

Constitution
Content Collection

Name _____
Core _____



The Constitution is such a critical part of the United States, and it is important to establish an understanding of its contents in order to be informed citizens. In this project, you will work both independently and as a group to find quality resources about the different aspects of the Constitution that the class will use to delve into the study of the government and then you will teach the class through a group presentation.

Steps to Success:

1. Content Collection
 - a. Review the information in the box below for the Constitution topic you have been assigned.
 - b. For the topics that can be delegated, divide up the work.
 - c. Come up with questions to help guide your research.
 - d. Collect a minimum of three (3) resources on what you're responsible for finding.
 - i. Options: Pages in a class resource/book/packet, database articles, videos, pictures, infographics/visuals, etc.
 - ii. Read/review/watch the items you are selecting to ensure their usefulness, accuracy, and quality.
 - iii. Give a one-two sentence explanation for why the source is helpful, reliable, etc. as well as any limitations it might have.
2. As a group, use the info gathered to create the following...
 - a. A written description of the overall topic
 - i. In the same document, each group member should write a thorough paragraph summarizing the information he/she was responsible for finding; be detailed and double-check the rubric! Create headings for each paragraph to make clear divisions and include the name of the person who wrote that section.
 - ii. Use the resources gathered to get the information.
 - iii. Incorporate in-text citations.
3. As a group, make a Google Slides presentation (about 10 minutes) to teach the class...
 - a. Your presentation should give a solid overview of the overall topic and match the requirements in the rubric.
 - b. Also, the bottom two bullet points in the box need to be addressed.
 - c. End with discussion questions to ask the class and facilitate the conversation.

<p>Legislative Branch Group <i>Can delegate to find the following:</i></p> <ul style="list-style-type: none"> • Responsibilities (what it does, checks/balances, etc.) • How a bill becomes a law • Key, legacy-leaving legislation passed over the years <p><i>Should determine and work on together:</i></p> <ul style="list-style-type: none"> • How people have a voice in this branch • How this branch achieves any of the goals mentioned in the Preamble 	<p>Executive Branch Group <i>Can delegate to find the following:</i></p> <ul style="list-style-type: none"> • Responsibilities/roles of the president/executive structure (what it does, checks/balances, etc.) • Electoral College • Lasting legacy leaders/precedent setters over the years <p><i>Should determine and work on together:</i></p> <ul style="list-style-type: none"> • How people can have a voice in this branch • How this branch achieves any of the goals mentioned in the Preamble
<p>Judicial Branch Group <i>Can delegate to find the following:</i></p> <ul style="list-style-type: none"> • Responsibilities (what it does, checks/balances, etc.) • Judicial Review (<i>Marbury v. Madison</i>) • Landmark/precedent-setting decisions over the years <p><i>Should determine and work on together:</i></p> <ul style="list-style-type: none"> • How people can have a voice in this branch • How this branch achieves any of the goals mentioned in the Preamble 	<p>Bill of Rights Group <i>Can delegate and/or work on together:</i></p> <ul style="list-style-type: none"> • Reason a Bill of Rights was needed (Federalists vs Antifederalists), definition of amendment, and how amendments are ratified • First 10 Amendments • A few additional important amendments <p><i>Should determine and work on together:</i></p> <ul style="list-style-type: none"> • How this helps give people a voice • How this document achieves any of the goals mentioned in the Preamble

How You Will Be Graded

Individual Portion

Requirements	Points
Resources: <ul style="list-style-type: none"> • Resources are useful, accurate, and quality • Explanation for usefulness/reliability and/or limitations of sources is clear/thoughtful • Minimum number of sources were found (Minus points if minimum not met) 	/12 /3
Written Portion: <ul style="list-style-type: none"> • Paragraph is focused and well-organized throughout (starts with a strong topic sentence, flows well, remains on topic, and ends with a logical wrap-up) • Information/explanations are thorough and clear • In-text citations are correct • Heading with your name is included (Minus points if missing) • GPS = Practically perfect in every way... (Minus points for major/consistent errors) 	/5 /15 /5
Presenting Skills: <ul style="list-style-type: none"> • Demeanor is serious and professional • Has effective volume, speed, eye contact, etc. 	/5 /5
Comments:	/50

Group Presentation

Requirements	Points
Basic Information: <ul style="list-style-type: none"> • Overview of the topic is well organized/explanation goes in a logical order • Information is thorough and accurate 	/3 /12
Analysis: <ul style="list-style-type: none"> • Analysis on the people's voice in the branch/document is logical, clear, and thoroughly/thoughtfully addressed • Accurately notes which goals of the Preamble are achieved through the branch/document • Explanation for how the goals of the Preamble are achieved is logical and thoughtful 	/10 /5 /10
Questions/Discussion: <ul style="list-style-type: none"> • Questions are thoughtful and/or logical • Class conversation is facilitated in a professional manner 	/5 /5
GPS = Practically perfect in every way... (Minus points for major/consistent errors)	
Comments:	/50