

Americanism Meeting

Middle School/High School Conference Room

700 South Kent St.

Monday, September 11, 2017 6:00 PM Central

Madison, NE 68748-0450

1. Call the Americanism Committee meeting to Order

- 1.1. Roll Call

2. Review the current law along with current practices and materials being used in the District.

3. Close the Committee Meeting

- ~ Do Not write on this packet!
- ~ Use this to answer questions in the Bill of Rights Webquest Packet
- ~ Hand this packet back in.



# The Bill Of Rights Packet.



## The Bill of Rights



### Amendment

1



### Amendment

2



### Amendment

3



### Amendment

4



### Amendment

5



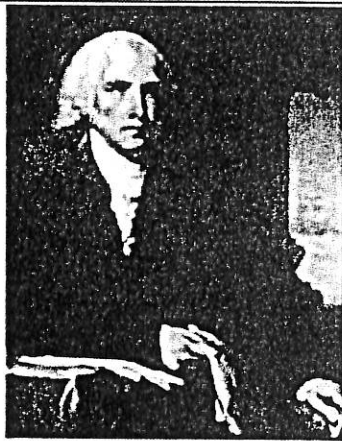
### Amendment

6

## Welcome to The Bill of Rights website.

On April 30, 1789, George Washington was sworn in as the first president of the United States. The new United States Constitution had already been ratified, yet the future of the new country was still at risk. Many of the founding fathers were demanding a "bill of rights" which would protect the people from the government. This bill of rights was to be added to the Constitution to guarantee individual liberties, to make sure that the new government would not treat citizens like the old colonial government of Great Britain did. But not everyone agreed that this bill of rights was necessary.

Two groups opposed each other, the Federalists who wanted a strong government and no bill of rights, and the Anti-Federalists who wanted more power for the states and a bill of rights. To reach an agreement, James Madison promised to add a bill of rights to the Constitution.



*James Madison*

National Archives

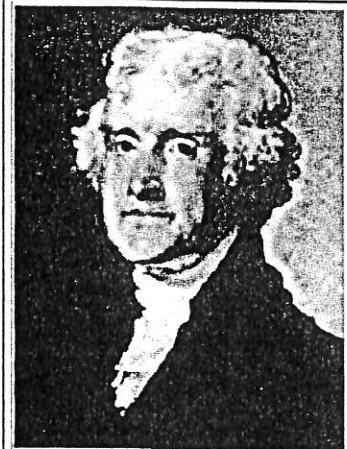
James Madison

Father of the Constitution and The Bill of Rights

"The Declaration of rights is like all other human blessings alloyed with some inconveniences...But the good in this instance vastly outweighs the evil."

"If we cannot secure all our rights, let us secure what we can."

Letter from Jefferson to James Madison, dated March 15, 1789



*Thomas Jefferson*

National Archives

Thomas Jefferson



Amendment

7



Amendment

8



Amendment

9



Amendment

10



Glossary



Teacher  
Notes

James Madison believed that citizens needed to be protected from the state governments and the national government. He gathered ideas from friends and documents and came up with 42 rights that needed to be protected for individuals. Madison's 42 rights were cut to 27 by the House of Representatives. Then they were cut to only 12 by the time the Senate approved them, and finally only 10 were approved by the states. These 10 rights became the first 10 amendments to the Constitution on December 15, 1791 and became known as The Bill of Rights.



### How to use this website

Each of the amendments has it's own page. Some are divided into several pages because of the complexity of the amendment.

- On the top of each page is the content of the amendment in **BOLD** black.
- Next you will find that text broken into smaller segments in red.
- Next you will find green text which is my discussion or explanation of the amendment.
- At the bottom of each page you will find a link or links to other pages with activities related to that page.



Click the Scroll to go to the Final Activity Page



## The Bill of Rights

**First Amendment.** Forbids the Congress from interfering with freedom of religion, speech or press, or with the right to assemble peaceably, or to petition the government.

**Second Amendment.** Guarantees the right to bear arms.

**Third Amendment.** Assures that soldiers cannot be arbitrarily lodged in private homes without the consent of the owner.

**Fourth Amendment.** Forbids unreasonable search or seizure of persons, homes, and effects without a warrant.

**Fifth Amendment.** Guarantees specific rights when on trial, including no condemnation without trial, no compulsion to be a witness against oneself, and no property taken for public use except with just compensation.

**Sixth Amendment.** Assures the accused right to a speedy and public trial, right to be represented by an attorney, and right to be faced by accusing witnesses.

**Seventh Amendment.** In lawsuits of more than \$20, a trial by jury may be requested.

**Eighth Amendment.** Forbids excessive fines and cruel or unusual punishments.

**Ninth Amendment.** Just because a right is not mentioned in the Constitution does not mean that the people are not entitled to it.

**Tenth Amendment.** Powers not delegated to the Federal Government, nor prohibited to the States, are reserved to the States or the people.



## Constitutional Amendments 11-27

**Amendment XI (1795)** prohibited citizens of one state from suing the government of another state

**Amendment XII (1804)** established separate ballots for president and vice president in the Electoral College

**Amendment XIII (1865)** abolished slavery

**Amendment XIV (1868)** made slaves citizens and forbade states from denying civil rights

**Amendment XV (1870)** prohibited states from denying a person the right to vote on account of race

**Amendment XVI (1913)** gave Congress the right to levy an income tax

**Amendment XVII (1913)** provided for direct election of Senators

**Amendment XVIII (1919)** permitted Congress to ban the sale of liquor

**Amendment XIX (1920)** gave women the right to vote

**Amendment XX (1933)** changed the date of the presidential inauguration and set congressional session to begin in January

**Amendment XXI (1933)** repealed the 18<sup>th</sup> amendment

**Amendment XXII (1951)** limited president to two elected terms

**Amendment XXIII (1961)** granted people of the District of Columbia the right to vote for presidential electors

**Amendment XXIV (1964)** prohibited use of the poll tax to deny people voting privileges

**Amendment XXV (1967)** provided a procedure to fill the vice-presidency in the event of a vacancy

**Amendment XXVI (1971)** lowered the voting age nationally to 18

**Amendment XXVII (1992)** prohibits laws affecting the compensation of members of Congress from taking effect until after the next election of representatives

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Constitution & Constitutional Convention of 1787 WebQuest

**Directions:** Click on the provided links to help answer the questions below!

[Click Here to Answer Questions #1-4!](#)

1. The Constitutional Convention of May 1787 was held in

\_\_\_\_\_.

2. The state of \_\_\_\_\_ refused to send a delegate because \_\_\_\_\_.

3. The name of the document that delegates worked on for four months was called the \_\_\_\_\_.

4. Who are the "Founding Fathers?"

\_\_\_\_\_  
\_\_\_\_\_

[Click Here to Answer Questions #5-6!](#)

5. The writers of our Constitution wanted to make sure that the new nation and its citizens would be \_\_\_\_\_ and \_\_\_\_\_.

6. Who was the president of the Constitutional Convention? What was his job?

\_\_\_\_\_  
\_\_\_\_\_

[Click Here to Answer Questions #7-9!](#)

7. Use the table to explain each of the plans.

Virginia Plan	New Jersey Plan

8. \_\_\_\_\_ suggested splitting Congress into two houses, Senate and the House of representatives. This was called the \_\_\_\_\_.

9. In the Great Compromise, the Senate would have an equal number of representatives from each state. This would satisfy the states with \_\_\_\_\_. The House of Representatives would include one representative for each \_\_\_\_\_ individuals in a state.

[Click Here to Answer Questions #10-11!](#)

10. The Constitution was signed by \_\_\_\_\_ of the \_\_\_\_\_ delegates on September 17, 1787.

11. Name the two states that had the honor of all of their delegates signing the Constitution:

1) \_\_\_\_\_

2) \_\_\_\_\_

[Click Here to Answer Questions #12-13!](#)

12. What were people who supported the Constitution called?

\_\_\_\_\_  
\_\_\_\_\_

13. Federalists wrote \_\_\_\_\_ to support ratification of the Constitution.

# Curriculum Map

Course Title: Geography 7

Semester 1 and Semester 2

Academic Year:

## Essential Questions for this Quarter:

1. How do you determine if an object is living or nonliving? 2. What impact does the environment have on a population?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
Map Skills	5.3.1, 5.3.6, 5.3.2, 5.3.3		Quizzes over map skills of Long/Lat, NESW, Hemis, and landforms.		Worksheets, hands out manip, overheads and maps
5 Themes of Geography and Culture	5.3.4, 5.3.5, 5.3.1, 5.3.6			Test over themes and culture	Overheads, worksheets, The Grinch culture of whoville, Halloween culture-Place, My personal culture.
Earth in space and Landforms	5.3.3		Revolution, Rotation, Tilt, and Seasons	Test	Season's activity
<b>Economics</b>	5.2.1, 5.2.12, 5.2.2			Test	<b>Product partner project, traditional bartering day</b>
Water	5.3.3			Test	Potty patrol, water iq, My life as a raindrop in the water cycle.
Climate	5.3.5, 5.3.6		Types of Climate from around the world.	Test over climates	Climate fashion show.
<b>Natural resources/Pollution</b>	5.3.1			Quiz over vocab Natural resource/Pollution skits	Nat. Res./Pollution skits

# Curriculum Map

Course Title: Geography 7

Semester 1 and Semester 2

Academic Year:

## Essential Questions for this Quarter:

1. How do you determine if an object is living or nonliving? 2. What impact does the environment have on a population?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
Cont. of Europe	5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5		6 themes of geo. Applied to the cont. of Europe. Map skills	Map quizzes, paper over European Culture	European Food festival and culture of Europe.
Cont. of Asia--Russia	5.3.1, 5.3.2, 5.3.3, 5.3.4m 5.3.5			Quiz of over Russia physical geo. map	
Middle East	5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5			Quiz over mid. Eastern map	Middle Eastern Culture day-
Cont of Asia- Se Asia	5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5			Quiz over SE Asia map	Maps, overhead, IPAD
Cont. of Asia- China	5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5		6 themes of geo Applied to China.	Vocab quiz, China map quiz, Confucius, Footbinding/Cixi Festival-Culture	Maps, notes, vocab, Confucius, Cixi, footbinding, bike transportation, hands on manipulative projects, mid autumn moon festival.

# Curriculum Map

<b>Course Title: History 8</b>	<b>Semester 1 and Semester 2</b>	<b>Academic Year:</b>
--------------------------------	----------------------------------	-----------------------

**Essential Questions for this Quarter:**

1. How do you determine if an object is living or nonliving? 2. What impact does the environment have on a population?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
-----------------	-----------	---------	--------	------------	-----------

United States Map Locations	5.3.1, 5.3.2,		Maps locations of each of the 50 states, and how states earned their shapes	Test	How the states got their shapes. Maps
-----------------------------	---------------	--	---	------	--

1. Colonization of the US. 2. Pre-Revolutionary War. 3. Revolutionary War	5.3.5, 5.35.3.6, 5.3.4, 5.1.2, 5.1.1 5.4.2, 5.4.3 5.4.4, 5.4.5, 5.4.1	Slavery		Test	New England Primer, Story of day in the life of an American colonist. French and Indian War. * Kids write their own Declaration of Indepen. Against Madison Middle School.
---	---	---------	--	------	--

Constitution Unit	5.1.1, 5.1.2, 5.3.5, 5.4.4, 5.3.6	Slavery	Learn how the read the Constitution. Article, Section, Clause. Learning 3 of the 7 articles.	Test	Application of the Constitution to the past, and present time.
-------------------	-----------------------------------	---------	--	------	--

Nationalism/ Sectionalism	5.3.4, 5.3.5, 5.3.6, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.1.1, 5.1.2	Industrial revolution, mo comp. Slavery		Test	8 <sup>th</sup> grade invention convention.
---------------------------	--	---	--	------	---

Manifest Destiny	5.3.4, 5.3.5, 5.3.6, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5 5.1.1, 5.1.2	Manifest Destiny, Pioneer, Native Americans, War with Mexico Slavery		Test	Transportation West, past meets present, Nat. American talking sticks, Into the west, Family Tree
------------------	---	--	--	------	---



**79-724. American citizenship; committee on Americanism; created; duties; required instruction; patriotic exercises; duties of officers.**

An informed, loyal, just, and patriotic citizenry is necessary to a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be fully acquainted with the nation's history and that he or she be in full accord with our form of government and fully aware of the liberties, opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence men and women throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, justice, democracy, and America will be instilled in the hearts and minds of the youth of the state.

(1) Every school board shall, at the beginning of each school year, appoint from its members a committee of three, to be known as the committee on Americanism. The committee on Americanism shall:

(a) Carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government in the school. Such textbooks shall adequately stress the services of the men and women who achieved our national independence, established our constitutional government, and preserved our union and shall be so written to include contributions by ethnic groups as to develop a pride and respect for our institutions and not be a mere recital of events and dates;

(b) Assure themselves as to the character of all teachers employed and their knowledge and acceptance of the American form of government; and

(c) Take all such other steps as will assure the carrying out of the provisions of this section.

(2) All American history courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups (a) to the development and growth of America into a great nation, (b) to art, music, education, medicine, literature, science, politics, and government, and (c) to the war services in all wars of this nation.

(3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose:

# Madison Public Schools

**Alan Ehlers**  
Superintendent  
**Jim Crilly**  
Secondary Principal  
**Andrew Offner**  
Elem Principal/CD

700 So Kent St.  
P.O. Box 450  
Madison, NE 68748  
District Phone (402) 454-3336 Fax (402) 454-2238  
Elementary Phone (402) 454-2656 Fax (402) 454-3978

**Karla Kush**  
MS Principal/IPM/EL  
**Reid Ehrisman**  
Athletic Director  
**Christine Knapp**  
Office Manager

**The mission of Madison Public Schools is to prepare students to be competent, confident, productive, and responsible citizens.**

## Americanism Education Documentation Form

School Year: 17 - 18

Instructor name: School Wide Pk - 5

Briefly describe activities used with student to promote Americanism with in your classroom.

Daily and weekly activities

Pledge of allegiance daily in classroom

Once per week we do this as a K -5 group in the commons

U.S. History lesson instructed

Major Activities

Veterans Day

Constitution activity - We Declare



Please use back of this form to document additional activities

# Madison Public Schools

**Alan Ehlers**  
Superintendent  
**Jim Crilly**  
Secondary Principal  
**Andrew Offner**  
Elem Principal/CD

700 So Kent St.  
P.O. Box 450  
Madison, NE 68748  
District Phone (402) 454-3336 Fax (402) 454-2238  
Elementary Phone (402) 454-2656 Fax (402) 454-3978

**Karla Kush**  
MS Principal/IPM/EL  
**Reid Ehrisman**  
Athletic Director  
**Christine Knapp**  
Office Manager

**The mission of Madison Public Schools is to prepare students to be competent, confident, productive, and responsible citizens.**

## Americanism Education Documentation Form

School Year: 2017-2018

Instructor name: Brisa Calderon

Briefly describe activities used with student to promote Americanism with in your classroom.

First Semester & Second Semester: Throughout the school year, we talk to our EL students about the rules, laws, traditions and history of the US so that they can have a better understanding of their new country.

Please use back of this form to document additional activities

# Madison Public Schools

**Alan Ehlers**  
Superintendent  
**Jim Crilly**  
Secondary Principal  
**Andrew Offner**  
Elem Principal/CD

700 So Kent St.  
P.O. Box 450  
Madison, NE 68748  
District Phone (402) 454-3336 Fax (402) 454-2238  
Elementary Phone (402) 454-2656 Fax (402) 454-3978

**Karla Kush**  
MS Principal/IPM/EL  
**Reid Ehrisman**  
Athletic Director  
**Christine Knapp**  
Office Manager

**The mission of Madison Public Schools is to prepare students to be competent, confident, productive, and responsible citizens.**

## Americanism Education Documentation Form

School Year: 2017/18

Instructor name: Wehrle / Title I

Briefly describe activities used with student to promote Americanism with in your classroom.

First Semester:

Stories in Reading to discuss periods in Nebraska & U.S. history  
Participation in Veterans Day activities

Second Semester:

President Day activities  
I share items from the Civil War that were my great grand father

Please use back of this form to document additional activities

# Madison Public Schools

**Alan Ehlers**  
Superintendent  
**Jim Crilly**  
Secondary Principal  
**Andrew Offner**  
Elem Principal/CD

700 So Kent St.  
P.O. Box 450  
Madison, NE 68748  
District Phone (402) 454-3336 Fax (402) 454-2238  
Elementary Phone (402) 454-2656 Fax (402) 454-3978

**Karla Kush**  
MS Principal/IPM/EL  
**Reid Ehrisman**  
Athletic Director  
**Christine Knapp**  
Office Manager

**The mission of Madison Public Schools is to prepare students to be competent, confident, productive, and responsible citizens.**

## Americanism Education Documentation Form

School Year: 2017-2018

Instructor name: Randi Cleveland and Kari Frauendorfer *Kinders*

Briefly describe activities used with student to promote Americanism with in your classroom.

First Semester:

- Patriot Day: Our class will read a book about Patriot Day, which explains what it is and how we can be proud Americans.
- My Country Unit in Harcourt Social Studies book: students will learn about their country by making a flag, learning about maps, symbols, leaders and read alouds.
- Where We Live Unit in Harcourt Social Studies book: students will learn where they live by completing exercises relating to our Earth, learning about a globe and symbols, as well as city and farm life.
- Stories of the Past Unit in Harcourt Social Studies book: Students will learn about our history of this country. They will learn about individuals who made an impact for our country. They will also learn about special holidays we celebrate.
- Every day we salute our flag and say the Pledge of Allegiance.

Second Semester:

- Martin Luther King Jr.: Our students will learn about Martin Luther King Jr.'s life and how he impacted our country through read alouds and writing activities.
- Every day we salute our flag and say the Pledge of Allegiance.

# Madison Public Schools

**Alan Ehlers**  
Superintendent  
**Jim Crilly**  
Secondary Principal  
**Kenny Loosvelt**  
Elementary Principal

700 So Kent St.  
P.O. Box 450  
Madison, NE 68748  
District Phone (402) 454-3336 Fax (402) 454-2238  
Elementary Phone (402) 454-2656 Fax (402) 454-3978

**Scott Siegel**  
MS Principal/AD/ELL  
**Andrew Offner**  
IPM/Curriculum  
**Christine Knapp**  
Business Manager

The mission of Madison Public Schools is to prepare students to be competent, confident, productive, and responsible citizens.

## Americanism Education Documentation Form

School Year: 2017/18

Instructor name: Katie Eischeid & Kayla Herfel

Briefly describe activities used with student to promote Americanism with in your classroom.

First Semester: Flag Salute + Patriotic Song - Daily  
Constitution Day - literature/video/signing of class constitution  
Columbus Day - literature/Brainpop jr / hat/worksheets  
Election Day - vote + make a classroom graph of results  
Veteran's Day - show WWII artifacts, wear red/white/blue  
attend Veteran's Day program  
Thanksgiving unit - literature, crafts, artifacts, Thanksgiving feast wear Native Am. + Pilgrim outfits

Second Semester: Flag Salute + Patriotic Song - Daily  
February - huge unit on presidents - focusing on G. Washington + A. Lincoln  
• huge unit on U.S. symbols: Statue of Liberty, eagle, liberty bell, Washington D.C. monuments, yellow rose, flag literature + projects, artifacts  
Arbor Day - discuss - sometimes have a program, plant a tree, send home a seedling -  
Please use back of this form to document additional activities  
Read: A Tree is Nice

# Madison Public Schools

**Alan Ehlers**  
Superintendent  
**Jim Crilly**  
Secondary Principal  
**Andrew Offner**  
Elem Principal/CD

700 So Kent St.  
P.O. Box 450  
Madison, NE 68748  
District Phone (402) 454-3336 Fax (402) 454-2238  
Elementary Phone (402) 454-2656 Fax (402) 454-3978

**Karla Kush**  
MS Principal/IPM/EL  
**Reid Ehrisman**  
Athletic Director  
**Christine Knapp**  
Office Manager

**The mission of Madison Public Schools is to prepare students to be competent, confident, productive, and responsible citizens.**

## Americanism Education Documentation Form

School Year: 2017- 2018

Instructor name: Megan Lewis and Kristina Price (2<sup>nd</sup> Grade)

Briefly describe activities used with students to promote Americanism within your classroom.

First Semester:

Labor Day – Discussion of holiday

Constitution Day – Create a book that highlights facts of the Constitution

Christopher Columbus Day – Read aloud books and create a book highlighting facts about Christopher Columbus

Veteran’s Day – Create a book that highlights facts of Veteran’s Day

Thanksgiving – Create a book that highlights facts of the first Thanksgiving

Second Semester:

Martin Luther King Jr. Day – Read a Scholastic News article, discuss and write our own dreams.

President’s Day – Discuss leadership and read short stories highlighting Abraham Lincoln and George Washington.

Nebraska Statehood – We celebrated 150<sup>th</sup> last year and we watch videos that celebrate Nebraska and our accomplishments. We plan on celebrating our 151<sup>th</sup> using the same videos.

National Read Across America – Focus on the importance of reading.

Arbor Day – Plant a tree

Please use back of this form to document additional activities

# Madison Public Schools

**Alan Ehlers**  
Superintendent  
**Jim Crilly**  
Secondary Principal  
**Andrew Offner**  
Elem Principal/CD

700 So Kent St.  
P.O. Box 450  
Madison, NE 68748  
District Phone (402) 454-3336 Fax (402) 454-2238  
Elementary Phone (402) 454-2656 Fax (402) 454-3978

**Karla Kush**  
MS Principal/IPM/EL  
**Reid Ehrisman**  
Athletic Director  
**Christine Knapp**  
Office Manager

**The mission of Madison Public Schools is to prepare students to be competent, confident, productive, and responsible citizens.**

## Americanism Education Documentation Form

School Year: 2017-2018

Instructor name: Mrs. Jane Lewis *3rd Grade*

Briefly describe activities used with student to promote Americanism with in your classroom.

First Semester:

Constitution Day-We study the importance of the Constitution of the United States.

Flag Manners-We discuss the importance of our flag of the United States and what it stands for. We also say the pledge in our classroom every day.

Biographies: Benjamin Franklin and Thomas Jefferson while studying the documents of The Declaration of Independence and the Constitution of the United States.

Veteran's Day: We observe this holiday as a school with a special program.

Halloween and Day of the Dead: Compare the two holidays in the countries of the United States and Mexico and the traditional celebrations.

Civics: Discuss city government and elected officials- mayor, four councilmen, discuss citizenship and being an important part of our community, volunteers

Thanksgiving: discuss the importance of the first Thanksgiving in America and the traditions that surround this holiday

Second Semester:

Citizenship: working for the environment and its importance for the protection of our country's natural resources

Discuss points of view and the importance of acceptance of others' views. Discussions that are held include What is best about your

community? How did change affect Native Americans? What should you do with your money?

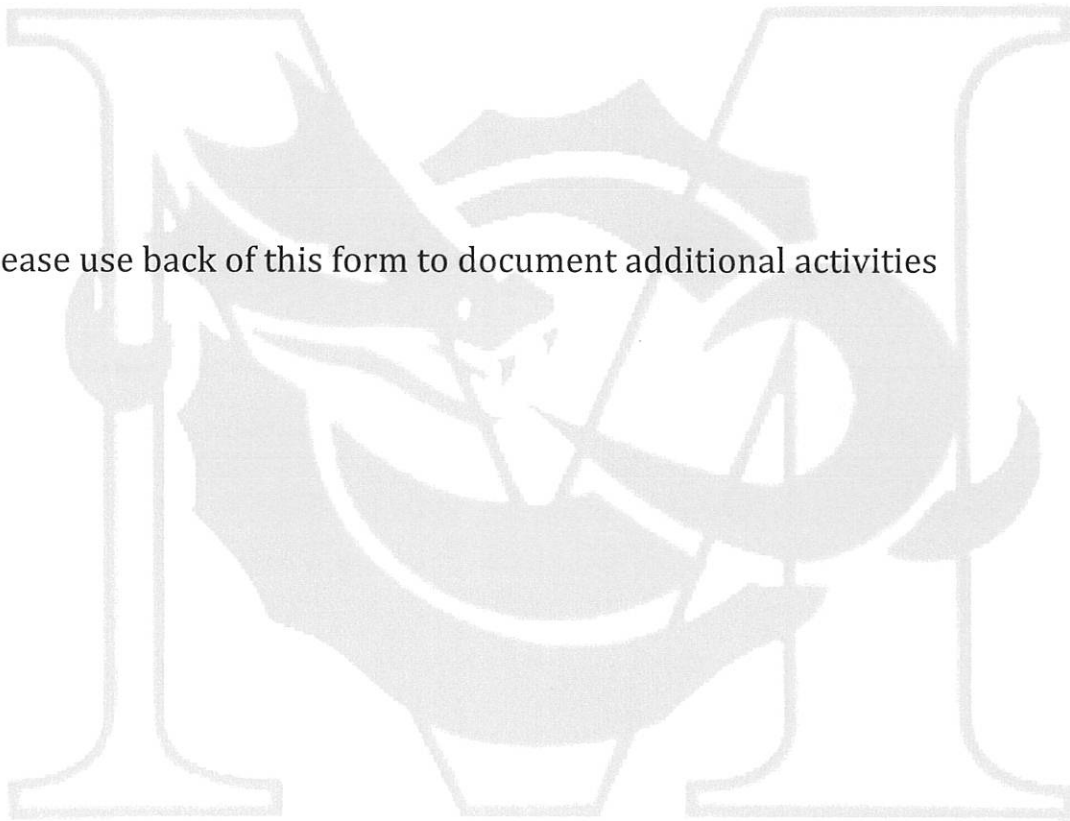
Literature about Americanism: Be My Neighbor, A Place Called Freedom, "Becoming a Citizen-Just Like Me", Dreaming of America, An Ellis Island Story

Primary Sources and Documents: State Symbols, The Gettysburg Address, And The Bill Of Rights

Children in History: Maya Angelou, The First Earth Day, and Pioneer Schools

Virtual Field Trips: Yellowstone National Park, The United States Capitol, And National Storytelling Festival

Please use back of this form to document additional activities



Alan Ehlers  
Superintendent  
Jim Crilly  
Secondary Principal  
Andrew Offner  
Elem Principal/CD

# Madison Public Schools

700 So Kent St.  
P.O. Box 450  
Madison, NE 68748  
District Phone (402) 454-3336 Fax (402) 454-2238  
Elementary Phone (402) 454-2656 Fax (402) 454-3978

Karla Kush  
Student Services/GC  
Gary Klahn  
Principal/AD/IPM  
Christine Knapp  
Office Manager

The mission of Madison Public Schools is to prepare students to be competent, confident, productive, and responsible citizens.

## Multicultural Education Documentation Form

School Year: 2017-2018

Instructor name: James Cooper 4th Grade

Briefly describe activities used with student to promote multicultural learning.

First Semester: Native American history Plains Indians Day of Dead

located NE reservations on map  
Manifest Destiny

Changing Constitution/amendments  
women's right to vote  
Civil rights

Cesar Chavez: human rights for migrant work  
Children's rights in 1900 compared to present.

Immigration to the US in 1800's through 1940's

Multicultural diversity because of immigration

Wilma Rudolph

Second Semester:

Martin Luther King

Ruby Bridges

Rosa Parks

Civil Rights movement

Orphan Brain Train comparison to homelessness

Depression - Treatment of poor

1. Customs
2. Culture
3. religion
4. music
5. food
6. clothing

Please use back of this form to document additional activities

# Madison Public Schools

**Alan Ehlers**  
Superintendent  
**Jim Crilly**  
Secondary Principal  
**Andrew Offner**  
Elem Principal/CD

700 So Kent St.  
P.O. Box 450  
Madison, NE 68748  
District Phone (402) 454-3336 Fax (402) 454-2238  
Elementary Phone (402) 454-2656 Fax (402) 454-3978

**Karla Kush**  
MS Principal/IPM/EL  
**Reid Ehrisman**  
Athletic Director  
**Christine Knapp**  
Office Manager

**The mission of Madison Public Schools is to prepare students to be competent, confident, productive, and responsible citizens.**

## Americanism Education Documentation Form

School Year: 2017-18

Instructor name: Vicky Jones

Briefly describe activities used with student to promote Americanism with in your classroom.

First Semester:

- \*Activities with historical research and the geography of the United States
- \*Activities with Constitution Day and Veteran's Day
- \*Learn about a variety of Native Indian cultures
- \*Learn about people, events, and ideas that led to the exploration of the Americas

Second Semester:

- \*Learn about the key events and people of colonial America
- \*Learn causes of the American Revolution and building a new nation
- \*Learn about the growth and change of the United States and the importance of the Louisiana Purchase

Please use back of this form to document additional activities

# Madison Public Schools

**Alan Ehlers**  
Superintendent  
**Jim Crilly**  
Secondary Principal  
**Andrew Offner**  
Elem Principal/CD

700 So Kent St.  
P.O. Box 450  
Madison, NE 68748  
District Phone (402) 454-3336 Fax (402) 454-2238  
Elementary Phone (402) 454-2656 Fax (402) 454-3978

**Karla Kush**  
MS Principal/IPM/EL  
**Reid Ehrisman**  
Athletic Director  
**Christine Knapp**  
Office Manager

**The mission of Madison Public Schools is to prepare students to be competent, confident, productive, and responsible citizens.**

## Americanism Education Documentation Form

School Year: 2017-18

Instructor name: Riley Kalin

Briefly describe activities used with student to promote Americanism with in your classroom.

First Semester:

- \*Activities with historical research and the geography of the United States
- \*Activities with Constitution Day and Veteran's Day
- \*Learn about a variety of Native Indian cultures
- \*Learn about people, events, and ideas that led to the exploration of the Americas

Second Semester:

- \*Learn about the key events and people of colonial America
- \*Learn causes of the American Revolution and building a new nation
- \*Learn about the growth and change of the United States and the importance of the Louisiana Purchase

Please use back of this form to document additional activities

*You have the opportunity to complete the family tree project on a parent, grandparent, great-grandparent, or an ancestor that you never had the chance to meet.*

**You will need to find AT LEAST 1 PICTURE of your family member that you are completing the project on.**

**1. Family member that I would like to know more about:**

- 
- 2. What is their cultural ethnic background?*
  - 3. Do you have a family tree, a record of births and deaths that document your family's history?*

**Topics to begin to gather information on: PLACE ALL INFO IN YOUR SPIRAL NOTEBOOK IN ORDER TO KEEP IT ORGANIZED.**

- 1. Person's full name**
- 2. Person's date of birth**
- 3. If it applies, when did this person move to America?**
- 4. Information about their early childhood.**
- 5. Information about their adulthood.**
- 6. Any stories or interesting facts about your family member.**

**\*Gather as much data as you can by Monday, March 14th. It will make your life MUCH easier.**

***This project is your first grade of 4<sup>th</sup> quarter. This is an assessment (test), and is worth almost 500 points total.***

*We will begin working on the family tree project on Monday, March 14th. YOU MUST HAVE INFORMATION GATHERED IN ORDER TO BE ABLE TO BEGIN YOUR PROJECT WITH THE CLASS. We will go over the project guidelines again on Monday.*

*We will have only 1 CLASS PERIOD TO WORK ON THIS PROJECT. ,(with various check point days/deadlines) The work day will be on Monday, March 14<sup>th</sup>. **This project is to be completed on your own time, outside of class time.***

*How to complete your project: You have a choice of 3 mediums:*

1. *If you are completing the project on IPAD, you will create it in Keynote. You should have approximately 8-10 slides, using complete sentences in paragraph form telling about the life of your family member.*
2. *If you are completing the project on the computer, you will create it in Power Point or Keynote. You should have approximately 8-10 slides, using complete sentences in paragraph form telling about the life of your family member.*
3. *If you are completing your project in Poster form, you will need to get a piece of poster paper from Mrs. Johnson. You must have one picture of your family member on the poster. You will also need 8-10 paragraphs typed, printed, then glued onto your poster telling about the life of your family member.*

*This project is due on Monday, March 28<sup>th</sup>, ready to present. If you are creating your project on the IPAD or Computer, you MUST mail a copy of it to me by 8 a.m. Monday, March 28<sup>th</sup>.*

*My email address is:  
dmjohnso@esu8.org*



# Americanism in the Madison Social Studies Department



## – Introduction to American Government

- Origins of U.S. Government
  - Democracy, Checks and Balances, Separation of Powers
- The Constitution
  - What were our founding fathers' main principles?
- The Bill of Rights
  - Ensure that individual rights are protected from the government



## – Election Process

- Citizen's responsibilities in a democracy

- Register to vote (in class if possible)
- Sign up for selective services
- importance of an informed electorate
- Volunteer opportunities

- Voting Process

- Nebraska primary and caucus
- Electoral College
- Local Elections

–



– Legislative Branch

- How a Bill becomes a law
- Nebraska's Representatives and Senators
- Legislative responsibilities



– Executive Branch

- Presidential and Vice Presidential information
- Executive department and cabinet positions
- U.S. relationships with foreign countries

A horizontal graphic of the American flag, showing the stars and stripes, with the word "Government" overlaid in white text.

# Government

## — Judicial Branch

- 10 major Supreme Court Cases that shaped U.S. Law
- Federal Judge responsibilities
- Judicial Checks and Balances

A graphic of the American flag, showing the stars and stripes, with the word "Government" overlaid in white text.

# Government

## – Local Government

- How to get involved
- State executive, legislative, and judicial positions
- Local positions: city council, mayor, school board, county positions, etc



- Other Activities
  - County Government Day
  - Constitution Day
  - Fantasy Congress
  - Community Scavenger Hunt



– Patriotism

- World War I–Military and Homefront
- World War II–Military and Homefront
- The Cold War
- 9/11–Aftermath
- Patriotic Duty



– Veterans

- The emergence of Veterans/Armistice Day after World War I
- Treatment of Veterans after various wars
- The call to serve after the events of 9/11



## U.S. History

### – Constitution

- Every Social Studies student participates in a Constitution Day activity
- Students learn what is in the constitution and study the amendments that have been added.



- American System vs. Other Systems
  - Downfall of Naziism and Facism
  - The Cold War (Democracy over Communism)
  - Capitalism vs. Socialism
  - The War on Terror



- Contributions from Various Groups
  - Arts of the 20th century
  - Presidents and what they contributed
  - Captains of Industry and the building of America
  - Harlem Renaissance
  - The role of the media in history
  - Different movements throughout History

A horizontal graphic of the American flag, showing the stars and stripes, with the text 'World History' overlaid in white.

# World History

- American Government
  - The founding of democracy, capitalism, separation of powers, and laissez faire ideals
  - The Revolutionary War and founding of America
  - Constitutional Convention
  - Important American figures



- Contributions from Various Groups
  - Compare and contrast the U.S. with other civilizations
  - American way of life compared to other countries' ways of life