Write your most important reasons. Then, answer the prompt.

Statement	Agree or Disagree?	Your Most Important Reasons
The Constitution gave all people in the United States equal rights from the beginning.		
The Constitution can be changed.		
Our interpretation of the Constitution should change over time.		
The Constitution does a good job of protecting our rights.		

Write your prediction(s) of what you will learn about as we read this book.

Name: _____

Date: _____

Making a Change

Directions: Fill in the boxes to show how the characters turn challenges into outcomes. Then, answer the question.

Challenges			
Naomi's Reactions	Naomi's Dad's Reactions	Mr. Palmer's Reactions	Crowd's Reactions
Outcome			

1. What is the theme of the story?

Find Out the Facts

Name: _____ Date: _____

Summing It Up

Directions: Write the main idea for each listed section in the book. Then, write at least one supporting detail for each main idea.

1. Pages 12–13 Main Idea: _____

Supporting Detail: _____

2. Pages 14–15 Main Idea: _____

Supporting Detail: _____

3. Pages 16–17 Main Idea: _____

Supporting Detail: _____

4. Pages 18–19 Main Idea: _____

Supporting Detail: _____

5. Pages 20–21 Main Idea: _____

Supporting Detail: _____

Find Out the Facts

Name: _____

Date: _____

My Rights in My Life

Directions: Write a brief summary for each amendment. Then, draw a picture of how the amendment helps you or others.

Amendment	Summary	How Could It Affect Me?
First		
Fifth		
Seventh		
Fourteenth		
Nineteenth		

Name: _____

Date: _____

Picturing Change

Directions: Draw a picture to show Naomi and at least two other people during the town meeting. Show how they stand up for something they believe in. Then, answer the question.



1. How is the effort to name a street after Mayor Diaz similar to changing the Constitution? How is it different?



Name: _____

Date: _____

Teaching Your Rights

Directions: Plan a lesson to teach younger students about their First Amendment rights. Create a skit that shows these rights in action. Use the graphic organizer to organize your thoughts and prepare a script. Prepare to perform your skit for others.

Characters

Situation/Problem

Outcome

Name: _____

Date: _____

Time to Reflect



Directions: Write about what you have learned.

1. Do you agree or disagree with the author that it's up to us to decide how our country will look a generation from now? _____

Explain your response.

2. How do constitutional amendments work to expand rights for others?

3. Who was the most inspiring person you read about? Why?

4. How can you work for positive changes around you?

Name: _____

Date: _____

Changing the Constitution Quiz

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

- 1** Based on the story, what is one of the town's rules for respectful discussion?
- (A) Do not shout comments or interrupt one another.
 - (B) Do not come to the meeting late.
 - (C) Do not share an unpopular opinion.
 - (D) Do not disagree with one another.
- 2** Which is **not** a freedom guaranteed by the Bill of Rights?
- (A) the right to a trial by jury
 - (B) the right to a speedy trial
 - (C) the right to remain silent
 - (D) the right for all citizens to vote
- 3** What do most of the Constitutional amendments do?
- (A) take away rights from groups of people
 - (B) provide freedoms and protect people
 - (C) keep people from protesting
 - (D) stop newspapers from printing critical things about a government
- 4** The Separate Car Act was an example of:
- (A) equality
 - (B) a manifesto
 - (C) suffrage
 - (D) segregation
- 5** What is one change you would make to the Constitution? Explain why.

Answer Key

Agree or Disagree? (page 8)

1. Student answers should give reasons as to why they agree or disagree with each statement.

Making a Change (page 9)

Challenges: disagreements and potential problems about renaming the street

Naomi's Reactions: take everything in

Naomi's Dad's Reactions: run the meeting smoothly

Mr. Palmer's Reactions: resistant at first

Crowd's Reactions: murmuring amongst themselves but open to change

Outcome: Everyone agrees to rename the street.

1. Change can happen when people work together.

Summing It Up (page 10)

1. **Main Idea:** Courts can decide if actions are protected by the Bill of Rights. **Supporting Detail:** "There have been many court cases that have helped define U.S. rights."
2. **Main Idea:** The Bill of Rights still protects our rights, but changes in technology are raising questions. **Supporting Detail:** "If bots have freedom of speech, they will be allowed to stay anonymous, and even lie."
3. **Main Idea:** The Thirteenth Amendment changed lives in the United States for enslaved people. **Supporting Detail:** "He called his proclamation 'the central act of my administration.'"
4. **Main Idea:** *Brown v. Board of Education* did not grant equal rights immediately. **Supporting Detail:** "In 1954, the court agreed that having separate schools was not fair."
5. **Main Idea:** The Fifteenth Amendment ended legal discrimination in schools. **Supporting Detail:** "If you were a black student, you could not go to the same school as white students."

My Rights in My Life (page 11)

Student answers should include:

First: Basic freedoms; I can choose my religion, state my own opinions, read a free newspaper, go to a protest. **Fifth:** Accused rights; I should be treated fairly if I am arrested. **Sixth:** Fair trial; I am guaranteed a fair trial if I am arrested. **Eighth:** No cruelty; I won't get cruel punishment or unfair fines. **Fourteenth:** Equal protection; I won't be treated differently from anyone else and neither will my friends or family. **Nineteenth:** Women allowed to vote; the women in my family can vote (or I can vote when I'm 18).

Picturing Change (page 12)

Student drawings should be thoughtful and include Naomi and at least two other characters.

1. **Similar:** People agree about a big change; **Different:** A simple majority vote makes the change.

Teaching Your Rights (page 13)

Student answers should address all parts of the graphic organizer and be geared toward younger students.

Time to Reflect (page 14)

Reflections should be complete and thoughtful.

Changing the Constitution Quiz (page 15)

1. A
2. D
3. B
4. D
5. Student answers should identify changes students would make to the Constitution and explanations as to why.

Skill 2: Linking Comments

Introduce the skill to students.

- Ask students to list objects that are *linked*, meaning that two or more things are connected in some way. Examples may include links that take web users to related websites, students linking arms to make one long chain of people, or a detective linking two cases that have the same evidence.
- Explain that when speakers respond to someone else's comments, they say something that is related to the other person's ideas. They use strategies to *link* their comments so that the discussion flows and stays on topic.
- Explain that linking your comment to the previous comment keeps the subject on track and shows that you were listening to the previous speaker.

Teach the skill to the group.

- Write the following sentence on the board or chart paper: *My favorite food is pizza because I love cheese.*
- Discuss ideas that may be related or linked to this statement. Example: *I also love cheese, but my favorite food is lasagna.*
- Discuss ideas that are not clearly related or linked to this statement and might confuse others in the discussion group. Example: *I think we should watch a movie during lunchtime.*
- Work with students to think of words or phrases they can use to link two connected ideas. Examples include: *I also notice that...; That's true, and...; Another thing is...;*

Practice the skill by placing students in pairs to participate in discussions.

- Ask an opinion question to which students will respond.
- Have one partner share their answer to the question. Tell the second partner to say something related to the first comment while trying to use a linking word or phrase.
- Continue asking them questions so they can practice building on one another's remarks.

Team Trivia

How to Play

1. Remove the wild cards and the **Category Key Cards** from the deck. Shuffle the remaining cards. Place them facedown in the center of the table.
2. Make two teams. The team with the oldest player goes first. Set a timer for one minute.
3. One player draws a card from the pile. They should not let anyone else see it.
4. The player should explain or describe the card to their team. They cannot say any of the words on the card. If they do say one of the words, they discard that card and draw a new one. The discarded card will not be counted when scoring.



Consider a Candidate's Promises

Are they practical?



If I am president, there will be a pool in every classroom and no homework ever!





Tinker v. Des Moines

1965: Court rules that students have free speech rights in school.





Debit Card

buy now, pay now with money in
bank account

