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AUTHOR Block, Alfred
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ABSTRACT

Implemented in the Franklin (Wisconsin) Public Schools during the 1986-1987 school year, this project was aimed at improving citizenship development in high school students through an intensive study of the U.S. Constitution as it relates to the personal lives of citizens. The project's primary objective was to provide a structured program of parent and community involvement in high school citizenship preparation, focusing on the U.S. Constitution and Government. Secondary objectives addressed instructional quality and emphasized the development of student thinking, decision-making, and interpersonal skills. The project linked the study of the Constitution in 10th grade U.S. history classes to an interdepartmental (English-U.S. history) student project on family history. Evaluation focused on teacher perception of the effectiveness of the project as well as on pre- and post-measures of student attitudes toward and knowledge of the Constitution. Teachers identified several strengths and weaknesses of the project, and gave it a very positive subjective evaluation. Objective evaluation, based on students' pre- and post-tests, showed less definitive improvement in students' knowledge and attitudes. Recommendations for replication of the study are made and emphasize design, implementation and testing strategies, and cost considerations. An appendix includes a pre-test, a post-test, project activities, and an outline of six study units. (Author/AS)

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Franklin Public Schools

SCHOOL DISTRICT NO. 3, FRANKLIN

7380 S. NORTH CAPE RD. • P. O. BOX 307 • FRANKLIN, WISCONSIN 53132

TELEPHONE: 425-2554 AREA CODE 414

H. E. GUZNICZAK
SUPERINTENDENT

A. L. BLOCK
DIRECTOR OF INSTRUCTION
LESLIE HORNGREN
BUSINESS MANAGER
GREGORY BOISSONNAULT
DIRECTOR OF SPECIAL SERVICES

FRANKLIN PUBLIC SCHOOLS EXCELLENCE IN EDUCATION GRANT FINAL REPORT

Project Title

STUDENT : PARENT : COMMUNITY BICENTENNIAL CELEBRATION

Application No. ERI-G-86-0031

Submitted by:

Project Staff:

Mr. Alfred Block - Project Director

Mr. R. A. Kucinski - High School Project
Administrator

Mr. Dennis Moore - Assistant Project Director

Ms. Mary Rau - Project Implementor

Mrs. Margaret Grabowski - Project Implementor

Dr. Mark Schug, University of Wisconsin -
Milwaukee, Inservice Presenter

Dr. Nadya Fouad, University of Wisconsin -
Milwaukee, Inservice Presenter



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of the United States, in Order to form a
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establish the CONSTITUTION for the United States of America.

TABLE OF CONTENTS

I.	INTRODUCTION	1
II.	PERSONNEL	2
III.	PROJECT HISTORY	4
IV.	EVALUATION	9
	APPENDIX	18

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H. E. GUZNICZAK
SUPERINTENDENT

March 15, 1988

A. L. BLOCK
DIRECTOR OF INSTRUCTION
LESLIE HORNGREN
BUSINESS MANAGER
GREGORY BOISSONNAULT
DIRECTOR OF SPECIAL SERVICES

I. INTRODUCTION

On July 3, 1987, School District No. 5, Franklin, Wisconsin, received a United States Department of Education Grant (ERI-G-86-0031) to improve student understanding and appreciation of our American form of government and political institutions, with a primary focus on the Bicentennial of the United States Constitution. This is the final report on that project.

The following observations and conclusions are intended to provide an introductory overview, and are presented in greater detail in the body of this report.

1. Basic project goals were realized.
2. The project was completed well within budget.
3. A curriculum package was developed that is appropriate for continued use in the Franklin Public Schools and can also be shared with other interested schools.
4. Related professional growth activities and the working relationship developed with resource persons from the University of Wisconsin-Milwaukee were productive and can be expected to be ongoing.
5. Subsequent instructional activities related to the Bicentennial of the United States Constitution in which Franklin High School was involved supplemented and complemented the work done in this project.
6. The basic elements of the project will be repeated in 1988-1989, including pre-test and post-test activities, with resulting data compared to 1986-1987 results. This will provide a more accurate assessment of the hypothesis upon which this project was developed, since the 1986-1987 project was forced outside the planned timeline by delayed funding. To repeat the project through local effort within a more appropriate timeframe shows promise of confirming results that tended to be inferential in the initial study.

March 15, 1988

Page 2

II. PERSONNEL

The following key personnel were essential to the accomplishment of the five main goals of this Excellence in Education Grant.

Project Director

Alfred Block, Director of Instruction, responsibilities included district wide community responsibility for the success of this project. He was instrumental in the acquisition of the grant. He organized, implemented and coordinated the activities necessary for the successful completion of this project.

High school project coordinator

Mr. R. A. Kucinski, High School Principal, had the responsibility for the success of the project.

Project implementors

Mr. Dennis Moore, Social Studies Department Coordinator, coordinated the efforts of the social studies staff with the efforts of the English staff. He also lent his expertise to the creation of lesson plans focusing on the Social Studies curriculum.

Ms. Margaret Grabowski, English Department Coordinator, coordinated the efforts of the English staff with the efforts of the Social Studies staff. She lent her expertise to the creation of lesson plans focusing on the English curriculum. As a Reading Specialist, Ms. Grabowski provided successful reading techniques to be used in both the Social Studies and English lesson plans.

Mr. Don Mahony, Project Implementor, helped devise and implement the social studies lessons concerning the celebration of the Constitution. It was Mr. Mahony's primary responsibility to facilitate the social studies portion of this project.

Ms. Mary Rau, Project Implementor, helped devise and implement the English lessons concerning the celebration of the Constitution with emphasis on the immigrant experience. It was Ms. Rau's primary responsibility to facilitate the English portion of this project.

Project consultants

Dr. Mark Schug, UWM Professor in the Department of Curriculum and Instruction, served as project advisor and inservice presenter. He functioned as the liaison between UWM and Franklin School District No 5.

Dr. Nadya Fouad, UWM professor in the Department of Educational Psychology, served as project advisor and inservice presenter. She designed and implemented the survey instrument and conducted an analysis of the results.

Dr. Richard Western, UWM professor in the Department of Curriculum and Instruction, provided valuable insight and assistance in choosing the immigrant experience literature.

Community resource people

Mr. Norman Gill, professor emeritus of political science, Marquette University. Mr. Gill provided insights concerning the Constitution, the Bill of Rights with a special emphasis on the vital connection between the immigrant experience and the U.S. Constitution.

Mr. Robert Bray, professional speaker, Mr. Bray presented a one man show as Ben Franklin. His theatrical presentation served as the initiatory event and covered the topics of immigration, the Constitution and genealogy.

Mr. Andrew Nazimek, Franklin resident and recent immigrant to the U.S. from communist Poland. Mr. Nazimek provided personal insights into the reasons for immigration and the search for a country governed by a Constitution which guarantees the unique freedoms of the U.S. Constitution.

Other personnel

Expertise and assistance was provided by the staffs of the following organizations.

Milwaukee Journal

Old World Wisconsin

Wisconsin Historical Society

Milwaukee County Historical Society

Franklin Historical Society

III. PROJECT HISTORY

School District No. 5, Franklin, received an Excellence in Education Grant to improve citizenship development through an intensive study of the United States Constitution as it relates to the personal lives of our citizens. This project was implemented during the 1986-1987 school year.

The objectives of the project are quoted from the application narrative:

"A. Objectives

1. The primary objective of the proposed project is to provide a structured program of parent and community involvement in high school citizenship preparation in order to modernize and improve student understanding and appreciation of the American form of government, with special emphasis on the observation of the Bicentennial of the U.S. Constitution, related history, primary documents and political institutions.
 - a. To plan and implement a three-semester course in United States history, plus enrichment units in other social studies courses, which will focus on an in-depth study of the Constitution of the United States, its underlying political philosophy, the evolution of modern America through a series of orderly processes made possible by the Constitution; the process of orderly change as affected by the Constitution--all as evidenced through the lives of specific persons (student and family, past and present) and the local community. By placing a major emphasis on the impact of the Constitution on the lives of people known to the student, he/she will develop a better understanding and appreciation of the processes of orderly change in our society that will, in turn, provide a more accurate picture of the present and the ability to better prepare for citizenship in the future.
 - b. To provide a course of study utilizing parent/community resources as a major component of the delivery system of instruction.
 1. Students will study their own family history, interview family members, prepare charts, graphs, collages, video tapes, etc.; and not only demonstrate their own genealogy but also relate it to the political, economic, cultural, and technological development of the United States. Students will be

encouraged to personalize history, with an attempt to correlate worldwide and American political, economic and technological trends/events with the reasons expressed by their own ancestors for electing to come to America.

2. Community resource persons, parents, grandparents, relatives, and friends, the Franklin Historical Society, Milwaukee County Historical Society, other community organizations, and local government would play a major role in the instructional program.
 3. Provide opportunities for students to use the community as a classroom, perform service functions for the Franklin Historical Society, and observe first-hand the local government in action.
2. Secondary objectives of the proposed project will address the dimension of instructional quality; emphasis on the development of thinking skills, decision-making skills, and interpersonal skills, [Essentials of the Social Studies (National Council for the Social Studies)]. A high level of performance in the use of basic skills in reading and oral/written communication will be expected."

The project linked the study of the United States Constitution in tenth grade United States History classes to an interdepartmental (English-U.S. History) student project on family history. The dimension added to the traditional genealogy project was a major emphasis on factors that motivated a student's ancestor to move to America. These were expected to include a desire to gain greater political freedom, religious freedom and greater socio-economic opportunity. All of these have direct relationships to citizen rights and opportunities protected by the United States Constitution. It was felt that through the identification and study of the liberty and opportunity so deeply cherished by earlier generations in their families, students would develop a deeper appreciation and understanding of the Constitution and how it affects their lives to day.

Four high school teachers, the principal, Director of Instruction, and two consultants from the University of Wisconsin-Milwaukee were directly involved in the project. Other teachers were involved insofar as their classes functioned as control groups, and a number of

parents were involved in genealogy and local history activities. Additional help came from resource persons who were invited to speak to students on the experimental sections.

Major activities during the project year included the following: (not listed in order of priority)

1. Inservice activities were provided for the staff including:
 - a. Basic informational background in citizenship education, the Constitution of the United States, related historical topics, and curricular linkages with English/Language Arts.
 - b. Test Construction and interpretation of test results.
 - c. Curriculum design, unit planning, and lesson planning.
 - d. Program evaluation
2. Development of an organizational structure that could be used to test the project hypothesis.

If the project had been approved within the time frame initially announced, experimental and control groups would have been scheduled in May, June, 1986, and teachers assigned accordingly. It is very important to note that the initial project planning called for student/class scheduling plans whereby the students enrolled in the experimental United States History section(s) would also be enrolled in cooperating English classes. Thus, student membership in Mr. Mahoney's United States History class would be identical to the membership in Ms. Rau's English class. This structural provision was considered necessary, since the interdepartmental genealogy project (Heritage Fair) was central to the entire project.

However project approval was not received until mid-summer, at which time the school was closed for summer vacation, and after the date that student and teacher schedules were firm. As a result, the experimental sections were imperfectly matched, with virtually no students enrolled in both experimental classes. This unfortunate reality compromised data gathering processes, with the resulting need to rely primarily on teacher

subjective assessment in evaluating project results. It is very important to point out that although this problem had a ripple effect through the life of the whole project, it did not completely negate the overall worth of the effort. Alternative strategies were used to pair U.S. History English groups, and a data base was assembled that was considered to be functionally accurate.

The initial project plan called for experimental classes to receive an expanded and enriched learning experience related to the United States Constitution. Control groups were to receive a traditional topical coverage, with pre-test and post-test results from each group used to measure effects of the innovative approaches planned for the project. The unfortunate implications generated by the scheduling problem described above tended to blur the assessment results and reduce the number of well-defined conclusions that should have been generated by the project. Some misunderstanding regarding the administration of the post-test also contributed to a problem in interpretation of test results.

In brief, the research design and evaluation procedures anticipated in the project application had to be modified to conform to a revised timeframe and different circumstances with the result that it was very difficult to produce a wealth of definitive data to support or reject the project hypothesis. This is not to say the project was not a success; it was successful in the subjective opinion of teachers, students and administrators.

3. Introduction of new approaches to teaching about the United States Constitution.
 - a. Modification of Heritage Fair to place greater emphasis on motives that were primary reasons for students' ancestors to come to the United States.
 - b. Increased use of community resources, resource persons, field trips, etc.
 - c. Expanded emphasis, including more time, an initial instruction concerning the United States Constitution.
 - d. Greater emphasis on follow-up, review, and reinforcement of Constitutional concepts in all U.S. History units throughout the school year.

- e. Completing a written test on U.S. Constitution measuring knowledge, attitude, and efficacy.
- f. Use of resource persons from University of Wisconsin-Milwaukee to assist in program planning and evaluation.
- g. Greater emphasis on an interdepartmental (interdisciplinary) effort aimed at making the study of the United States more personally meaningful to students.
- h. Increased emphasis on higher order thinking skills, research skills, and study skills.
- i. Introduction of computer assisted instruction (CAI) in study of the United States Constitution.

4. Project Timeline

A statement was made in an earlier section of this report that a delay in approval (and related funding) made it necessary to revise the proposed project schedule, resulting in the following schedule of activities.

- a. July-August, 1986 - Administrative planning, input from consultants.
- b. September - October, 1986 - Staff orientation, planning, and inservice. Testing instrument developed; project activities implemented.
- c. October - November, 1986 - Pre-testing conducted; instructional phase implemented; inservice activities continued.
- d. October 1986 - April 1987 - Instructional phase completed, including both experimental and control groups.
- e. April - May, 1987 - Post-testing concluded.
- f. June - August, 1987 - Instructional team completes final report and initial draft copies of instructional materials developed as part of the project activities.
- g. September - November, 1987 - Final project evaluation completed by staff and consultations (Extension for due dates requested from Department of Education).



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IV. EVALUATION

The evaluation of the project conducted by Dr. Mark Schug and Dr. Nadya Fouad of the University of Wisconsin, Milwaukee is included in its entirety in the following pages.

The reader is reminded that the post-test results were compromised. This problem is explained earlier in this report.

Additional data is included in the Appendix.

EVALUATION

Evaluation of this project focused on teachers' perception of the effectiveness of the project as well as on pre and post measures of students attitudes towards and knowledge of the Constitution. The attitude survey evaluated three major types of variables: a) students' tolerance for people of different races, religions, and belief systems; b) students' participation in government through discussion with friends and family, watching television, and reading about current events and the Constitution; and c) students' perceived efficacy in impacting on government (for example asking if they agree that no one in government listens to ordinary people). The knowledge survey assessed students' knowledge of their constitutional rights and privileges.

Surveys

Pretest

The pretest was administered to all students in history classes in November, 1986. Three hundred eighty-four students participated in the survey. Results of responses to each item are given in the Summary of Results. Items 1-7 are demographic items summarized in the preceding paragraph. Most of the students were in 10th or 11th grade (42% and 57%, respectively). Slightly more males than females were surveyed (53% vs. 47%). Students were also asked to estimate their grade point average (GPA) and whether they planned to go to college. The majority of students (49%) estimated their GPA as 3.0, one-third estimated their GPA as 2.0. Sixty-nine percent of students planned to go to college.

The attitude survey has three subscales. Items 8-33 are the items that comprise the Tolerance subscale, items 44 to 50 comprise the Efficacy subscale, and items 51 to 58 comprise the Participation subscale. Scoring in the tolerance subscale was done in such a way that the more tolerant direction was given a value of 1, while the less tolerant direction(s) was 0. Items 15, 16, and 17 were deleted from the subscale because direction was difficult to judge. In items 8, 10, 13, 19, 30, 31, and 33, answer B was judged more

tolerant, in items 9, 11, 12, 14, 18, 20, 22-29, and 32, answer A was judged more tolerant, and in item 21, answer D was judged to be most tolerant. Similar to the Tolerant subscale, scoring in the Efficacy subscale gave a value of 1 to the most efficacious answer, and 0 to the others. In all items except 50, answer B was the most efficacious. In item 50, answer A was given a value of 1.

The Participation subscale items were all given a value of 1 for Answer D, and 0 for the rest. Average score on the knowledge survey was 9.15 on the pre-test. Students were most knowledgeable about the meaning of indictment, state determination of the death penalty, constitutional protection, and checks and balances among the various branches of government. Results of the subscales for the pretest are given in Table 1.

Post-test

The post-test was distributed in history classes in May, 1987. Two hundred sixty-five students took the post-test, one hundred nineteen fewer than took the pre-test. The primary reason for this was some teachers feeling they could not give classtime at the end of the year. Males and females were almost equal in numbers represented (49% vs. 50%), with the students primarily in grades 10 (44%) and 11 (46%). The majority of students (50%) rated themselves as having a GPA of 3.0, with 25% rating themselves as having a GPA of 2.0. Seventy-two percent planned to go to college.

Results of responses to individual items is given in the Summary of Results. Results of subscales for the post-test are given in Table 1.

Students averaged 9.46 on the post-test knowledge survey. In addition to the knowledge surveyed in the pre-test, students were also knowledgeable about due process of law, and the right to refuse to testify against oneself.

Analysis of Differences between Pre- and Post-Tests

The pre and post-tests were analyzed to determine significant differences between the two. Results of item differences are given in Table 2. Table 1 gives the analysis of differences between the subscales. None of the subscales were significantly different. Four

attitude items and four knowledge items were significantly different. In item 39 more students would vote for someone who promises to work for peace, in item 43 more students think we ought to have more than one political party. Item 47 indicates more students believe government cares what their family thinks, and item 49 indicates students understand what goes on in government.

Four knowledge items had significant differences: item 3 (due process of law), item 7 (Bill of Rights freedoms), item 17 (division of power), item 19 (elastic clause).

Teacher's Perceptions

At the conclusion of the instructional portion of this project, the participating teachers attended a group interview conducted by Professor Mark Schug. The purpose of the interview was to gather information about the teachers' impressions about the strengths and weaknesses of this project. The interview was tape recorded and verbatim transcripts were prepared. The following is a summary of the teachers' informal observations on the strengths and weaknesses of this project.

Strengths

There were several key strengths identified by the teachers. Strengths included student motivation, improved learning, integration into the existing curriculum, careful evaluation and cross-discipline study.

First, the teachers reported that the students were motivated to learn about the Constitution. Several teachers commented that the students seemed to enjoy the new approaches used to teach the Constitution. The teachers mentioned field trips, guest speakers, the Heritage Fair and role-plays of actual court cases as activities that were especially motivating for the students.

An example of a successful field trip was the trip to Old World Wisconsin -- an elaborate recreation of immigrant living experiences in Wisconsin. The teachers reported that

this experience helped to link the students' study of the Constitution to the Wisconsin immigrant experience.

The students heard of the experiences of a Polish immigrant who spoke about his life in Nazi Germany. The teachers reported that his closing remark to the class ("You don't know what freedom or the Constitution is until you don't have them.") was particularly influential to the students.

Second, the teachers believed that student learning improved about the Constitution with this project. Several teachers commented on the improved quality of learning demonstrated by the Heritage Fair. The Heritage Fair is a school event that is the culmination of student family history projects. The teachers reported that the student projects were of excellent quality. One teacher commented on how her "Journeys Into the Past" projects -- part of the family history project -- were successful because students focused on the motivations of their own ancestors when they came to this country. Another element was the reaction of the parents to the Heritage Fair. One teacher said, "I probably talked to every single parent of my kids by the end of the year. Several of them said that it was interesting sitting down to talking to the kids -- going back and telling stories about the family history." Perhaps the greater interest displayed by parents helped to contribute to the improved learning of the students.

Third, the teachers reported that they were able to easily integrate the Constitution project. One teacher commented that this project caused "no major disruptions of any part of the school day or the school curriculum." In other words, the Constitution project was compatible with the existing school curriculum. The teachers felt that other school districts would have little trouble adapting this approach for use in their school programs.

Fourth, the teachers remarked on the thoroughness of the evaluation involved in this project. They were impressed with the instrument that the students were asked to complete on a pre- and post-test basis and the nature of the statistical reports on student knowledge and attitudes.

Finally, several teachers commented on the value of involving students in an interdisciplinary project. They noted that many students view their school experience as being very fragmented. Skills and knowledge learned, for example, in English are not necessarily applied in Social Studies. One teacher commented: "Now the students see a more global view -- they see the linkages between Social Studies and English."

Weaknesses

The teachers recognized that there were problems with this project as well. First, the teachers commented on the problems related to scheduling. Notification of the funding approval did not come until after the fall schedule was set. The result was that teachers had difficulty arranging classes so that they could work together. On the other hand, the teachers commented that the school administration was generally cooperative and tried to make the necessary changes.

Second, the teachers noted that they had hoped to develop a bibliography of materials including novels and biographies that could be used to better integrate the study of the Constitution into the English program. The other activities of the project resulted in not having enough time to complete this part of the project.

Finally, one teacher commented that it would have been valuable to have invited more guest speakers to classes and to have taken the students on more field trips. Other teachers noted, however, that their colleagues complained some about the field trips that the students went on this year. Most of the teachers seemed to agree that they had achieved a good balance in using community resources.

Summary

Overall, the subjective evaluation of this project was very positive. Teachers felt it was a very worthwhile project and that students were more knowledgeable about the Constitution and had more positive attitudes about the Constitution.

The objective evaluation of the project, students' pre- and post-tests, showed less definitive improvement on students' knowledge and attitudes. Statistical analyses on those

students who had taken both tests do show some trends. Although these trends are not statistically significant, they may indicate practical significance. Several of the items in the Tolerance indicate movement in the tolerant direction, and several of the items in the Participation and Efficacy subscales also indicated movement in the more participative and efficacious direction. Knowledge about the constitution also increased.

One possible explanation for the nonsignificant results was that the pre- and post-tests measured different variables than those emphasized by teachers involved in the project. Another possible explanation is that these attitudes are primarily influenced by parents, family, and friends, are less influenced by school and classwork. If this is true, then to effectively change attitudes, teachers would need considerably more time, as well as more parent involvement.

Table
Sub-Scale Scores

	<u>Pre-Test</u>	<u>Post-Test</u>	<u>P-Value</u>
Tolerance	16.58	16.66	.71
Efficacy	3.05	3.01	.75
Participation	1.59	1.56	.74
Knowledge	9.15	9.46	.19

None of the subscales were significantly different between the pre- and post-tests.

Table 2

Items with significant differences for entire sample. (Direction of difference indicated by (-) if Post-test score was lower than Pre-test score, and (+) if higher.)

	<u>P-Value</u>
- Attitude 39 If you were old enough to vote, why would you vote for a particular person?	.003
- Attitude 43 It would be better if we only had one political party in this country.	.011
- Attitude 47 I don't think people in the government care much what people like my family think.	.003
+ Attitude 49 Sometimes I can't understand what goes on in the government.	.025
+ Knowledge 3 Under the U.S. Constitution, the government <u>cannot</u> take away a person's life, liberty, or property without using	
A. due process of law. c. double jeopardy	
B. implied powers. d. states rights	.012
+ Knowledge 7 Which of the following <u>freedoms</u> is <u>not</u> covered in the U.S. Bill of Rights?	
A. Right of personal expression	
B. Right of property ownership	
C. Right to criminal due process	
D. Right to employment	.019
+ Knowledge 17 The <u>major</u> reason the U.S. Constitution divides power among the three branches of the federal government is to	
A. prevent any branch from becoming too powerful.	
B. make the government more efficient.	
C. give powers to the state governments.	
D. save taxpayers' money.	.029
+ Knowledge 19 The <u>necessary and proper</u> or <u>elastic</u> clause in the U.S. Constitution allows	
A. the President to sign treaties without congressional approval.	
B. an increase in Representatives from each state.	
C. states to have more power to collect taxes.	
D. the government to adjust to unforeseen events.	.007



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which this CONSTITUTION for the United States of America.

V. SUGGESTIONS FOR REPLICATION

A general observation concerning this project is that it is possible to improve student understanding of the United States Constitution by utilizing instructional strategies that are meaningful to students. In this case, the study of the United States Constitution was integrated with a major genealogical project and local history unit, both of which generate a relatively high rate of student interest.

It was also evident that this project demonstrated that it is possible to develop an increased sense of efficacy and positive attitudes toward constitutional implications of citizenship.

With these general observations in mind the following recommendations for replication are made:

1. In any study of the United States Constitution, personalize that study by linking it to a topic that directly relates to the personal life of the student or his/her family.
2. The family history approach can enhance the study of the United States Constitution by emphasizing the motives that caused a student's forebearers to come to America. (Economic opportunity, political freedom, religious freedom, social mobility, etc.)
3. Local history can be tied to item #2 above. Local history is less abstract than national or world history. It is both real and relevant. Again, a link to the reasons that motivated the original settlers to come to a particular place, along with the challenges they faced that related to constitutional issues, make these studies interesting and relevant.
4. The test developed for this project can be adapted for use in other districts. Since efficacy and attitude are measured, in addition to knowledge, the impact of a particular instructional unit in developing positive citizenship can be assessed.
5. Costs of introducing this approach can be expected to vary considerably, depending on existing local resources. Consideration should be given to the following items:

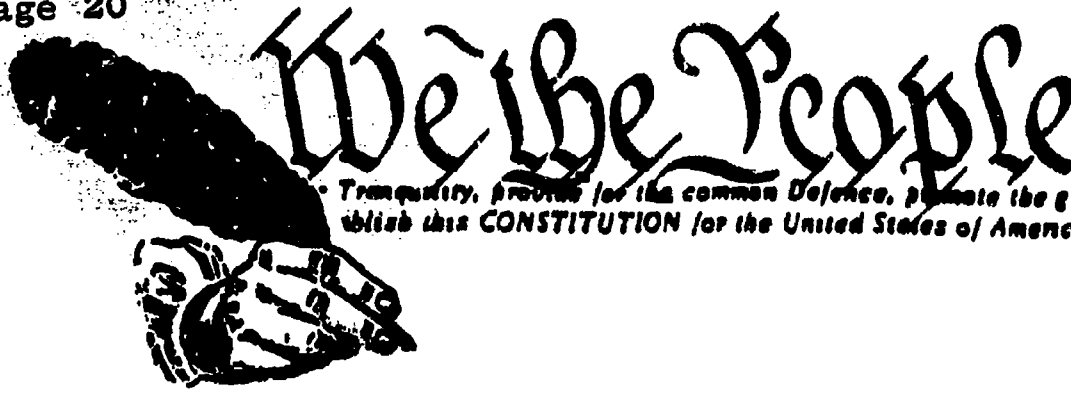
- a. Staff inservice (Local history, U.S. Constitution, genealogy, etc.
- b. Curriculum planning time.
- c. Availability of resource persons.
- d. Resource materials (print and non-print media)
- e. Appropriate computer-related activities and applications.

Major expenditures for this project included funding for: inservice, curriculum planning, professional books and resources, library materials, field trips, consultant services related to program evaluation, speakers, etc. Many of these were one-time expenditures and are not expected to be repeated in subsequent years.

Last, since this project was completed, the possibilities of interfacing this approach to the senior high school program, "The National Bicentennial Competition on the Constitution and Bill of Rights," have become increasingly evident. In the Franklin Public Schools, the materials published by the Center for Civic Education and The Commission on the Bicentennial of the United States Constitution are used in harmony with strategies outlined in this report. In fact, these two approaches complement each other very nicely, in that the total instructional effort is correspondingly stronger.

Persons interested in additional information should contact:

Mr. A. L. Block
Director of Instruction
School District No. 5, Franklin
7380 S. North Cape Road
P. O. Box 307
Franklin, WI 53132
(414) 425-2554



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establish this CONSTITUTION for the United States of America.

APPENDIX

1. PRE-TEST/POST-TEST/REVIEW

A complete summary of results of the pre-test and post-test is found in the following pages. The reader should be aware that through an error in post-test administration, the pre-test and post-test samples were comprised of different students, resulting in discrepant findings. However, a subsequent computer match identified students who took both tests. Within that smaller group, the results were more consistent with anticipated results and showed evidence of modest improvement in knowledge, attitude and efficacy.

2. PROJECT ACTIVITIES

(From comprehensive report developed by project staff)

3. OUTLINE OF UNITS

(Developed by teaching staff during project period)

Summary of Results

Pretest given in top row.
Posttest given in bottom row.

You are being asked to respond to two surveys, one about your attitudes towards issues related to the United States Constitution and one about your knowledge of the Constitution. In addition, please answer the few questions below. All of your answers will be kept confidential.

Name _____

Please write your locker combination here _____
and on the first page of Survey A and Survey B.

From this point on you will only be identified by your locker combination number, which only you will know.

Fill in the appropriate letter on the answer sheet. ONLY NUMBER TWO PENCIL SHOULD BE USED.

1. Sex: A. Male B. Female
 203 (53%) 181 (47%)
 132 (49%) 133 (50%)

2. Grade Level: A. 9th B. 10th C. 11th D. 12th
 1 (.3%) 163 (42%) 195 (51%) 25 (7%)
 2 (.7%) 125 (44%) 134 (47%) 4 (1%)

3. Estimated Grade Point Average (round up to the next highest number):
A. 1.0 C. 3.0 A. 17 (4%) 13 (.5%) B. 188 (49%) 142 (50%)
B. 2.0 D. 4.0 B. 134 (35%) 71 (25%) C. 41 (11%) 40 (14%)

4. Do you plan to go to college?
A. Yes 265 (69%) 191 (72%)
B. No 44 (12%) 20 (7%)
C. Undecided 74 (19%) 52 (20%)

Items 5-7, fill in the blanks on this sheet, leave 5-7 blank on the answer sheet.

If you have made a career choice,

5. What do you plan to do? _____
6. What is your father's occupation? _____
7. What is your mother's occupation? _____

Instructions A

This is a survey to measure your attitudes about the issues related to the United States Constitution.

Read each statement on the following pages and mark the letter on the answer sheet that corresponds to your belief or opinion. Answer each item separately and continue until you have completed all of the items. You may choose to leave an item blank.

Respond to each item quickly, giving the first answer that comes to mind. This survey will not test your knowledge. There are no right or wrong answers. Your answers will not affect your grade in any way.

Remember: ONLY USE NO. 2 PENCIL.

Pretest results given in left column.
 Posttest results given in right column.

Locker Combination _____

Total No.
 Respond-
 ing Percent

				8. Government authorities should be allowed to ban books and movies which they consider harmful to the public interest.
91	220	24	78	A. Yes
268	40	70	14	B. No
24	21	6	8	C. I don't know
				9. Public school time should <u>not</u> be set aside for the teaching of religion.
211	145	55	51	A. Yes
122	87	32	31	B. No
	51		18	C. I don't know
				10. State universities would be justified in limiting enrollment by members of racial and religious groups in proportion to their percentage of the state's population.
29	193	8	68	A. Yes
280	42	73	15	B. No
74	49	9	17	C. I don't know
				11. Personal ability alone should determine an applicant's right to a job regardless of his race, religion, or national origin.
351	254	91	90	A. Yes
22	23	6	8	B. No
10	7	3	3	C. I don't know
				12. Poll taxes, white primaries, and other devices sometimes used to restrict the right to vote are never justified.
124	108	32	38	A. Yes
67	53	17	19	B. No
191	123	50	43	C. I don't know

Total No.
Respond-
ing Percent

13. Residents of a neighborhood should have a right to prevent members of any particular racial or religious group from living there.

33	243	9	86
338	27	88	10
12	14	3	5

A. Yes
B. No
C. I don't know

14. Trade unions should not have a right to restrict their membership on the basis of color, religion, or national origin.

258	89	67	67
109	80	28	28
16	15	4	5

A. Yes
B. No
C. I don't know

15. Parochial schools should be included in government financial aid to education.

179	104	47	37
129	116	34	41
76	64	20	23

A. Yes
B. No
C. I don't know

16. Tests of government employees' loyalty should be required only in jobs where national security is involved.

156	127	41	45
177	123	46	43
50	34	13	12

A. Yes
B. No
C. I don't know

17. Movies, plays, and books should be censored if they present an offensive characterization of a particular racial or religious group.

111	173	29	61
235	75	61	26
37	36	10	13

A. Yes
B. No
C. I don't know

18. Private housing developments which receive state assistance should not have the right to refuse renters on the basis of color, religion, or national origin.

273	201	71	71
87	62	23	22
23	21	6	7

A. Yes
B. No
C. I don't know

**Total No.
Respond-
ing** **Percent**

19. Law enforcement officials should have the right to listen in on private telephone conversations whenever in their judgment it is necessary for carrying on their work.

102 173 27 61
261 84 68 29
20 27 5 10

A. Yes
B. No
C. I don't know

20. Any private individual should have the right to criticize any government or government official anywhere in the world.

275 211 72 75
78 41 20 15
26 30 7 11

A. Yes
B. No
C. I don't know

21. Which one of the following statements agrees with the American Constitution?

30 31 8 11
35 32 9 11
21 12 6 5
289 205 75 73

1. Labor unions are not legal.
2. The government should control what newspapers print.
3. Only a religious person should become an elected political leader.
4. Any citizen can criticize the American government.

22. People who hate our way of life should still have a chance to talk and be heard.

346 242 90 85
29 28 8 10
8 14 2 5

A. Yes
B. No
C. I don't know

23. No matter what a people's political beliefs are, they have the same legal rights and protections as anyone else.

349 257 91 91
21 15 6 5
13 11 3.4 4

A. Yes
B. No
C. I don't know

24. I believe in free speech for all no matter what their views might be.

326 234 85 82
42 34 11 12
16 16 4 6

A. Yes
B. No
C. I don't know

**Total No.
Respond-
ing** **Percent**

- | | | | | |
|-----|-----|----|----|---|
| | | | | 25. Nobody has a right to tell other people what they should and should not read. |
| 331 | 243 | 86 | 86 | A. Yes |
| 37 | 25 | 10 | 9 | B. No |
| 15 | 16 | 4 | 6 | C. I don't know |
| | | | | 26. You can't really be sure whether an opinion is true or not unless people are free to argue against it. |
| 306 | 233 | 80 | 82 | A. Yes |
| 31 | 20 | 8 | 7 | B. No |
| 46 | 31 | 12 | 11 | C. I don't know |
| | | | | 27. Unless there is freedom for many points of view to be presented, there is little chance that the truth can ever be known. |
| 298 | 210 | 77 | 74 | A. Yes |
| 36 | 31 | 9 | 11 | B. No |
| 49 | 43 | 13 | 15 | C. I don't know |
| | | | | 28. I would not trust any person or group to decide what opinions can be freely expressed and what must be silenced. |
| 248 | 197 | 65 | 70 | A. Yes |
| 79 | 47 | 21 | 17 | B. No |
| 56 | 40 | 15 | 14 | C. I don't know |
| | | | | 29. Freedom of belief should mean freedom to be an atheist as well as freedom to worship in the church of one's choice. |
| 341 | 250 | 89 | 88 | A. Yes |
| 12 | 21 | 3 | 7 | B. No |
| 30 | 13 | 8 | 5 | C. I don't know |
| | | | | 30. We should place limits on the number of people who can move into our country to live. |
| 239 | 176 | 62 | 62 | A. Yes |
| 106 | 68 | 28 | 24 | B. No |
| 38 | 40 | 10 | 14 | C. I don't know |

Total No.
Respond-
ing Percent

				31. Americans should speak only English at school or work.
116	130	30	46	A. Yes
227	116	59	41	B. No
41	37	11	13	C. I don't know
				32. Anyone who wants to live in this country should be allowed to move here.
115	75	30	26	A. Yes
218	164	57	58	B. No
49	44	13	16	C. I don't know
				33. What person would you be <u>least likely</u> to vote for?
27	30	7	11	A. One who is of a different religion
215	172	56	62	B. One who is of a different party
81	38	13	14	C. One who is a citizen whose parents came from another country
50	38	13	14	D. One who is of a different race
				34. What do you think would be the <u>worst</u> thing that could happen to people living in this country?
32	31	8	11	A. To be kept from attending their churches by the government
199	141	52	50	B. To be permanently jailed without a trial
126	90	33	32	C. To have their homes taken away from them by the government
24	20	6	7	D. To be kept from voting if legally qualified
				35. What do you think is the most important thing the government should do?
68	47	18	17	A. The government should give money and food to people who are out of work.
22	19	6	7	B. The government should help minorities and whites get along better together.
91	80	24	28	C. The government should keep law and order.
202	137	53	48	D. The government should try to bring peace to the world.
				36. When you think of the American Constitution, what else do you think about?
41	27	11	10	A. The Supreme Court
24	24	6	9	B. George Washington
10	15	3	5	C. The Bible
304	217	79	76	D. The Declaration of Independence

Total No.
Respond-
ing Percent

- | | | | | |
|-----|-----|----|----|--|
| | | | | 37. How often do you think Congress makes important decisions? |
| 15 | 15 | 14 | 5 | A. Almost never |
| 44 | 32 | 12 | 11 | B. Seldom |
| 134 | 99 | 35 | 35 | C. Sometimes |
| 185 | 137 | 48 | 48 | D. Often |
| | | | | 38. How often do you think the government makes mistakes? |
| 9 | 6 | 2 | 2 | A. Almost never |
| 39 | 39 | 10 | 14 | B. Seldom |
| 235 | 140 | 61 | 49 | C. Sometimes |
| 101 | 99 | 26 | 35 | D. Often |
| | | | | 39. If you were old enough to vote, why would you vote for a particular person? |
| 26 | 43 | 7 | 15 | A. He or she is a member of the political party you like. |
| 99 | 73 | 26 | 26 | B. You like his or her ideas about how to make the country wealthier. |
| 121 | 90 | 32 | 32 | C. He or she is an honest and sincere person. |
| | 76 | | 27 | D. He or she promises to work for peace. |
| | | | | 40. Which statement <u>best</u> expresses your feelings about the Constitution? |
| 224 | 175 | 58 | 62 | A. It will need to be changed once in a while because times change. |
| 79 | 48 | 21 | 17 | B. It doesn't need much change because it is so well written. |
| 29 | 30 | 7 | 11 | C. It should never be changed because it is sacred. |
| 45 | 29 | 12 | 10 | D. It needs many changes because we live in a modern world. |
| | | | | 41. I enjoy learning about the Constitution |
| 57 | 49 | 15 | 17 | A. Almost Never |
| 79 | 68 | 21 | 24 | B. Seldom |
| 203 | 145 | 53 | 51 | C. Sometimes |
| 43 | 21 | 11 | 7 | D. Often |
| | | | | 42. Educated people's votes should count more than the votes of people without much education. |
| 45 | 31 | 12 | 11 | A. Yes |
| 303 | 210 | 79 | 74 | B. No |
| 33 | 43 | 9 | 15 | C. I don't know |

Total No. Responding		Percent	
----------------------	--	---------	--

43. It would be better if we only had one political party in this country.

39	27	10	9
261	216	68	76
79	41	21	14

- A. Yes
- B. No
- C. I don't know

44. What happens in the government will happen no matter what people do. It is like the weather, there is nothing people can do about it.

66	48	17	17
258	183	67	64
56	53	15	19

- A. Yes
- B. No
- C. I don't know

45. There are some big, powerful people in the government who are running the whole thing and they do not care about us ordinary people.

169	132	44	47
124	87	32	31
87	65	23	23

- A. Yes
- B. No
- C. I don't know

46. My family doesn't have any say about what the government does.

101	67	26	24
207	165	54	58
75	51	20	18

- A. Yes
- B. No
- C. I don't know

47. I don't think people in the government care much what people like my family think.

157	134	1	47
148	79	39	28
78	69	20	24

- A. Yes
- B. No
- C. I don't know

48. Citizens don't have a chance to say what they think about running the government.

121	87	32	31
212	151	55	54
49	44	13	16

- A. Yes
- B. No
- C. I don't know

**Total No.
Respond-
ing** **Percent**

49. Sometimes I can't understand what goes on in the government.

324	227	84	81
35	33	9	12
22	21	6	7

A. Yes
B. No
C. I don't know

50. Voting is the only way people like my mother and father can have any say about how the government runs things.

188	143	49	51
145	99	9	12
50	39	13	14

A. Yes
B. No
C. I don't know

51. I have talked with my mother or father about our country's problems.

107	67	28	24
217	172	57	61
49	35	13	12
9	8	2	3

A. Never
B. Sometimes
C. Often
D. Always

52. I have talked with my friends about our country's problems.

136	87	38	31
203	160	53	58
36	27	9	10
7	8	2	3

A. Never
B. Sometimes
C. Often
D. Always

53. I have read about political events in the newspaper.

71	52	19	18
221	160	58	57
74	53	19	19
17	17	4	6

A. Never
B. Sometimes
C. Often
D. Always

54. I have watched or listened to the nightly news programs' coverage of current events.

33	24	9	9
180	128	47	46
122	100	32	36
48	29	13	10

A. Never
B. Sometimes
C. Often
D. Always

Total No.
Respond-
ing Percent

				55. I have watched or listened to television programs about the Constitution and/or current events.
105	76	27	77	A. Almost Never
111	77	29	28	B. Seldom
129	102	34	37	C. Sometimes
38	23	10	8	D. Often
				56. I follow what is going on in government.
115	79	30	28	A. Almost Never
94	86	26	31	B. Seldom
141	87	37	31	C. Sometimes
31	27	8	10	D. Often
				57. It is very important to vote in local elections.
20	20	5	7	A. Almost Never
31	25	8	9	B. Seldom
100	74	26	27	C. Sometimes
231	159	60	57	D. Often
				58. It is very important to vote even when so many other people vote in an election.
17	29	4	11	A. Almost Never
25	19	7	7	B. Seldom
85	61	22	22	C. Sometimes
252	165	66	60	D. Often

Instructions B

This is a survey to measure your knowledge about the U.S. Constitution. Read each of the following questions and choose the best answer to the question. Mark the corresponding letter to the response on the answer sheet. Your answers will not affect your grade in any way.

Remember: ONLY USE NO. 2 PENCIL

Survey B

Locker Combination _____

Total and
Percent correct (with correct answer underlined)

1. The Constitutional principle of eminent domain means that
 - 104 (27%) A. government may take private property for public use only with reasonable payment.
 - 85 (31%) B. the President can take executive action to preserve the security of the country.
 - C. the Supreme Court can declare a law unconstitutional.
 - D. local governments have the power of home rule.

2. To be indicted for a crime is to be
 - 224 (58%) B. charged.
 - 166 (59%) C. convicted.
 - D. jailed.

3. Under the U.S. Constitution, the government cannot take away a person's life, liberty, or property without using
 - 230 (60%) A. due process of law.
 - 183 (65%) B. implied powers.
 - C. double jeopardy.
 - D. states rights.

4. Which of these statements about individual freedoms granted in the Bill of Rights is false?
 - 182 (47%) B. The freedoms of each individual are limited by the rights of others.
 - 131 (47%) A. Individual freedoms are unlimited.
 - C. The Bill of Rights guarantees people the freedom to criticize government.
 - D. Courts interpret the meaning of individual freedoms.

5. The basic purpose of the United States Bill of Rights is to
 - 236 (62%) D. protect citizens from abuses by government.
 - 157 (56%) A. protect local governments from state governments.
 - B. guarantee economic opportunity for all citizens.
 - C. encourage free trade among the states.

6. In any U.S. court of law, the refusal of persons to testify against themselves is

- A. an admission of guilt.
- B. a ground for conviction.
- 208 (54%) C. a right of all persons accused of a crime.
- 166 (59%) D. a special privilege granted by the judge.

7. Which of the following freedoms is not covered in the U.S. Bill of Rights?

- 33 (9%) A. Right of personal expression
- 135 (48%) B. Right of property ownership
- C. Right to criminal due process
- D. right to employment

8. Who is protected by the U.S. Bill of Rights?

- 166 (43%) A. Only people eligible to vote
- 127 (45%) B. All people living in the U.S.
- C. Only people accused of crimes
- D. Only people who are U.S. citizens

9. The death penalty

- 267 (70%) A. is determined by individual states
- 199 (71%) B. is determined by the U.S. Supreme Court to be unconstitutional
- C. is voted on by Congress
- D. is determined by the President

10. Searching a student's locker

- A. is unconstitutional according to the Fourth Amendment
- B. is constitutional
- 166 (43%) C. can only be allowed by the Supreme Court
- 119 (42%) D. is controlled by each individual state

11. Owning a gun or shotgun

- 222 (58%) A. is a constitutional right
- 146 (53%) B. is banned by the State of Wisconsin
- C. is prohibited by Amendment 23
- D. is a matter left exclusively to local government

12. 18-year-old registration for the draft

- A. is unconstitutional
- B. is decided upon by individual states
- 196 (51%) C. was voted on by Congress
- 141 (50%) D. is no longer required

13. The U.S. Constitution provides a legal framework to protect
- A. people from acts of nature.
 - B. the environment from people.
 - C. the environment from government regulations.
 - D. people from unreasonable acts of government.
- 245 (64%)
174 (62%)
14. The U.S. Constitution states: "Powers not delegated to the U.S. government by the Constitution nor prohibited by it to the States" belong to the
- A. United States Congress.
 - B. President.
 - C. State governments and the people.
 - D. United States Supreme Court.
- 183 (48%)
127 (46%)
15. Congress can check the powers of the President by
- A. overriding a President's veto.
 - B. passing a conference committee bill.
 - C. passing a bill only in the Senate.
 - D. declaring a law unconstitutional.
- 212 (55%)
178 (64%)
16. The Senate can check the power of the Supreme Court by
- A. signing all Supreme Court decisions.
 - B. choosing the Supreme Court rules.
 - C. confirming the justices for the Supreme Court.
 - D. acting as the Supreme Court in wartime.
- 207 (54%)
137 (50%)
17. The major reason the U.S. Constitution divides power among the three branches of the federal government is to
- A. prevent any branch from becoming too powerful.
 - B. make the government more efficient.
 - C. give powers to the state governments.
 - D. save taxpayers' money.
- 226 (59%)
169 (61%)
18. The impeachment trial of a U.S. President is held in the
- A. Federal Court.
 - B. U.S. Senate.
 - C. U.S. Supreme Court.
 - D. U.S. House of Representatives.
- 48 (13%)
54 (20%)

19. The necessary and proper or elastic clause in the U.S. Constitution allows

- A. the President to sign treaties without congressional approval.
- B. an increase in Representatives from each state.
- C. states to have more power to collect taxes.
- D. the government to adjust to unforeseen events.

125 (33%)
107 (41%)

3/2735V



We the People

of the United States, in Order to form a
 • Tranquility, provide for the common Defense, promote the general Welfare, and secure the Blessings of
 • this CONSTITUTION for the United States of America.

PROJECT ACTIVITIES

Excellent progress was made toward fulfilling our goals under the Federal Excellence in Education grant to develop a greater appreciation of the Constitution itself and the correlation between immigration and the freedoms guaranteed by the Constitution.

Several meetings between Franklin High School faculty and administration and Doctors Faud and Shug took place to brainstorm various aspects of the project. These meetings culminated in the development of the test instrument constructed by Dr. Faud to measure students' attitude and knowledge about the Constitution. This instrument was administered to 384 sophomores and Juniors in November to establish the baseline for the research project. The post test was administered in May of 1987. The results of both the pre-test and the post-test are discussed in detail in a separate chapter.

Subsequent meetings with Dr. Mark Schug established the procedures and format of the individual units and lesson plans. At these meetings attended by A. Block, R. A. Kucinski, M. Grabowski, D. Mahony, D. Moore and M. Rau present curriculum was reviewed. Patrick and Remy's Lessons on the Constitution was the basis of the original curriculum revision and Constitution implementation. A time line was established to implement the varied aspects of the federal grant. In addition, a budget was carefully reviewed and agreed upon. Additional meetings were held as necessary throughout the school year.

Mr. Mahony and Ms. Rau developed extensive and detailed lesson plans incorporating the Constitution into the social studies and English curriculums. (Sample lessons for each interdisciplinary unit can be found in the Appendix.) The focus of these lessons was to help the students personalize the Constitution and realize its applications to their daily lives. The lessons developed covered a wide scope of activities such as role playing, guest speakers, literature, writing assignments, primary sources, videos, field trips and genealogy reports. A

complete list of interdisciplinary activities for each unit is included at the end of this narrative.

Role Playing

The play "The Constitution: A Little Short of a Miracle" provided the initiatory activity not only for the unit of study but also for the concept of role playing. By role playing landmark cases such as Dred Scott, Plessy vs Ferguson, Brown vs the Board of Education, students learned to identify the process and the impact of Supreme Court decisions.

Guest Speakers

Guest speakers visited Ms. Rau's and Mr. Mahony's classes as a part of the Constitution grant. Guest speakers included Dr. Ben Franklin, Norman Gill, and Andrew Nazimek. All of these speakers were enthusiastically received by the students. Mr. Bob Bray, a professional speaker portraying Ben Franklin, spoke to the classes concerning Franklin's life and his role in the founding of the Constitution. Norman Gill, professor emeritus-history from Marquette University, shared his knowledge of the Constitution and the freedoms that it guarantees. Mr. Andrew Nazimek, a Franklin resident, relayed his personal experiences as an immigrant. All of these guest speakers helped to bring the Constitution and its freedom to life for Franklin High School students.

Literature

A wealth of literature is available to provide interdisciplinary experiences for the students. Although traditional American literature formed the core of this experience, the literature of other cultures was also used to demonstrate the universal quest for individual rights and freedoms. Novels such as Les Miserables, To Kill a Mockingbird, Scarlet Letter, The Pearl, Billy Budd, and Huckleberry Finn were used to discuss the concept of individual rights and freedoms. Parallel ideas are exemplified in such plays as 1776, Fiddler on the Roof, and Julius Caesar.

In addition, the works of Thoreau, Whitman, Steinbeck, Ben Franklin, Lincoln, and the Puritans were used to supplement or reinforce this theme.

Young Adult Literature played a vital role in the accomplishment of this program's goals. The novel Light in the Forest was used as an initiatory activity to examine how the decisions of a government affect individual lives.

In addition, a recent novel, One Way to Ansonia, was used in the sophomore classes to personalize the immigrant experience. This novel was chosen only after careful and deliberate consideration by Ms. Rau and Doctor Western of UWM. A unit plan using this novel was developed to portray the relationship between the immigrant experience and the Constitution.

Writing Assignments

Written expression was integral to each unit. Some examples include writing a personal Declaration of Independence and a school Constitution. The culminating activity included a brief autobiography/memoir and other writing assignments such as "Family Traditions", "Journeys to America" and "Little Known Facts" which formed the basis of the students' Heritage Fair projects

Primary Sources

The Constitution, Poor Richard's Almanac, and the "Gettysburg Address" provided the opportunity for students to examine primary sources. Special lessons were designed to aid the students in understanding and interpreting these vital documents.

Videos

A variety of videos helped reinforce the concepts that were introduced in class. These videos brought to life the many applications of the Constitution. "We the Students" introduced the concept of how the Constitution affects the lives of young people. "Design for Liberty: Founding Ideas and Philosophies" aided students' understanding of the political and philosophical climate of the time that allowed the creation of this great document. Videos that portrayed the saga of the immigrant included "The Immigrants", "Fiddler on the Roof" and "Hester Street". Applications of the guarantees afforded by the Constitution were exemplified in "Skokie", "Three Sovereigns for Sister Sarah", "To Kill a Mockingbird" and "A Gathering of Old Men."

Field Trips

On March 25, 60 students journeyed to the Milwaukee County Historical Society to view a special traveling display of the Magna Carta and other important documents relating to the celebration of the bicentennial of the Constitution. Students then proceeded to the Milwaukee Journal plant to tour its facilities and to participate in a special program commemorating the Constitutional guarantee of freedom of the press.

Old World Wisconsin, an outdoor ethnic museum, was the site of the second field trip. This facility consists of more than forty-nine buildings originally constructed by the immigrant settlers who flocked to Wisconsin during the nineteenth century; authentically costumed staff portray life in Wisconsin in the late 1800's. One hundred students participated in this trip. This trip helped to personalize the effects of immigration on individuals and their own family members.

Genealogy

The Heritage Fair is a unique interdisciplinary, culminating activity co-sponsored by the English and Social Studies departments. The purpose of this activity is to provide students with the opportunity to trace their own family roots and immigrant histories. Students interviewed family members and conducted other kinds of research in order to construct a family tree. This study of their personal and family history became the basis for an

autobiography. Exemplary projects were recognized at the annual National Honor Society banquet and displayed at the Franklin Fourth of July celebration and the State Historical Society in Madison, Wisconsin.

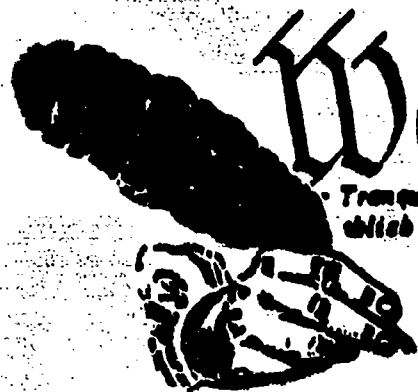
Through the help of this grant, the Heritage Fair projects were expanded to include not only each student's family tree and autobiography, but also research on the family's freedoms sought by immigration. The guest speakers and immigrant novel, as mentioned earlier, were all an integral part of this expansion and stimulated student interest in this project.

Other Activities

A special Constitutional edition of the Milwaukee Journal was ordered for classroom use during March. These special editions focused on the Constitution and its implications today.

A special Constitutional edition of USA Today was also utilized. This 24 page guide presented background information on the origins of the signing of the Constitution as well as how it affects life today. This unique format allowed students to compare the news events of 1787 with those of today. It also featured interviews with students across the country and their feelings on how the Constitution works for them.

Mr. Mahony and Ms. Rau, representatives from the pilot group, presented initial results of this project at the Wisconsin Council for the Social Studies annual convention on March 26. The topic of their presentation was "Immigrants - The Quest for Freedom".



We the People

of the United States, in Order to form a
Tranquility, provide for the common Defence, promote the general Welfare, and secure the Blessings of
which this CONSTITUTION for the United States of America.

Interdisciplinary Plan of Study Constitution of the United States of America

UNIT ONE INTRODUCTORY ACTIVITIES

Social Studies

Pretest
Ben Franklin guest speaker
"We the Students" video
"The Constitution: A
Little Short of a Miracle"
play
Constitutional Rights
and Liberties

English

Ben Franklin guest speaker
Light in the Forest novel
Poor Richard's Almanac
Les Miserables
1776

UNIT TWO STUDY OF THE CONSTITUTION

Social Studies

Study of the Constitution
"Design for Liberty:
Founding Ideas and
Philosophies" video

English

Personal Declaration of
Independence
"Chief Speckled Snake"
Puritan literature

UNIT THREE APPLICATIONS OF THE CONSTITUTION

Social Studies

School Constitution
Bill of Responsibilities
Decathlon speeches
USA Freedom edition
Milwaukee Journal
bicentennial edition

English

Julius Caesar
"Skokie"
"The Day they came to
Arrest the book"
Billy Budd
"Gettysburg Address"

Milwaukee Journal
essay contest
Milwaukee Journal
exhibition on freedom
of the press and Magna
Carta exhibition
"On Being Eighteen" pamphlet

Scarlet Letter
"Three Sovereigns for
Sister Sarah"
Essays on Voting Rights
Walden

UNIT FOUR
SUPREME COURT DECISIONS

Social Studies

Role playing of Supreme
Court cases

English

Huckleberry Finn
To Kill a Mockingbird
"A Gathering of Old Men"

UNIT FIVE
THE IMMIGRANT EXPERIENCE

Social Studies

"The Immigrants" video
Norman Gill as guest speaker
Mr. Nazimek as guest speaker
Milwaukee County Historical
Old World Wisconsin

English

Walt Whitman
"Fiddler on the Roof"
"Hester Street"
One Way to Ansonia
"What is an American"

UNIT SIX
HERITAGE FAIR

Social Studies

Genealogies
Time lines
Maps and charts
Social Studies Convention

English

Brief autobiography/memoir
Writing Assignments:
Family Traditions
Journeys to America
Little Known Facts
"The Way to Rainy Mountain"
"The Leader of the People"