GAME ON
Constitution Activities for Elementary
Through High School

Newspaper Association of America
Foundation®

4401 Wilson Boulevard, Suite 900
Arlington, VA 22203
571.366.1000
www.naafoundation.org
What better way to attract and involve students of all ages in the learning process than to present new concepts in familiar game formats? *The Bill of Rights Game* and *Freedom Wheel* invite students to use the local newspaper to “get in the game” of civics and acquire a better understanding of the basic rights of each American citizen as granted by the U.S. Constitution.

Both games are provided as a package of graphics and text so that educators may assemble them as lesson modules. Key game materials are highlighted with each game description here:

- *Freedom Wheel* includes HOW TO PLAY directions, the WHEEL and game pieces that include AMENDMENT cards, CONSTITUTION cards and WILDCARDS. Users must provide copies of the local NEWSPAPER, buttons, coins or some other simple movable game piece for each player. A transcript of the U.S. BILL OF RIGHTS must also be available and should be reviewed by students prior to play.

- *The Bill of Rights Game* consists of a printable BOARD GAME that includes the HOW TO PLAY directions. As with *Freedom Wheel*, users must provide copies of the local NEWSPAPER, buttons, coins or some other simple movable game piece for each player. A transcript of the U.S. CONSTITUTION must also be available and should be reviewed by students prior to play.

While the games are designed for use at the middle-school level, they may be adapted for use in elementary and high school. Supplemental Newspaper In Education (NIE) activities, divided according to grade level, are included. Games and activities may be used in classroom observance of Constitution Day or at any time of the year.

**LEARNING LINKS**

Through classroom use of the *Bill of Rights Game* and *Freedom Wheel* NIE curriculum enhancement materials, teachers can promote the following national learning standards:
SOCIAL SCIENCES: U.S. HISTORY

Grades K-4

NSS-USH.K-4.3 THE HISTORY OF THE UNITED STATES: DEMOCRATIC PRINCIPLES AND VALUES AND THE PEOPLE FROM MANY CULTURES WHO CONTRIBUTED TO ITS CULTURAL, ECONOMIC, AND POLITICAL HERITAGE

- Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols
- Understands the causes and nature of movements of large groups of people into and within the United States, now and long ago

Grades 5-12

NSS-USH.5-12.2 ERA 2: COLONIZATION AND SETTLEMENT (1585-1763)

- Understands how political, religious, and social institutions emerged in the English colonies

NSS-USH.5-12.4 ERA 4: EXPANSION AND REFORM (1801-1861)

- Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions
- Understands the extension, restriction, and reorganization of political democracy after 1800
- Understands the sources and character of cultural, religious, and social reform movements in the antebellum period

NSS-USH.5-12.6 ERA 6: THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES (1870-1900)

- Understands how the rise of corporations, heavy industry, and mechanized farming transformed the American people
- Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity
- Understands the rise of the American labor movement and how political issues reflected social and economic changes

NSS-USH.5-12.8 ERA 8: THE GREAT DEPRESSION AND WORLD WAR II (1929-1945)

- Understands how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state
NSS-USH.5-12.9 ERA 9: POSTWAR UNITED STATES (1945 TO EARLY 1970s)

- Understands the struggle for racial and gender equality and the extension of civil liberties

SOCIAL SCIENCES: CIVICS

Grades K-4

NSS-C.K-4.1 WHAT IS GOVERNMENT?
- Where do people in government get the authority to make, apply, and enforce rules and laws and manage disputes about them?
- What are the purposes of rules and laws?
- What are the differences between limited and unlimited governments?
- Why is it important to limit the power of government?

NSS-C.K-4.2 VALUES AND PRINCIPLES OF DEMOCRACY
- What are the most important values and principles of American democracy?
- What are some important beliefs Americans have about themselves and their government?
- Why is it important for Americans to share certain values, principles, and beliefs?
- How can people work together to promote the values and principles of American democracy?

NSS-C.K-4.3 PRINCIPLES OF DEMOCRACY
- What is the United States Constitution and why is it important?
- What does the national government do and how does it protect individual rights and promote the common good?
- Who represents you in the legislative and executive branches of your local, state, and national governments?

NSS-C.K-4.5 ROLES OF THE CITIZEN
- What does it mean to be a citizen of the United States?
- What are important rights in the United States?
- What are important responsibilities of Americans?
- What dispositions or traits of character are important to the preservation and improvement of American democracy?
- How can Americans participate in their government?
- What is the importance of political leadership and public service?
- How should Americans select leaders?
 Grades 5-8

NSS-C.5-8.1 CIVIC LIFE, POLITICS AND GOVERNMENT
- What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
- What are the essential characteristics of limited and unlimited government?
- What are the nature and purposes of constitutions?

NSS-C.5-8.2 FOUNDATIONS OF THE POLITICAL SYSTEM
- What is the American idea of constitutional government?
- What are the distinctive characteristics of American society?
- What is American political culture?
- What values and principles are basic to American constitutional democracy?

NSS-C.5-8.3 PRINCIPLES OF DEMOCRACY
- How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
- What does the national government do?
- What is the place of law in the American constitutional system?

NSS-C.5-8.5 ROLES OF THE CITIZEN
- What is citizenship?
- What are the rights of citizens?
- What are the responsibilities of citizens?
- What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
- How can citizens take part in civic life?

 Grades 9-12

NSS-C.9-12.1 CIVIC LIFE, POLITICS AND GOVERNMENT
- What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
- What are the essential characteristics of limited and unlimited government?
- What are the nature and purposes of constitutions?
NSS-C.9-12.2 FOUNDATIONS OF THE POLITICAL SYSTEM
- What is the American idea of constitutional government?
- What are the distinctive characteristics of American society?
- What is American political culture?
- What values and principles are basic to American constitutional democracy?

NSS-C.9-12.3 PRINCIPLES OF DEMOCRACY
- How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
- How is the national government organized and what does it do?
- What is the place of law in the American constitutional system?

NSS-C.9-12.4 OTHER NATIONS AND WORLD AFFAIRS
- How do the domestic politics and constitutional principles of the United States affect its relations with the world?

NSS-C.9-12.5 ROLES OF THE CITIZEN
- What is citizenship?
- What are the rights of citizens?
- What are the responsibilities of citizens?
- What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
- How can citizens take part in civic life?

LANGUAGE ARTS: ENGLISH

Grades K-12

NL-ENG.K-12.3 EVALUATION STRATEGIES
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

NL-ENG.K-12.5 COMMUNICATION STRATEGIES
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
NL-ENG.K-12.6 APPLYING KNOWLEDGE
• Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

NL-ENG.K-12.7 EVALUATING DATA
• Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

NL-ENG.K-12.11 PARTICIPATING IN SOCIETY
• Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS
• Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

The following applies to ADDITIONAL CONSTITUTION ACTIVITIES for Grades 9-12: #3.

CHARACTER EDUCATION as proposed by the Character Education Partnership (http://www.character.org/qualitystandards)

• Principle 5: provides students with opportunities for moral action
• Principle 7: Strives to foster students' self-motivation
"The Game of Rights" student resource folder interior
HOW TO PLAY THE FREEDOM WHEEL GAME

1. A scorekeeper will be appointed for two or more players.
2. Spin the wheel. When the wheel stops, the arrow will point to your first move. Directions for each spaces are as follows:
   - **CONSTITUTION CARD**: Choose a card from the Constitution Card envelope. Answer the question on the card correctly and earn one point.
   - **AMENDMENT CARD**: Choose a card from the Amendment Card envelope. Answer the question on the card correctly and earn two points. The Bill of Rights, ratified in 1791, guaranteed basic freedoms to citizens of the United States.
   - **WILDCARD**: Choose a card from the Wildcard envelope. Use the newspaper to complete the activity and keep the card until your spin instructs you to skip a turn. If you don’t want to skip the turn, give your card to the scorekeeper and keep your turn. If your spin gives you “Lose a Wildcard,” you must give your Wildcard to the scorekeeper even if you haven’t used it.
3. If you give an incorrect answer for any Constitution Card or Amendment Card, the appropriate number of points will be deducted from your score. If you answer a Wildcard incorrectly, return the card to the Wildcard envelope.
4. Play until the cards are gone. The player with most points wins.
SKIP A TURN

LOSE A WILDCARD

ELECTION DAY: FREE POINT!

WILDCARD!
What happens when a vacancy occurs in the office of vice president?

What is the executive branch?

What is the U.S. Constitution?

What are the three branches of our federal government?

What is the legislative branch?

Of what is Congress composed?

How is membership in the U.S. House of Representatives determined?

How does a bill become a law?

Who is the leader of the U.S. Senate?

What are the six reasons for writing the Constitution listed in the preamble?

Affix each “Constitution” card on a 2” x 3” piece of card stock.
Affix each “Amendment” card on a 2” x 3” piece of card stock.

AMENDMENT
?
Amendment 13 ended what terrible wrong?

AMENDMENT
?
Amendment 24 ensures that you don’t have to do what to vote for any federal office?

AMENDMENT
?
In 1920, Amendment 19 gave women the right to do what?

AMENDMENT
?
Amendment 26 lowered the age to vote to what?

AMENDMENT
?
Amendment 18 prohibited the sale or manufacture of what in the United States? (It was repealed by Amendment 21.)

AMENDMENT
?
The Sixth Amendment guarantees a speedy and fair what?

AMENDMENT
?
The Fourth Amendment prevents the government from improperly taking what without a valid warrant based on good reason?

AMENDMENT
?
The Ninth Amendment states that what might exist even though they are not listed in the U.S. Constitution?

AMENDMENT
?
The First Amendment guaranteed what five freedoms to U.S. citizens?

AMENDMENT
?
According to the Fifth Amendment, an individual may not be tried how many times for the same crime?
Affix each Wildcard on a 2” x 3” piece of card stock.

**WILDCARD!**
Find a newspaper story about one of the branches of government. How does the story show the role of that branch of government?

**WILDCARD!**
Find a newspaper article that shows how Americans are free to worship as they please.

**WILDCARD!**
Find an article about the control of federal lands by the U.S. government.

**WILDCARD!**
Find articles or photos in the newspaper of countries that do not have a Constitution like ours or the freedoms that we enjoy.

**WILDCARD!**
Find a comic strip that illustrates someone enjoying a basic freedom guaranteed by the First Amendment to the U.S. Constitution.

**WILDCARD!**
Find an article that illustrates the U.S. Constitution’s principle of the promotion of general welfare.

**WILDCARD!**
Find a newspaper article that shows how local government takes care of people in your community.

**WILDCARD!**
Find an opinion in the newspaper that illustrates the right to free speech as guaranteed by the First Amendment to the U.S. Constitution.

**WILDCARD!**
Find an article about a member of the U.S. Senate or the U.S. House of Representatives.

**WILDCARD!**
Find a newspaper article that shows how the United States has armed forces to defend the country.
GAME ON
ADDITIONAL CONSTITUTION ACTIVITIES

The following are supplemental educational activities designed for use with the Bill of Rights and Freedom Wheel games. They may be used to further enhance the promotion of those standards indicated through the classroom implementation of the games.

Grades 3-5

1. Many things we do every day are allowed because of the freedoms guaranteed to U.S. citizens by the Bill of Rights. Look through your copy of the newspaper to find a story about someone doing something made possible by the Bill of Rights. Read the story. Draw a picture to explain what you have read.

2. The Bill of Rights allows us to worship our religion freely. Look through the newspaper for religious messages and symbols. What different religions do these symbols represent? What if our government only allowed us to practice one religion, or none at all?

3. The Freedom Wheel game gives players a free point when they land on the Election Day space. Why do you think this day is special? Find an article in the newspaper about an election in the United States or in another country. Are the citizens celebrating in any way?

Grades 6-8

1. As a class, read an editorial about politics or social issues in today’s newspaper. What basic right allows the writer to express his or her opinions? Write an editorial with an opposing point of view, whether or not you agree.

2. Sections 1 through 3 of the U.S. Constitution discuss who may be a member of Congress. Look for newspaper stories about the U.S. Congress. What politicians are mentioned? Do they serve in the House of Representatives or the Senate? Make a chart that shows how these elected officials interact.

3. Select a comic strip from the newspaper. Follow that comic strip for a week. Write a detailed description of what the cartoon is about, including background about the situation. Discuss how the cartoonist conveyed his or her point of view artistically.
1. Look through the national news in today’s newspaper and find an article about life in a country other than the United States as well as one about life here. As a class, discuss the slice of life as portrayed in each article. Then, divide into groups of two. Each pair should establish a conversation between two people, one from the United States and one from the foreign country. Model a discussion about how differences in basic rights between the two countries played a role in the events in each article.

2. The Bill of Rights Game presents several scenarios in which your rights are violated. Your only way forward in the game is to demonstrate that you know your rights as a citizen of the United States. In your newspaper, follow a local court case. Make a chart that displays both sides of the case. What rights are available to both sides? Which rights did one or both parties violate? Write a summary of the case that includes the answers to these questions.

3. One of the wildcards in the Freedom Wheel Game asks players to illustrate the U.S. Constitution’s principle of general welfare. There are many services in our world, state and community for helping others. Look through your newspaper to find a story about a local community service organization. Read the story. How might you become involved in assisting others? As a class, discuss a basic need not met in your community and develop a realistic plan in which you might work together to meet that need.

Character Education Partnership Principle 5: Provides students with opportunities for moral action.
Character Education Partnership Principle 7: Strives to foster students’ self-motivation.