STUDY OF BLUE

by

Eric S. Mason
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Sally McConnell - Berea Independent
Joanne Summe Meadows - Kenton County
Evelyn B. Meserth - Covington Independent
Donald Nall - Daviess County
Ora Nall - Daviess County
Loretta O'Brien - Louisville St. Xavier
Patricia R. Parks - Ashland Independent
Robert Parrish - Erlanger-Elsmere Independent
Bettye Kay Puckett - Bardstown Independent
Louanna Purcell - Pulaski County
Louise S. Rosian - Russell County
Sonja Ritchie - Newport Independent
Loretta Rueth - Nelson County
Connie Salyers - Boone County
Brad Scarlett - Hopkins County
Charles T. Shomaker - Newport Independent
Beverly Ann Seibert - Dawson Springs Independent
Carolyn Shelton - Russell Independent
Terry L. Shetler - Boone County
Gerald D. Sledd - Mayfield Independent
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Katherine D. Stephens - Fayette County
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Lola Matthews - Wayne County
Linda F. Maxson - Fayette County
Joyce P. McClain - Graves County Independent
Barbara S. Stringer - Morticello Independent
James S. Sullivan - Eminence Independent
Kevin J. Sullivan - Louisville Country Day
Charles D. Summers - Bullitt County
Bob Tatum - Washington County
Lyn W. Tillett - Louisville Collegiate
Ronald L. Trabandt - Ashland Independent
Raymond L. Webb - Frankfort Independent
Wanda Jo White - Kenton County
James S. Willhite - Eminence Independent
Katherine Williams - Ohio County
Verne J. Wright - Pulaski County Independent
Hanna Young - Science Hill Independent
Robert J. Young - Boone County
BICENTENNIAL TEACHING IDEAS

Ideas for celebrating the Bicentennial of the U. S. Constitution are organized into three general areas: individual classroom, schoolwide, and community activities.

I. Individual classroom activities.

A. The Arts

1. Prepare a bulletin board leading to the Constitution's birthday. Work with the Performing Art's Club to present constitutional Bicentennial drama activities.

2. Constitution Elementary Ideas - Create a class Constitution. Draw a large scroll from poster board. Print the class rules (governing rules) that have been decided by open class discussion. Have each class member "sign" it as a framer of the document with the understanding that it becomes a binding contract.

3. Make a large 1 and include names of all states within the 1. Put founders pictures around it. This gives the idea of states unified.

4. Assign students a class mural that would depict historical sites in Kentucky.

5. Make a classroom seal and compare it to the state seal.

6. Recipes - have students bring in a recipe that had been handed down by their family. Make a recipe book for the class.

7. Make old fashioned ink with 1 teaspoon of tonic acid and 1 teaspoon of iron sulfate. Allow students to use feathers or quills to copy parts of the constitution.

8. Conduct a class discussion of why there are laws, why people knowingly break them, why there are lawyers, police, and prisoners.


10. Assign student research papers on the U. S. Constitution amendments. Discuss why they were passed, judicial interpretations, etc.

11. Dramatize the original signing of the Constitution. Use period dress and scenery. Have a prepared dialog of outstanding quotes from the signers.
12. Create an art model of the signing of the U. S. Constitution. This could be a 3-D model framed in a shadow box or individual shoe box diorama.

13. Class reenactments of key compromises. Research and debate the great Compromise, etc.


B. Writing and Research Activities

15. Assign students the project of writing to or conducting an oral history taped interview with judges and attorneys in their community. The focus of the interview is the question, "What is your favorite part of the Constitution and why?" Compare responses.

16. Assign students a research/essay paper on the checks and balances system. Is the system today in balance or out of balance? What evidence have you found to support your answer?

17. For lower reading level high school and for middle school students, prepare a simplified outline of the U. S. Constitution, with each article being summarized in paragraph form. Leave blanks throughout the paragraphs for students to fill in from the actual Constitution.

18. Assign student research on compromises in the Constitution with the objective of learning the concept of compromise and its importance in our democracy. Compare the kinds of behind-the-scenes compromises the framers of the Constitution made with various types of compromises today such as labor/management, Kentucky General Assembly lawmaking process, etc.

19. Student research - Each student picks a different signer of the Constitution to research. Included should be biographical data, their motivations, personal sacrifices they may have made to be delegates, and their stand on the various issues.

20. Have students revise the U. S. Constitution or a specific article of the constitution to make it adaptable to the year 2,000 A. D.
21. Provide "Pen Pals" with other classes in other states. (You can obtain names through Weekly Reader or State Education Assembly). Send Kentucky boxes (containing Kentucky items) to pen pal classes (i.e., lump of coal, twist of tobacco, etc.)

22. Assign each student an amendment for an oral report. Research ratification date, President at the time, what the amendment says, and how the amendment applies to them.

23. Students rewrite the Bill of Rights in their own words. Class discussion follows.

24. Students keep a diary of historical events at the constitutional convention. Write what happened each day (Sept. 17, 1787 etc.), and tell what you did in your classroom that day. This could be sent home to parents.

25. Assign students word searches to introduce new vocabulary from the U. S. Constitution.

26. Use vocabulary from the U. S. Constitution for spelling tests.

27. For creative writing, assign a situation and have students decide what they think the outcome would be if it were taken to court.

28. Have students write a play and role play it. Two parts --- one setting would be in federalist days and, the other would be modern days. A student would come dressed very out of the ordinary and then look at his/her rights.

29. Develop a U. S. Constitution word box. Each day have students draw a few words and define. At the end of the week have a word scramble.

30. Prepare a bicentennial newspaper of the Constitutional Convention through ratification.

31. Research newspapers to find articles on local, state, or national news and relate them to the constitution.

32. Assign an essay to examine women's rights in 1787 and now.

33. In groups of five, have students read and discuss excerpts concerning democracy, government, nature of man, law, etc. Do not identify authors until after group discussion.
34. Assign students to write a "Bill of Rights" for their classroom.

35. Conduct a student scavenger hunt. Search anywhere for answers to questions sealed in envelopes. Use groups or individuals.

36. Assign students to make a facsimile of the U. S. Constitution.

37. Additional lesson ideas:

a. Terminology Exercise: Provide a copy of the Constitution (with index). Students make a list of words from the constitution, either state or national.

Words in the Constitution, i.e.:

<table>
<thead>
<tr>
<th>word(s)</th>
<th>Definition</th>
<th>Location in Constitution</th>
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<tbody>
<tr>
<td>census</td>
<td>population ct.</td>
<td>Art. 1, Sec. 1, Clause 3</td>
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b. Chart Construction: Use the Constitution as an original source and have students make a chart on enumerated powers. (See interlocking Example:)

<table>
<thead>
<tr>
<th>Nat'l</th>
<th>Current</th>
<th>State</th>
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<tr>
<td>Declare</td>
<td>power to</td>
<td>Qualifications for</td>
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<td>war</td>
<td>tax</td>
<td>voting</td>
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<tr>
<th>Who or What?</th>
<th>Constitutional Convention</th>
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<tr>
<td>When?</td>
<td>James Madison</td>
</tr>
<tr>
<td>Where?</td>
<td>Number of Items Unlimited</td>
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<td>Why Important?</td>
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d. Timeline Construction: Assign students to make a timeline from a list of significant events for a given time period, but leave off dates (students are to find dates and construct timeline):
(1776) Declaration of Independence
(1781) Articles of Confederation
(1783) Treaty of Paris
(1787) Constitutional Convention
(1788) Ratification of Constitution
(1791) Bill of Rights Ratified

e. Word Search Puzzles: Word search with titles to locate appropriate puzzles.

Find and Define

Ex. From Mini-Page (Evansville Courier, Evansville, IN)

f. Name the states using two letter abbreviations and list the number of representatives for each. The electoral college could also be discussed.

Map Exercise: Using a blank outline map and 1980 state census totals, have students define the number of state representatives according to Article, Section 2, Clause 3.

g. How would you have voted in 1787? Copy of questions, list of alternatives, etc.

See example in "Senior Scholastic," September 5, 1980, p. 28, (could use any compromises in constitution)

h. Graph the growth of the U. S. by population and statehood.

Graph paper 13 to 50 to be illustrated.
Reference to Article IV, Section 3, Clause 1.

i. Timeline construction (Major historical events prior to era). Readings on each time period (attempt to identify events which affected Kentucky Constitutional change).

Kentucky Constitutions
1792 1800 1850 1891

j. Have a local doctor and local attorney discuss the liability insurance questions.

C. Games and Quizzes

38. Use one or more of the commercially prepared simulations on the constitutional period, such as "Disunia" by Interact, "1787" board game, etc.
39. Give students a Constitution pretest of 100 multiple-choice (or other format, questions, not to be graded, but check knowledge and retention. Discuss the q's as and later give a posttest.

40. Create a President's Club. Students learn the Presidents' names (10 per week). Make chart and give children stickers if they learn the names.

41. P. E. - When playing games, use the Federalists and the Anti-Federalists.

42. Trivia - Each day have a question. Ex. Could citizens do this in 1787? Have students look it up and interpret it. Students can make hats and give to parents. This would be good on the first day and also promote parent involvement.

43. Conduct a student genealogical search. As year long project, the goal is to find an ancestor who was a citizen during the preconstitution era.

44. Create a "You Were There Game". Let each student represent a character involved in a certain time period of government.

45. Conduct a tasting party of recipes of the Constitutional times.

46. Develop a constitutional trivia game. (A commonwealth Trivia Game exists as a model.)

D. Additional Activities

47. Examine each amendment in the Bill of Rights (the effect), and examine the historical cause for the article. Objective can be achieved by class "brainstorming" or students working in pairs.

48. Assign students to draw a large map showing the thirteen original colonies. Put a star on Philadelphia, Pa. Put yarn and a tack back to each signer's home state or identify with a flag pin with the signer's name on his/her state.

49. Draw a number line showing events leading up to the signing of the Constitution. Give dates and periods.
50. Compare the U. S. Constitution to other countries' constitutions. For example, have students read other constitutions without their knowing the country. What values are expressed in this constitution? Are social and economic rights more or less prevalent than political and civil rights? What country do you think this is from? Why?

51. Conduct a survey of friends, classmates, and relatives to see how much of the Constitution they understand. Discuss methods to inform more people about the constitution.

52. Compare population and other demographical data for the U. S. in 1787 and today. Considering the changes, does the Constitution meet the needs of the American population today as then?

53. Compare the Kentucky constitution with the U. S. Constitution. (Free copies of the Kentucky Constitution are available from the Legislative Research Commission, Capitol, Frankfort, Kentucky 40601.) Considering both the format and the contents, how are they similar? How are they different?

54. Use primary sources of various constitutional issues/interpretations. Consult a law library, a local attorney, or a local judge for case citation books to research.

55. Invite your principal into your class to teach a lesson on the Constitution. If s/he is a former social studies teacher, the lesson could take whatever direction the principal desires. If not, suggest to the principal that s/he deal with the issue of the application of the Bill of Rights as it applies to students in school (freedom of speech, search and seizure, etc.). Principals are generally very knowledgeable about this aspect of school law.

56. Small group classwork - Prepare a situation where compromise is necessary. Each group is to decide on a plan of compromise to resolve the situation. Compare group plans.

57. Compare the development of apartheid of South Africa and its resulting problems to the Civil Rights Movement in the United States in the 1960's and our country's racial problems.

58. Compare the American Black Codes of the 1870's and 1880's with apartheid in South Africa.
59. While studying the Stalinist Period, read the constitution of the U.S.S.R. or readings of the Soviet Purge Trials and contrast this to the American judicial system.

60. Compare the American system of justice with the French system of justice.

61. Compare slave rebellions in English colonies and South American colonies.

62. Compare slavery in North America with slavery in South America during colonial times. How was slavery dealt with in the U. S. Constitution?

63. Compare excerpts of Paine's, The Rights of Man with Burke's, Reflections on the Revolution in France to determine the appropriate way to change unresponsive government. These contrasting ideas could be role-played or debated.

64. Compare the colonial experience of Latin American countries with the colonial experience of the United States to demonstrate why democracy is more successful in some areas than others.

65. Compare the noncolonial experienced countries, e.g., Japan and France, to colonial experienced countries. Spanish colonies were not allowed self-government.

66. Compare the extension and reduction of executive power by studying the Gulf of Tonkin Resolution and the War Powers Act.

67. Compare the Meiji Constitution of Japan to the current Preamble of Japan which was influenced by MacArthur.

68. Have senior high students read the book, The Lord of the Flies, and ask them to use the book as a basis for an essay on totalitarianism and democracy.

69. Through examination of both the Articles of Confederation and constitution, students will determine ways the Constitution rectified weaknesses of the Articles.

70. Students will examine the Virginia Ratification Convention records to determine the Kentucky representatives' stand on ratification and reasons behind their votes.
71. Students will determine an amendment to the Constitution they would support and determine activities and rationale to use in an effort to make the amendment a part of the Constitution. Students should determine group support and opposition to the proposed amendment.

72. Students will compare/contrast constitutions from various countries of the world. (Perhaps an in-depth comparison of two countries' constitutions would be preferred.) Be sure English versions of various constitutions are obtained.

73. In studying Washington as President the class lists the "precedents" set by Washington which were carried on by other Presidents.

74. In studying the Preamble, select the 7 verbs used, discuss their meaning, and sketch the application of these to people of the U. S.

75. Students prepare a class constitution and discuss classroom rules and responsibilities. They make rules and consider procedures for changing rules. Each student and teacher signs the document and class officers are elected.

76. Conduct a mock trial based on class constitution. Impeach the president or try someone for some infraction of class rules.

77. Initiate a class discussion of One Nation/Fifty States unified under one government. Can you cross state lines without stop and search? Trade?

78. Research case studies in which students identify problems in the Constitution.

79. Assign students to research the state and federal symbols.

80. Students earn tokens for their labor on a special project. Each student is taxed 1/5 each week back to general fund. Class decides how general tokens will be used for the whole classroom.

81. Students conduct a "Meeting of the Minds". Tab historical guests of opposing ideas.
82. On election days, have mock elections in class. If you were in Congress, how would you vote on this issue today?

83. Discuss a current event and color in its location on a map.

84. Math/Social Skills - Have a class election for "class officers," with students responsible for counting votes. Have a guest visit from the county court clerk's office who will bring sample voter registration cards. Have students fill out the card.

85. Conduct a student mock election concerning local, state, and national issues such as:

   a. wet-dry counties
   b. tax increase (utility)
   c. state lottery, state superintendent, governor succession
   d. balanced budget

86. Prior to the election, have classroom debates discussing the pros and cons of each issue. Have resource persons come to speak to students. Have county court clerk come to class to register students to vote and to explain the process of voting.

87. A mock Constitutional Convention concerning the compromises of a specific issue, e.g.:

   a. The Great Compromise
   b. 3/5 Compromise
   c. Right of taxation
   d. Control of commerce
   e. Balance of powers
   f. States' rights vs. federal rights

88. Assign students to read the Articles of Confederation then, read the U. S. Constitution and cite major differences. Work in pairs to write the comparisons.

89. Assign a state to each student. The student profiles the state, e.g.; geography, demography, religious groups, economic base, etc. The student represents the state at a mock congress.

90. Construct a constitution to govern an activity such as the chess league, history club, etc.
91. Construct a cartoon which reflects causes and/or effects of controversial issues of government rights.

92. Divide the class into groups representing the thirteen colonies. Object: Each group will write a constitution, then compare with each other's, and present a federal constitution. Student's will take an amendment and do research as to why the founders felt the amendment was necessary.

93. **Student Declaration of Independence Simulation**
   a. Teacher selects a student for the simulation (only you and this student know about it).
   b. Teacher assigns students to prepare an individual declaration of independence.
   c. As the class is working on a declaration using ours as the basis, the secret student starts against the teacher. The student prepares a document rebelling against the teacher.
   d. The other students keep it as a secret and the secret student gets all the students to sign his/her declaration.
   e. When the day comes to turn in the declarations, it is presented to the teacher.
   f. The teacher then plays upset, attacks the students verbally, with threats of grade, reduction and other forms of punishment. S/he does this to see how many will weaken and withdraw from the petition.
   g. S/he then informs students at the end of day of what simulation.

94. Class becomes the state legislature. They will then write bills (statutes). The number of bills depends on the teacher (3-5). These bills are to be presented to the class (legislative body). This can be a group or an individual activity in writing the bills and presentation.

95. Select a student who is willing to stand trial. The charges which will be brought against him will be for something s/he may or may not have done. A prosecutor must be selected, who will hold an investigation by collecting evidence through the entire school. Once the student has been charged, a defense attorney is selected and the defense is planned. The process of getting witnesses for both sides takes place. The judge for the trial will be the teacher to be sure things stay in control. The jury is selected and the trial starts.

96. **Gripe Day** - Students write out and turn into the teacher their gripes. After reading, students refer to their handbook to see what the school rules are and if their gripes are covered by the school rules.
97. Invite Guest speakers:
   a. County officials  
   b. Police  
   c. Judges  
   d. Lawyers  
   e. City officials  
   f. Newspaper  
   g. Sons/daughters of the American Revolution  
   h. State senators and representatives

Be specific about what you expect from the speaker. Leave time for students to ask questions. Don't forget thank you notes.

100. Assign students a topographical map-making project. Outline the Wilderness Road, Cumberland Gap and early settlements of Kentucky.

101. Constitution Simulation Games:
   a. Legislative Game
      Mock session of U. S. Congress or the state legislature.
   b. Executive Game

      Use a simulation of the executive branch. Create a pool of 100 citizen problems. Assign the individual problems to the appropriate cabinet or agency to solve the problem.
   c. Judicial Game - a mock trial

      May be used to introduce or close a unit on each branch of government.

102. Copy in script writing the Preamble to the Constitution or have student copy the signing of the U. S. Constitution.

103. Divide the class into six groups. Have each group to define the basic themes of the Preamble. Using different sections of the newspaper, clip articles and/or pictures that reflect each idea and conduct a group class discussion.

II. Schoolwide Activities.

1. Conduct a student Constitution spelling bee. This could be an individual class, schoolwide, or districtwide.
2. Two adults present a dialogue - Topic - "Nature of Humanity." Use ideas and statements from Hamilton and Jefferson without acknowledging either. The purpose is to have students listen, think, and honestly react.

3. During the morning announcements, let students announce each day what certain classrooms are doing in relationship to the study of the Constitution. (Could perhaps be guest speakers.)

4. Conduct a student mock signing of the Constitution during the U. S. Constitution Week.

5. If there are faculty members within your school or district that are especially knowledgeable about the Constitution period, conduct a teacher swap.

6. Students create a large mural for the front school hallway.

7. Sponsor a school assembly for Constitution Day, September 17, 1987, to celebrate the bicentennial. Involve the Student Council in the preparations. Suggestions: Students participate in the assembly by performing a debate on a compromise made by the Framers; skit or play by the Drama Club, patriotic music by the chorus and/or band. Note that preparation for this and many schoolwide activities will probably have to begin well in advance.

8. Plan the 1987 Homecoming around the bicentennial theme. Set the homecoming date early to coincide with the September 17 celebrations. Homecoming parade themes incorporate the bicentennial idea. Include local groups in homecoming activities, perhaps by inviting them to sponsor floats. Plan a Constitution costume ball.

9. Have a Federalist Fashion Show! Dress in authentic period dress. Use appropriate music and scenery. Incorporate music classes, art classes, home economics, research, and social studies. Use research for reports or dialogue. This could be a class project, a P.T.O. fund raising project, or a combined project for 5th, 6th, 7th, 8th grades, or primary project for 1st-4th grades.

10. Plan a federal dress-up day for the entire school. No blue jeans and tennis shoes today! A prize goes to the most authentic dress. Have the local newspaper cover the story and print the picture.

11. Suggest as a project for the school's Honor Society, Beta Club, or Kentucky Junior Historical Society chapter, public service announcements. Work on them during the fall of 1986 for winter, spring, and summer of 1987. These announcements could be prepared
for local newspaper, cable-TV and radio stations, as well as a "Today in History" announcement with the morning school's announcements. Include these in the school newspaper, too.

12. Keep a photographic record of your school's bicentennial activities for the school yearbook.

13. In each issue of the school newspaper, feature a story on one of the constitutional era personalities.

14. If your school has a literary arts magazine, make the spring, 1987 issue revolve around a constitutional theme. Encourage student essays, poems, fiction on this topic.

15. If your school has a student Hall of Fame, include a constitutional personality as an honorary hall of fame.

16. Encourage KJHS students to use "Kentucky in the Constitutional Era" as the focus for their essays, artwork, photography, poetry, and other KJHS competitions. Their club project could consist of local history during this period.

17. Work with the cafeteria staff to prepare and help publicize a "Constitution Day Menu."

18. Set aside a place on the school bulletin board for a "Today in History" or "This Week in History" announcement that emphasizes the constitutional era.


20. Hold your annual school fair to coincide in date and theme with Constitution Day in 1987.

21. Hold parent conferences or evening visitation. Have every teacher's room decorated to reflect the bicentennial. Students could do this as an assignment. All subject areas can be related. For example, medicine and medical practices in the late 18th century as the bulletin board in the health room; charts that compare our system of government under the Constitution with a Spanish-speaking or French-speaking nation in the foreign language rooms, etc.

22. Library display - key documents of the Constitutional Era, such as the Articles of Confederation, Federalist Papers, Constitution, Bill of Rights, etc.

23. History and drama department will work cooperatively to dramatize the Constitutional Convention.
24. Invite state representative or senator or both to classroom. Have them give honorary page certificates to all students.

23. Have a "Parade of States" Students make small "floats" depicting each of the 50 states. Use as a research project. Have a parade for the entire school as culmination of project.

26. Write local Chamber of Commerce about an idea or project that could improve the community.

27. School bulletin board idea — display the best posters from each grade or classroom depicting our country.

28. Sixth graders will research and write a play centered around either the state or U. S. Constitution. They will then direct it, as fifth graders act it out.

29. Setup or organize a mock United Nations. Use information from resource material and foreign embassies. Students role play the identity of a citizen from another country while researching the nation and comparing governments.

III. Community Involvement

1. Convince local civic group(s) to sponsor a student essay contest on the constitution. The topic could be the same as the national writing competition, "The Constitution: How Does the Separation of Powers Help Make It Work?" In this way, there could be local (school and county) winners in addition to the one state winners from the National Bicentennial writing contest.

2. The Student's Against Drunk Drivers organize a community program for teenagers and parents to discuss the legal system and teenage drivers. A panel could consist of the police, lawyers, judges and insurance agents.

3. September 17th Celebration
   a. On September 17, teachers will come dressed as in 1787. Students hopefully will become motivated and inquisitive of the dress. Then proceed with the unit.
   b. Birthday Party — Have a real birthday cake and let K-2 eat it. Have 3-6 bring gifts for the U. S. Constitution. These would be written on scrolls and would be new amendments that they as individuals or a class would like to add.
   c. Have each class make a birthday card (giant mural) and hang it outside their door for visitors to sign.
   d. These would be signed using quills and homemade ink.
   e. Community persons would be invited into the school on this day and the classroom with the most signatures would get their picture in the paper.
4. Research songs popular during the constitution era. Have students perform during school assemblies and community programs.

5. Conduct local interschool involvement in simulating the legislature. One school will act as one house of the legislature and a neighboring school acting as the other chamber. Conduct joint discussions or meeting between schools to discuss activities.

6. Have a press conference and adults role play two to four founding fathers. Local community members may participate. It might be broadcast by a local station.

7. Mock City Election - After a study of all levels of government starting with the federal, state, county, city, conduct a mock city election. Each government class nominates a mayor and commissioners who run against the other class. Each class selects a party name, platform, and runs a campaign. The winners appoint other city officials, write proposed laws and the city allows them to take over city government for one afternoon.

8. Plan class field trips - local historians may volunteer as guides.

Sites:

a. State Capitol
b. Local courthouse, (Court trial, county court clerks office)
c. History or art museums
d. Danville's Constitution Square
e. Old cemetery to review gravestones.

Study before, take notes during, prepare good followup activities. (Make contacts well ahead of time.)

9. Conduct a survey of the community on attitudes about a proposed constitutional amendment. Publish in the local paper if possible.

10. Conduct a countywide or statewide U. S. and Kentucky Constitution Bowl competition.

11. Conduct student skits with a federalist theme for nursing home and senior citizens groups.

12. Conduct fund raising for a class trip to view the U. S. Constitution in Washington, DC.

13. Contact the local bar association for a joint attorney-school project.

14. Show "1776" video tape prefaced by music teachers teaching some of the musical score. Gear in-class activities, in all areas, to constitution celebration, patriotic lunch, and dress in costumes. Play colonial games and pattern school day after a day in New England school.
LIST OF PROGRAMS BY SCHOOL LEVEL FROM THE COMMISSION ON THE
BICENTENNIAL OF THE UNITED STATES CONSTITUTION

PRIMARY

Maryland and the U. S. Constitution
contact: Dr. Greg Stiverson
Maryland Office for the Bicentennial of the U. S. Constitution
Maryland State Archives
Box 828
Annapolis, MD 21404

A one week elementary level teaching unit examining the role of
Maryland in the framing of the Constitution.

WE ALL ARE A PART OF IT
contact: Mrs. Jean Luterman
Norwood School
8821 River Road
Bethesda, MD 20817

Mrs. Luterman has developed an historical musical and supplemental
teaching guide in order to enhance elementary school students' learning
and enjoyment of our nation's history.

HISTORY OF DELAWARE
contact: Dr. Claudia Bushman
Delaware Heritage Commission
Carvel State Office Building
820 North French Street
Wilmington, DE 19801

Elementary teaching unit examining the role of Delaware in the framing
of the Constitution. (Still in the developmental stage.)

NATIONAL BICENTENNIAL COMPETITION
contact: Charles Quigley
Executive Director
Center for Civic Education (CCE)
Suite 1, 5115 Douglas Fir Road
Calabasas, CA 91302

Development of a six-week classroom unit on the Constitution to be
incorporated into the regular high school curriculum. Class
competition will follow completion of the unit and progress through
various levels to a national level. This curriculum is currently being
tested in 11th/12th grade classes, with plans for complete
implementation in SY '87; CCE plans to develop the curriculum at the
5th and 8th grade levels. Official recognition has been granted by the
Commission for the field testing program now on-going.
CELEBRATE - IT'S YOUR CONSTITUTION!  Biocentennial of the Constitution
Coloring Book

contact:  Gladys Scesney
11 Edgemoor Road
Timonium, MD 21093

Proposal for a coloring book geared to ages 4-10, focusing on the
topics of the Constitution and the government. Ms. Scesney envisions
the mass production of this book so that it could be distributed free
at significant locations throughout the nation i.e., Independence Hall
in Philadelphia, the U. S. Capitol Building, etc.

THE U. S. CONSTITUTION: A DESIGN FOR DEMOCRACY
Society for Visual Education
contact: Mary Ann Cummings
1345 Diversey Parkway
Chicago, IL 60614

Elementary level filmstrip on the Constitutional Convention and framing

WE THE KIDS
Tilden Press, Inc.
1001 Connecticut Avenue NW
Suite 310
Washington, D. C. 20036

Proposal for a series of story and activity books for elementary level
students.

THE MINI-PAGES
contact: Diane Galante
Universal Press Syndicate
4400 Johnson Drive
Fairway, Kansas 66205

Four page, tabloid size, newspaper insert with each issue featuring a
cover story, puzzles, simple recipes, and interviews. Appearing spring

Middle

THE MINI-PAGES
CONTACT: Diane Galante
Universal Press Syndicate
4400 Johnson Drive
Fairway, Kansas 66205

Four page, tabloid size, newspaper insert with each issue featuring a
cover story, puzzles, simple recipes, and interviews. Appearing spring
NATIONAL BICENTENNIAL COMPETITION
contact: Charles Quigley
Executive Director
Center for Civic Education (CCE)
Suite 1, 5115 Douglas Fir Road
Calabasas, CA 91302

Development of a six-week classroom unit on the Constitution to be incorporated into the regular high school curriculum. Class competition will follow completion of the unit and progress through various levels to a national level. This curriculum is currently being tested in 11th/12th grade classes, with plans for complete implementation in SY '87; CCE plans to develop the curriculum at the 5th and 8th grade levels. Official recognition has been granted by the Commission for the field testing program now on-going.

SECONARY

NATIONAL BICENTENNIAL WRITING COMPETITION FOR HIGH SCHOOL STUDENTS
contact: Richard Dargan
Assistant Director for Educational Programs
Commission on the Bicentennial of the United States Constitution
P. O. Box 50184
Washington, DC 20004-0184


BICENTENNIAL STUDENT MUSIC PROGRAM
contact: James R. Vincent
Project Director
Music Educators National Conference
1902 Association Drive
Reston, VA 22091

Nationwide music competition involving high school students. 1986-1987 school year's theme is the Bicentennial of the Constitution.

AMERICAN BICENTENNIAL CHALLENGE
contact: Ann Ventura
Project Director
Congressional Youth Leadership Conference (CYLC)
1511 K. Street, N. W.
Suite 842
Washington, DC 20005
A question and answer game designed to promote interest among secondary school students in studying the Constitution and the historical context out of which it emerged. A play-off process begins in the classroom and proceeds to regional and national finals culminating in Philadelphia on September 17, 1987.

LESSONS ON THE CONSTITUTION: SUPPLEMENTS TO HIGH SCHOOL COURSES IN AMERICAN HISTORY, GOVERNMENT AND CIVICS - John J. Patrick,

Richard C. Remy, eds.
Project '87 and Social Science Education Consortium, Inc.
contact: Dr. Sheilah Mann
Project '87
1527 New Hampshire Avenue NW
Washington, DC 20036

AMERICAN LEGION NATIONAL HIGH SCHOOL ORATORICAL
contact: Robert Engel
Assistant Director
The American Legion
P. O. Box 1055
Indianapolis, IN 46206

Each year contestants prepare an oration on a provision of the U.S. Constitution, emphasizing citizens' duties and obligations. Contestants also must deliver an extemporaneous discourse of 3-5 minutes on a constitutional provision. The 1987 contest will be dedicated to the bicentennial of the Constitution. The project has been granted official recognition by the Commission.

NATIONAL HISTORY DAY
contact: David Van Tassel
President
11201 Euclid Avenue
Cleveland, OH 44106

A program that encourages young people (grades 6-12) to explore a historical subject related to a yearly theme. Students make history come alive as their research leads to imaginative projects, original performances, media presentations, and papers. The 1987 theme is "Liberty, Rights, and Responsibilities in History."

THE CONSTITUTION: EVOLUTION OF A GOVERNMENT
National Archives Supplemental Teaching Unit
contact: Elsie Freeman
Chief, Education Branch
Office of Public Programs
National Archives and Records Administration
Washington, DC 20408

A supplemental teaching unit for secondary school students, based on documents in the Archive's collection. The unit is comprised of reproductions of documents and a teacher's guide which contains
suggestions for classroom activities presented at three different learning/ability levels. Granted official recognition by the Commission.

The American Constitutional System Under Strong and Weak Parties - Ed: Patricia Bonomi, James MacGregor Burns, Austin Ranney
The Constitutional Convention as an Amending Device - Ed: Kermit L. Hall, Harold Hyman, Leon Sigal
Teaching About the Constitution in American Secondary Schools - Ed: Howard D. Mahlinger
Liberty and Quality Under the Constitution - Ed: John Agresto
all of the above titles are available through Project '87, at the above address.

CLOSE UP FOUNDATION
contact: Close-Up Foundation
1235 Jefferson Davis Highway
Arlington, VA 22202

Citizenship education program which brings people to centers of government for first hand experience in learning the process of government.

CONVENTION II
contact: Boris Feinman
130 Highridge Road
New Rochelle, NY 10804

MENTOR
contact: Thomas W. Evans
180 Maiden Lane, Suite 3600
New York, NY 10038

New York law firms work with area schools in order to introduce students to the legal profession. The 1986-1987 moot court project and the Bicentennial module have been granted official recognition by the commission.

THE CONSTITUTION AND ITS CULTURAL CONTEXT
contact: Dr. Clayton C. Reeve
Head, English Department
School of Arts and Sciences
Tennessee State University
3500 John A. Merritt Boulevard
Nashville, TN 37203

A summer institute for 35 talented high school students who have completed their junior year by summer, 1986. The institute will study the Constitution as the foundation of our system of government.
AMERICAN BAR ASSOCIATION RESOURCES

ABA SPECIAL COMMITTEE ON YOUTH EDUCATION FOR CITIZENSHIP
750 North Lake Shore Drive Chicago, Illinois 60611
312/988-5738
January, 1986

A SAMPLER OF RESOURCES FOR TEACHING ABOUT THE BICENTENNIAL


Format/Type of Material: Magazine, 64 pages.
Grade Level: Secondary and Adult

Contact: American Bar Association, Special Committee on Youth Education for Citizenship, 750 North Lake Shore Drive, Chicago, IL 60611

American Bar Association. Update on Law-Related Education

Format/Type of Material: Magazine, published three times a year; bicentennial packet of 9 issues of update: The Revolution of Search and Seizure (Winter, 85), The Constitution in Crisis (Winter, 84), Privacy vs. Power (Spring 82), What is Justice? Winter 81), Women and the Law (Fall, 81), Speech: The 1st Freedom (Spring, 80), Religion and the Law (Winter, 79), Focus on Search and Seizure (Spring, 78), Freedom of Press on Trial (Winter, 78).

Grade Level: 5-12

Contact: American Bar Association, Special Committee on Youth Education for Citizenship, 750 North Lake Shore Drive, Chicago, Illinois 60611. $10.50 for nine issue packet. Subscription for issues focusing on the bicentennial, 3 issues each year (86, 87), $9.50 yearly.


Format/Type of Materials: Pamphlets designed for advanced placement students and teachers: Parties, Congress, and Public Policy by Morton Keller, 47 pages, 6 chapters; Constitutional Development in a Modernizing Society: The United States, 1803 to 1917 by William M. Wisecak, 89 pages, 4 chapters; The Supreme Court and Judicial Review in American History by Kermit L. Hall, 60 pages, 4 chapters (others under production).

Grade Level: 8-12

Contact: American Historical Association, 400 A Street, S. E., Washington, DC 20003
Constitutional Rights Foundation: The Bill of Rights in Action

Format/Type of Material: Newsletter published four times a year, addresses vital issues relating to the Bill of Rights. Includes directed discussion on these topics with suggestions for participatory activities. Excellent resource for leaders and students in LRE programs and bicentennial projects.

Grade level: 8-12

Contract: Constitutional Rights Foundation, 601 Kingsley Drive, Los Angeles, CA 90005. Write for a free subscription.


Format/Type of Material: Student soft cover study book on the constitution with background information, Constitutional annotations at student reading level, glossary, 128 pages, 3 chapters and 16 lessons. Teacher's handbook: 72 pages, Lesson Plans, Project '87 Lessons. Supplemental Activities: 4 lessons, Constitutional test.

Grade Level: 8-12

Contact: Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025


Format/Type of Material: Soft cover curriculum guide for high school teachers; 76 pages, 11 chapters with related court cases and resource listing included.

Grade Level: 8-12

Contact: Thomas Eveslage, School of Communications and Theater, Temple University, Philadelphia, PA 19122


Format/Type of Material: Soft cover student book for junior and senior high school students, amply illustrated historical review of the Supreme Court, 159 pages, 4 Chapters. Instructor's guide covers 16 topics, includes classroom instructions and strategies, glossary and materials list, 87 pages, 16 chapters.
Grade Level: 8-12

Contact: Supreme Court Historical Society, 1511 K. Street, N.W., Suite 612, Washington, DC 20005


Format/Type of Material: Three part teacher's guide to using the Jefferson meeting as an educational tool. Utilizes involvement in a participatory process, first in issue committees and then in a general session. The Jefferson Meeting is designed to promote awareness of governmental institutions and their history and to enable participants to formulate and articulate opinions on current constitutional issues, 19 pages.

Grade Level: 8-12

Contact: The Jefferson Foundation, 152 E 18th St., N.W., Washington, DC 20036


Format/Type of Material: Description of the American constitutional system and its philosophical background, includes pullout Constitution and timeline, 3 chapters.

Grade Level: 5-12

Contact: The Taft Institute for Two-Party Government, 420 Lexington, Ave., New York, NY 10170

Lockwood, Alan L. and Harris, David E. Reasoning with Democratic Values: Ethical Problems in United States History. Teachers College Press.


Grade Level: 8-12

Contact: Teachers College Press, Teachers College, Columbia University, New York, NY 10027

Metrocenter YMCA. Today's Constitution and You.

Format/Type of Material: Booklet for lawyers and high school teachers involved in law-related education projects. 10 lesson plans.
National Archives. The Constitution: Evolution of a Government


Grade Level: 8-12

Contact: SIRS, Inc., Publishers, P. O. Box 2507, Boca Raton, FL 33427


Format/Type of Material: Short review of the history of the Constitution and the document's travels to its display in the National Archives Building in Washington. Contains text and photographs of the original document.

Grade Level: 8-12

Contact: National Archives and Records Service, Washington, DC 20408


Twelve full-color poster panels, 22" x 36", on the framing of the United States Constitution. Three posters are designed for each of the following categories: Leading Up to the Constitution, The Creation of the Constitution, and The Enduring Constitution. Teacher's guide provided. $70 per exhibit, including postage; $100 per mounted, free-standing exhibit, including postage. Project '87, 1527 New Hampshire Avenue, N. W., Washington, DC 20036.

Law-Related Education Project. The Magna Carta in America Program.

Format/Type of Material: Exhibition: Lincoln Magna Carta; Library of Congress' draft of constitution; approximately 40 other documents, images and artifacts. In preparation: Film on the
Magna Carta; 80 page, four color illustrated book edited by Caroline Stoel; two educational packages for schools produced by Marilyn Cover.

Grade Level: 6-12

Audience: Students and Teachers.

Contact: Oregon LRE Project, 10015 S. W. Terwillinger Blvd., Portland, OR 97219


Format/Type of Material: Soft cover, spiral bound teachers resource, 302 pages, with 60 lessons for students. Lessons are designed as supplements to high school courses in civics, American history, and American government.

Grade Level: 8-12 $19.50

Contact: Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302


Format/Type of Material: Single volume containing English and American documents constituting the major legal sources of our individual liberties. Starting with the Magna Carta and ending with the Bill of Rights, 16 documents are covered. Commentary and the text for each are included. Basic resource for teachers and students, 446 pages.

Grade Level: 8-12

Contact: American Bar Foundation, American Bar Center, 750 North Lake Shore Drive, Chicago, IL 60611. $7.50 plus $2.50 postage and handling charge.

SUPREME COURT HISTORICAL SOCIETY

Supreme Court Historical Society, with the Cooperation of the National Geographic Society, 1982.

Soft cover student book for junior and senior high school students, amply illustrated historical review of the Supreme Court. Instructor's guide provides classroom instructions and strategies, glossary and materials list. Grades 8-12.

Supreme Court Historical Society, 1511 K. Street, N. W., Suite, 612, Washington, DC 1005.
SELECTED STUDENT BIBLIOGRAPHY


Kentucky History Resources


Green, Thomas M. The Spanish Conspiracy, 1891.


Watlington, Patricia. The Partisan Spirit: Kentucky Politics, 1770 - 1792. 1927.

Young, Chester R. Westward into Kentucky: The Narrative of Daniel Trabue, 1981.
EDUCATIONAL RESOURCES AT THE KENTUCKY HISTORICAL SOCIETY

Collections and Preservation Division

Field-Services Program - Statewide outreach programs are the responsibility of the Field Services. Field Services consists of the Kentucky Junior Historical Society, Historymobile program, Historical Confederation of Kentucky, Cemetery Records program, and Local Society programs.

Video Cassette Tapes - Historymobile slide/tape shows may be requested separately from the mobile museum. Currently available:

2. "Coal in Kentucky: The Emergence of an Industry," traces, from the miner's perspective, the development of the mining industry in eastern and western Kentucky. Color, 15 min., grade level 4-12.
3. "Decade of Settlement, 1775-1785," the early settlement of the state is seen through the eyes of a pioneer family. Color, 15 min., grade K-12.
4. "Kentucky's General Assembly," a contemporary look at the functioning of Kentucky's General Assembly. Color, 15 min., grade level 7-12. (Produced by the Legislative Research Commission.)

Please specify the type of video equipment used (Betamax, VHS, 3/4 in.) when submitting a request for tape. The borrower is responsible for the return of all materials at his/her own expense.

Panel Exhibits - A self-supporting panel exhibit on the Civil War in Kentucky is offered for school and community use. It contains reproductions of historic photographs, documents, and artifacts and can be used in conjunction with slide shows. Appropriate for grades 4-12. A staff member must accompany the exhibit and ample set-up time is required.

For further information in Historymobile programs, contact: Manager, Historymobile Program, Kentucky Historical Society, P. O. Box H., Frankfort, Kentucky 40602 (502) 564-2262.

LIBRARY

The Society's library includes roughly 50,000 volumes on Kentucky history, genealogy, and related topics, as well as an important collection of Kentucky maps, photographs, and manuscripts. Specific sources include state historical quarterlies; indexed rosters of Kentuckians who served in American military engagements; abstracts of wills, deeds, marriages, pensions, and cemetery records; microfilmed census records and tax lists; county newspapers; and oral history...
tapes. The library is open from 8:00 a.m. to 4:30 p.m. seven days a week except Christmas, New Year's, Easter, and Thanksgiving. Stacks are open to the public.

The Library offers the following educational services:

**Seminars** - Library staff conduct seminars to guide teachers, students, and the public in use of the facility's resources. Advance notice is required and seminars are subject to limited staff availability.

**Publications** - Introductory family research packets are sent upon request at no charge. A guide to the photograph collection is also available upon request.

**Public Presentations** - Staff members are available to discuss research techniques and resources. Advance notice is required.

For further information contact: Head Librarian, P. O. Box H, Frankfort, KY 40602 -- (502) 564-3016.

**MUSEUMS DIVISION**

The Society's museums include the Kentucky History Museum, the Old Capitol, and the Kentucky Military History Museum. The Museum Division is also responsible for guide services at the New Capitol.

**Kentucky Military History Museum**

The museum is located in Frankfort's Old Arsenal Building, East Main Street, overlooking the Kentucky River. Hours are 9:00 a.m. to 4:00 p.m., Monday through Saturday; and 1:00 p.m. to 5:00 p.m. on Sundays. Admission is free. The museum is closed on Christmas Day, New Years Day, July fourth, Easter, and Thanksgiving day. Permanent and temporary exhibits trace the history of Kentuckians' involvement in military conflicts from Pre-Revolutionary War days to the Vietnam War.

Educational Services include:

**Guided Tours** - Tours which stress Kentucky-related events and feature question and answer sessions can be arranged upon request. Tours are limited in time to 45 minutes and in size to 30 people. Please specify age range of group members.

**Educational Services**

The Field Services Program offers a number of services for school groups. These include the slide/tape show "Teaching with Community Heritage Resources," an exploration of available resources to teach community history. Color, 25 min., grades K-12, produced by the Mid-South Humanities Project.
Inservice workshops on educational resources at the Kentucky Historical Society and other repositories are offered to teachers grades K-12. Four to six months prior notice is required and material costs must be paid by the sponsoring school district.

Public presentations on Kentucky history topics, organizations of local historical societies, RHS programs, or Field Services projects can be made upon request to local heritage and civic groups. Advance notice is required. Contact: Field Services Manager, RHS, P. O. Box E., Frankfort, KY 40602 (502) 564-2262

Civil War in Kentucky - Supplemental Teaching Unit suitable for grades 4 - 12. Contains teachers guide and thirty reproduction documents. Limited supply, $5.00.

PUBLICATIONS PROGRAM

The Society's Publications program is located on the third floor of the Old Capitol Annex. Ongoing periodical publications that come with membership in the society are:

The Register - A quarterly historical journal featuring articles related to Kentucky History, and book reviews, it is illustrated and includes an annual cumulative index. Available past issues are offered for purchase.

The Bulletin - The Bulletin is published six times annually and carries news of RHS activities, local historical societies and exhibits, as well as topical Kentucky history articles.

Kentucky Ancestors - Kentucky Ancestors is the genealogical quarterly of the Society. Cemetery, church, Bible and court records are featured.

Other book-length historical publications available for purchase include: Kentucky Profiles: Biographical Essays in Honor of Honan Hamilton; George Rogers Clark and his Men: Military Records 1778 - 1784; The Union, The Civil War and John W. Tuttle: A Kentucky Captain's Account; Kentucky: Decades of Discord, 1865 - 1900; Valley of the Ohio; Index of Kentucky and Virginia Maps, 1562 - 1900; Master Index: Virginia Surveys and Grants 1774 - 1791; Microfilm Catalogue Vol. 1 - 4; Guide to Kentucky Highway Markers and Suppement; and Kentucky Tax Lists (microfilm catalogue).

Education services offered include:

Guided Tours - Tours are offered to school groups and tourists upon request. Contact: Kentucky History Museum, P. O. Box H, Frankfort, KY 40602 — (502) 564-7318 or 3016.
Film Strips - Two audiovisual filmstrips are available, either through purchase from the Society or through borrowing from your local library.

"The Fifteenth Star" - A survey of Kentucky's early settlement to statehood and beyond. Color, 15 min., grade level 4 - adult.
"An Uncivil Peace" - Examines the history of Post-Civil War Kentucky and the war's effects on Kentucky institutions. Color, 15 min., grade level 4 - adult.

Publications - Museum brochures include "The Kentucky History Museum Visitor's Guide" and "Kentucky's Historic Capitols." Catalogues describe temporary and special exhibits.

For further information contact: Curator, Kentucky History Museum, P.O. Box H, Frankfort, KY 40602 -- (502) 564-3016.

New Capitol

Located on Capitol Avenue in South Frankfort, the new Capitol was completed in 1910. Tours are offered Monday through Friday 8:00 a.m. to 4:30 p.m., Saturday 9:00 a.m. to 4:00 p.m., and Sunday 1:00 p.m. to 5:00 p.m. Contact: Curator, Kentucky History Museum, P.O. Box H, Frankfort, KY 40602 (502) 564-3016.

Traveling Exhibits - Traveling exhibits convert the classroom into a mini-museum. Each exhibit has photos, original and reproduction artifacts, topical texts, and activity projects. Current exhibits include:

"The Military History of Kentucky, 1774 - 1980"
"The Civil War in Kentucky"

Exhibits may be retained for two weeks. Advanced scheduling is required. Recipients pay only shipping charges.

Civil War "Living History" Programs - (See also Historymobile entry) A museum staff member assumes the role of a Civil War Union soldier discussing weapons, uniforms, life-style and ideals of Kentuckians who served in the conflict. This approach is particularly suited to classroom use for grades K-12. Requests must be made well in advance. The presentation is oriented for use with panel exhibits and slide presentations.

Slide Programs - Two programs and accompanying teacher guides are available.

"The Military History of Kentucky" - A survey of the state's military history. Color 15 min., grade level 4 - adult.
"How They Work" - Museum visitors most frequently-asked questions are answered in this slide/tape show. Color, 10 min., grade level 4 - adult.

Special Presentations - Topical talks can be prepared and presented to school groups, historical organizations, civic bodies, and other appropriate gatherings. Popular talks include introductory surveys of Kentucky's military history and weapons demonstrations. Advance notice is required.
Kentucky in the Classroom: A Resource Catalog. This 250 page booklet reviewing resources about Kentucky was a special project of the Kentucky Department of Education, the Kentucky Historical Society and the Kentucky Humanities Council. It was printed and distributed in September of 1986 by the Kentucky Department of Education. It reviews books, filmstrips, videos, and other resources available on Kentucky. Please check with your instructional supervisor or your school librarian to use this important resource.
Loans are for a two week period and renewals cannot be made by phone. Any teacher can borrow their materials once they have filled out a borrowers card. The following resources are given as an example of types of materials available to teachers at state universities:

- **The American Legal System.**
  Text and teacher's guide on American Legal System, with emphasis on how laws are enforced, how social change affects the constitution, and basic Constitutional rights given to U.S. citizens.

- **American Political Behavior Game Package.**
  Indiana University, 1972.
  A set of games on the working of the federal government including "Ninth Justice" about the Supreme Court and "Bottleneck" about lawmaking. Include transparencies and directions for use.

- **Authority: Law in a Free Society.**
  A multi-media program including 4 filmstrips, 4 cassettes, one teacher's guide and 30 student booklets.

- **Bicentennial Special Program Package for the American Issues Forum.**
  A package of discussion materials focusing on the bicentennial of our independence.

- **Brush, Hamilton and Pattison, Lee. The Declaration of Independence and Constitution for Young People.**

- **The Citizen and his/her Government: Rights and Responsibilities.**
  Booklet on the basic rights and limits on citizens granted by the courts and the Constitution.

- **Choosing the President.**

- **Civil Rights and Civil Liberties.**
Teaching unit on the formation of the U. S. Government; with spirit masters, teacher's guide and bingo cards asking questions about the Founding Fathers, the Revolution, and the early republic years.


Teaching game on the legislative process and problems facing members of Congress. Includes a poster, teacher's guide, and rule book for play.

Filmsstrip on the workings of the court system and judicial procedure.

Slightly dated look at the process of elections and the powers granted to elected officials.

A filmsstrip, rate and teaching guide about criminal procedure explaining the basic rights given to the accused by the Constitution.

Basic material required in government/civics classes required by State Department of Education.


Excerpts of primary readings by the founding fathers.
- Foundations of Justice.
  Columbus, OH: Charles E. Merrill Co., 1975. $1590.
  A multi-media kit including four filmstrips, 2 cassettes, a teachers' guide, and 30 activity booklets.

- A Game of Democracy.
  A game illustrating the benefits and problems in a democratic society.

- Heritage of Liberty.

- In Search of Justice.
  Columbus, OH: Charles E. Merrill Co., 1975. # 1595.
  A multi-media kit with 8 filmstrips, 4 cassettes, a teachers' guide and 30 activity booklets.

- Independence and Constitution.
  A filmstrip on the major documents setting up our constitution.

- Innocent Until...
  A Simulation Game with general information, teacher's guide and role profiles on the criminal justice system.

  Judgment: 12 case studies.

- Justice and Order Through Law.
  Program including student books on legal rights and processes with teacher's guide.

- Juvenile Problems and Law: Law in Action Series.
  Program including student books on legal rights and processes with teacher's guide.

- Law in American Society Foundation.

- Law: You, the Police and Justice.
  Package of booklets, a record, teaching guide and poster set for teaching the unit. Subjects covered include citizenship and basic rights using stories, cartoons and providing basic vocabulary.
Lawmaking: Law in Action Series.
Lessons in law for young people including a text, filmstrip and
teacher's guide.

Let's Visit Congress.
A record on the workings of Congress.

Let's Visit the Supreme Court.
A record on the workings of the U. S. Supreme Court.

Let's Visit the White House.
A record on the role of the President.

A Man Called Mr. President.
Academic Games Project, 1970. A Simulation Game on the powers
and limits of the President.

Mockt: A Simulation Game of Legal Procedures Derived From Juvenile and
Adult Law Cases.
Includes teacher's guide and student booklets.

Paul Revere and the Minute Men.
A filmstrip for young children about the American Revolution and
its causes, effects.

Paul Revere and the Minute Men and Our Independence and the
Constitution.
Adapted from Landmark Books. New York: Enrichment Materials,
1964. A record about the American Revolution and Early Republic.

Privacy: Law in a Free Society.
Elementary Program with 30 student booklets, teacher's edition, 4
cassettes for teaching about the right to privacy and our Constitutional protections. Part of a series with secondary materials as well. Other titles include authority, freedom, diversity, participation, responsibility, property, and justice.

The Responsible Citizen.
By M. T. Shiell and M. D. Donovan. New York: Holt Rinehart and
Winston, 1967. Basic book on the rights and responsibilities of
American citizens.
  Basic text and workbooks for teaching fundamental principles in the Constitution and the Bill of Rights.

  Jefferson City, MO: The Missouri Bar.

- Roesiter, Clinton. The American Presidency.
  A slightly dated examination of the provisions and modern-day changes in Article II of the Constitution.

- Scholastic Great Issues Series.
  New York: Scholastic Book Services.
  A series of short booklets covering crucial issues on the government and the constitution. Each comes with a teacher's guide and a good bibliography. Titles include:
  - The Supreme Court: Guardian or Lawmaker?
  - The Presidency: Too Much Power?
  - Nominating Conventions and the Electoral College.
  - States' Rights vs. Federal Power.
  - Rebels vs. Royalists.
  - Freedom and Control: Censorship.

  A booklet explaining the American justice system and the meaning of laws.

- 1787. A Simulation Game.
  An excellent game on the Constitutional Convention; students are assigned roles as the delegates and are told to write their own constitution. Packet includes rules, teaching suggestions, rules poster. Also valuable in reinforcing Parliamentary procedure.

- Sharaba, Joseph J. Youth, Law and Life.

- Story of America: Our Government.


- Please check your nearest university for a similar listing of educational resources.
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