



Contributor: Beverly Jolene Pennington **Grade Level:** 4-12th

1. Identify the standards to be addressed:

KS.5. Visual Arts: 6.I.6. Indicator: Create works of art that implement and extend knowledge of science, mathematics, social studies, language arts, and the performing arts.

KS.1. Civics-Government: 1.2.1. The student describes the principles contained in the Declaration of Independence and the Constitution of the United States including the Bill of Rights.

1.2.3. The student explains the basic ideals of the American republican system (e.g., liberty, justice, equality of opportunity, human dignity).

1.2.4. The student identifies important founding fathers and their contributions

1.3.2. The student defines the separation of power

1.3.3. The student describes how the United States Constitution supports the principle of majority rule, but also protects the rights of the minority.

1.3.4. The student explains the functions of the three branches of federal government

1.3.5. The student identifies the key ideas of the Preamble.

2. Statement of the objective and lesson outcomes: In recognition of Constitution Week, the National Society DAR sponsors a poster contest in which this rubric could be used by teachers for student project points with or without entering. Contact a local or state DAR chapter or member for information and entry forms if you would like to enter.

3. Materials, resources, and technology to be used by teacher/students: Rubric - to be printed and given to each participant. This rubric has a checklist for students to use as they meet the criteria for their poster. It also includes the evaluation area for the teacher to fill in which they give points to the student for the completed poster project.

4. Introduction of the topic: Share rubric for the DAR Constitution Week Poster

5. Procedure for instruction: Each student should receive a copy of the rubric and the teacher should review the expectations. As students plan and execute their posters, they should mark the checklist for completion of each expectation. Suggestion - have students display posters during Constitution Week in a variety of places: school, local businesses, library, city hall, etc. to help bring awareness to the community.

6. Lesson closure: The teacher will collect all posters with the rubric and administer points for a final score.

7. Assessment of Understanding: Final points/score will help teachers determine student understanding along with any of the standards the students incorporate into their poster.

Constitution Week Poster Project

My checklist

name _____ # _____

- _____ Must be on paper that measures 11x17
- _____ Must lay flat with no raised surfaces
- _____ Must illustrate the spirit and/or meaning of the U.S. Constitution.
- _____ Must display the words: "**Constitution Week, September 17-23**"
- _____ NO CURRENT YEAR
- _____ No computer creations
- _____ May be in color or black & white.
- _____ Must be original - no copying of other's work.
- _____ May be created with - Crayon, Markers, Pens, Pencils

Points earned out of 20 total points (given by teacher)

Originality (1-4 points)

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|----------------|-----------------|-------------------|----------------|-------|
| Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
|----------------|-----------------|-------------------|----------------|-------|

Theme shows the spirit and/or meaning of the U.S. Constitution (1-4 points)

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| Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
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Neatness and Readable (1-4 points)

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| Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
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Grammar, Spelling, and punctuation (1-4 points)

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| Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
|----------------|-----------------|-------------------|----------------|-------|

Completed by due date (4 points)

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| Exemplary 4 | Score |
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Total points earned _____ / 20