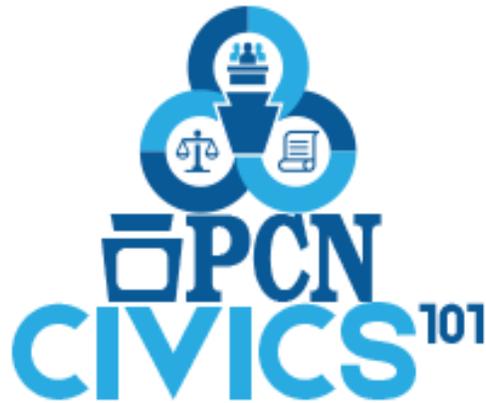


Teacher's Guide



A free resource for teachers to incorporate PCN videos into their 4th grade social studies lessons.

Created July 2018

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What is it?

Civics 101 was born out a mom's desire to give teachers and community members more tools to educate students on the inner workings of PA government. Civics 101 provides free online educational tools to teach Pennsylvania students about how state government functions. Aimed at the 4th grade level, these free videos are intended to supplement classroom learning. Programs include interviews with elected officials who have served in the three branches of government, tours of the state Capitol and Governor's residence, and tutorials on how government works. In addition, a Continuing Education section provides adults with a deeper level of study through panels and lectures on topics of interest.

Goals for Teacher Guide Use

It is our hope that teachers will use this guide as a starting point to develop quality lessons that align with the mission of promoting civic awareness. Additionally, teachers should refer to the PA Academic Standards when creating lessons with the videos. The lessons included in this guide are meant to be suggestions and do not represent the entirety of how these videos may be used in the classroom. Therefore, our goal through this Teacher's Guide is to provide additional resources, information, and strategies to teach this content to students at the 4th grade level.

Before You Start

As with any new lesson or unit, make sure to take stock of what the students already know and what knowledge you hope they gain through the lesson. Watch the selected video several times and take notes at stopping points that may not be directly stated through any of the lessons in this guide. Review how this lesson fits into the larger context of your overall curriculum. Are you teaching something in Science, Math, or ELA that could contribute to viewing this material through an interdisciplinary lens? The beauty of civics education is that it lives everywhere. It's not just in this guide or in the materials and resources presented. It is lived out every day in your classrooms and can be showcased and incorporated in many different content areas.

Executive Branch Fast Facts

- **Elected officials:**

- [Governor](#)
 - Elected every 4 years (maximum of 2 terms)
- [Lieutenant Governor](#)
 - Elected every 4 years (first in line of succession)
- [Attorney General](#), [Auditor General](#)
- **§ 5. Qualifications of Governor, Lieutenant Governor and Attorney General.**

No person shall be eligible to the office of Governor, Lieutenant Governor or Attorney General except a citizen of the United States, who shall have attained the age of 30 years, and have been seven years next preceding his election an inhabitant of this Commonwealth, unless he shall have been absent on the public business of the United States or of this Commonwealth. No person shall be eligible to the office of Attorney General except a member of the bar of the Supreme Court of Pennsylvania. (May 16, 1967, P.L.1044, J.R.4; May 16, 1978, 1977 P.L.365, J.R.4)

- [State Treasurer](#)

- **Governor's Cabinet (Director or Secretary of each agency):**

- | | |
|--|---|
| ○ Department of Community and Economic Development | ○ Office of the Budget |
| ○ Department of Aging | ○ Department of Environmental Protection |
| ○ Office of General Counsel | ○ Pennsylvania State Police |
| ○ Department of Insurance | ○ Office of Inspector General |
| ○ Department of Corrections | ○ Department of Human Services |
| ○ Department of Transportation | ○ Department of Labor and Industry |
| ○ Department of State | ○ Department of Agriculture |
| ○ Department of General Services | ○ Department of Revenue |
| ○ Department of Conservation and Natural Resources | ○ Department of Military and Veterans Affairs |
| ○ Emergency Management Agency | ○ Office of Administration |
| ○ Department of Health | ○ Department of Education |
| ○ Department of Banking and Securities | ○ Department of Drug and Alcohol Programs |

Activity 1: Duties of Governor	
<p>Steps:</p> <ol style="list-style-type: none"> 1. Have students brainstorm in their groups what they think a governor does. 2. Go over their responses and tell them to listen carefully to the video. 3. Play PCN Ed Rendell interview. Pause at 1:48 for discussion. Go through answers 1-4 on the video question sheet with students. Explain stalemate. 4. Continue watching the video. Pause at 3:20 to discuss appropriating money. Give an example of how student's parents might set money aside for a movie night or fun activity. Discuss the answers to questions 5 and 6 on the worksheet. 5. Play the video until 4:40. Discuss some of the initiatives that the governor did to help kids. 6. Have students come up with more things that the governor could do to help kids. 7. Play PCN Mark Schweiker interview from the beginning to 5:40. 8. Record and go over answers to questions 8-10 on the video question sheet. 	<p>Essential Question: How do governments derive authority to control the exercise of rights, liberty, and freedom?</p> <p>Target Vocabulary: duty branches of government budget stalemate veto checks and balances succession</p> <p>PA Academic Standards: 5.1. Principles and Documents of Government 5.1.4.C. Explain the principles and ideals shaping local and state government. • Liberty / Freedom • Democracy • Justice • Equality 5.3.4.B. Describe how the elected representative bodies function in making local and state laws. 5.3.4.D. Identify positions of authority at the local and state, and national level.</p>
<p>Resources/Materials:</p> <ul style="list-style-type: none"> • Video question sheet • Ed Rendell Interview • Mark Schweiker Interview 	<p>Additional Resources/Extensions:</p> <ul style="list-style-type: none"> • Play Mark Schweiker PCN video from 8:52 - 12:30 to learn about transition from Lt. Governor and 9/11. • Past Governors flashcards • National Governors Association • iCivics: The State Governor
<p>Technology Integration: Create questions for a Socrative quiz.</p>	<p>Interdisciplinary Connections: Science: Review the governor's agenda on an environmental issue</p>

Activity 2: A Day in the Life of Governor

Steps:

1. Play the [Ed Rendell interview](#) from 4:40 - 7:10.
2. Have students make a list of the answers that Ed Rendell gives.
3. Play the [Mark Schweiker interview](#) from 5:40 until 8:52.
4. Have students make a list of the answers that Mark Schweiker gives.
5. Compare the two responses and discuss what types of things are most interesting. Create a master list on the board of at least 10 daily tasks of a governor.
6. Put students in pairs. Have students rank the daily tasks in order of importance to them.
7. Discuss differences across pairs.
8. View the [interview with Judge Marjorie Rendell](#) from 13:31 and discuss her duties as first lady.
9. Organize students in groups of 3-4. Show them the current governor. Have them create a list of questions they would ask if they could interview him.

Essential Question:

How do the workings of government vary based on authority?

Target Vocabulary:

memos
secretary
policy

PA Academic Standards:

5.3.4.C. Identify the services performed by local and state governments.
5.3.4.D. Identify positions of authority at the local and state, and national level.

Resources/Materials:

- [Ed Rendell Interview](#)
- [Mark Schweiker Interview](#)
- [Marjorie Rendell Interview](#)

Additional

Resources/Extensions:

- [Past governors flashcards](#)

Technology Integration:

- Film students asking questions directed to the governor. Send the video to the governor and/or schedule a skype interview with the class.

Interdisciplinary

Connections:

Art: Students can draw a visual cartoon or comic to represent the actions of the governor.

Math: Create a daily schedule for the governor. Have students calculate the fraction of time spent on different tasks.

Activity 3: The Governor's Residence	
<p>Steps:</p> <ol style="list-style-type: none"> 1. Play PCN video Mark Schweiker at 12:30. 2. Pause at 15:45. Ask the students how they would feel having to move and live in the governor's residence at their age. 3. Ask students why they should care about government even though they can't vote yet. 4. Play video at 15:45 to the end and compare responses. 5. Watch the governor's mansion tour video. Have students list the historical things they see as they watch (Pause as needed to talk about what you see). 6. Complete webquest of the of the mansion website: <ol style="list-style-type: none"> a. Add additional questions that match your lesson focus 	<p>Essential Question: How does Pennsylvania History reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p> <p>Target Vocabulary: residence memorable complex politics artifacts</p> <hr/> <p>PA Academic Standards: 8.2 Pennsylvania History 8.2.A Political and cultural contributions of individuals and groups 8.2.B Primary documents, artifacts and historic sites</p>
<p>Resources/Materials:</p> <ul style="list-style-type: none"> • Photos of the residence 	<p>Additional Resources/Extensions:</p> <ul style="list-style-type: none"> • iCivics county lesson
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Use Google Earth to view the location of the Governor's mansion 	<p>Interdisciplinary Connections: Science: study the plants that are located in the garden</p>

Legislative Branch Fast Facts

- **Elected officials:**
 - Senators - 50 members
 - Elected to four-year terms
 - Half the seats up for reelection every two years
 - The Lieutenant Governor serves as the president of the senate
 - [Contact your senator](#)
 - Senators make \$85,536 per year
 - Each state senator represents about 254,047 residents
 - [Information about the Senate](#)
 - [The Senate of PA](#)
 - Representatives - 203 members
 - Elected to two-year terms
 - The largest full-time legislature in the United States
 - The first house session was held in 1682 presided by William Penn
 - [Contact your representative](#)
 - Representatives make \$85,338 per year
 - Each representative represents about 62,573 residents
 - [Information about the House](#)
 - [A Visitor's Guide to the PA House of Representatives](#)
- [The Pennsylvania Capitol](#)
 - [The Capitol Preservation Committee](#)

Activity 4: How a Bill Becomes a Law

Steps:

1. Ask students to list examples of laws and write them on the board. See if they can figure out which ones are federal, state, and local.
2. Divide the students into the House of Representatives and Senate.
3. [Play PCN video: How a Bill Becomes a Law](#) and have students complete the [worksheet](#) as they watch.
4. Have each group brainstorm a potential law they would want to make and choose one as a class to put forth as a bill.
5. You should play the role of governor who has the final say over the bill. Assign one student to be the Speaker of the House. Have one student assign the bill a number.
6. Have House members discuss the bill for 5 minutes and then put to a vote.
7. [Follow the path of how a bill becomes a law](#)
8. Discuss the outcome of the bill - did it make it to you as the teacher? If not, why not? Ask students to reflect on the process and come up with a list of questions/responses.

Essential Question:

How do the workings of government vary based on authority?

Target Vocabulary:

law
bill
parliamentarian
speaker of the House
constituents
committee
expertise
amendment
debate
veto
amendment
fiscal

PA Academic Standards:

5.3.4.B. Describe how the elected representative bodies function in making local and state laws.

Resources/Materials:

- [PCN How a Bill Becomes a Law](#)
- [How a Bill Becomes a Law Worksheet](#)
- [Terms used in Congress](#)
- [PA Making a Law](#)

Additional

Resources/Extensions:

- [Kids Discover: How a Bill Becomes a Law](#)
- [Step by step](#) guide

Technology Integration:

- [Have students watch live sessions](#)

Interdisciplinary

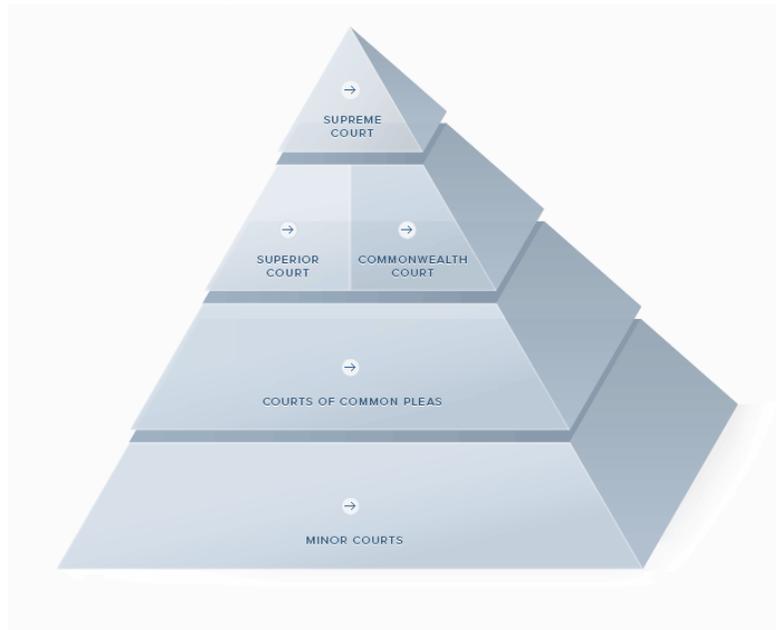
Connections:

- Sample bills could take on a number of different content area connections.

Activity 5: Capitol Happenings	
<p>Steps:</p> <ol style="list-style-type: none"> 1. Watch PCN Tours the Capitol and have students complete the questions. The activity can be broken into about 4 segments. 2. As you tour the different rooms, think about how the murals can connect to PA history lessons. 	<p>Essential Question: How do the workings of government vary based on authority?</p> <p>Target Vocabulary: commonwealth entity mural realism allegory rotunda mosaic depicted tenets juxtaposition</p>
	<p>PA Academic Standards: 5.3.4.C. Identify the services performed by local and state governments. 8.2.B Primary documents, artifacts and historic Sites</p>
<p>Resources/Materials:</p> <ul style="list-style-type: none"> • Video tour questions • PCN Tours the Capitol Video • Map of the Capitol building 	<p>Additional Resources/Extensions:</p> <ul style="list-style-type: none"> • Pennsylvania Activities • Commonwealth historical facts • Historic print catalog • A Visitor's Guide to the PA House • The Senate of PA
<p>Technology Integration:</p> <ul style="list-style-type: none"> • If you have class iPads, break the students into 4 groups and have each group watch a segment. Come back together and talk about the things they saw on their tour of the Capitol. 	<p>Interdisciplinary Connections: Art: Students make mosaic tiles to replicate the floor of the Capitol</p>

Judicial Branch Fast Facts

- **Elected officials** - 7 members elected to 10-year terms
- [Judicial News](#)
- [Flow chart](#)
- The first level of courts are the Minor courts, also known as the people's courts.
- An overview of court management:
 - Pennsylvania's court system docketed 2.6 million cases in 2016.
 - The state court system — a core function of government — receives one-half of 1 percent of the state's total budget.
 - The judiciary collects far more in fines and fees that it receives. Over the past 10 years, the court system has collected nearly \$4.6 billion. These dollars, for the most part, do not flow back to the judiciary. They are distributed to state and local governments, which include airport and parking authorities, and programs that support victims.
 - The court system maintains automated statewide court case and financial management systems that provide enhanced court access and accountability to the courts, criminal justice agencies and a host of others including the Commonwealth's citizens.



Activity 6: How the Courts Operate

Steps:

1. Project the court pyramid chart on the board
2. Have students [match the color key to the correct spaces on their pyramid](#)
3. Give each group a word sort with the vocabulary terms.
4. Play Justice Thomas Saylor Video until 1:30. Discuss the different responsibilities of the branches.
5. Play at 1:30 and pause at 5:37. Compare Justice Saylor's explanation of the court system to the chart.
6. Play at 5:37. Pause at 7:04 and discuss the difference between criminal and civil cases.
7. Play at 7:04. Pause at 9:50 and discuss how the judge is involved.
8. Play at 9:50. Pause at 13:20 and discuss the differences among the levels of courts, specifically the appeals process.
9. Give students a copy of [Handout 1](#) and have them read through the scenario.
10. Play at 13:20 and continue pausing as needed to discuss points of interest to the students.

Essential Question:

How do the workings of government vary based on authority?

Target Vocabulary:

criminal case
civil case
chief justice
judiciary
appeal
trial court
superior court
commonwealth court
Supreme Court
jury
verdict

PA Academic Standards:

5.3.4.A. Identify the roles of the three branches of government.
5.3.4.D. Identify positions of authority at the local and state, and national level.

Resources/Materials:

- [Justice Thomas Saylor Video](#)
- [Judges in the classroom lesson plan](#)

Additional

Resources/Extensions:

- Create cards out of the flow chart and have students work in groups to organize them correctly.
- [Interview with Judge Marjorie Rendell](#)
- [Case studies in PA](#)
- [Student and youth rights](#)

Technology Integration:

Make a Kahoot with the vocabulary terms

Interdisciplinary

Connections:

English: [Jury Duty reading](#)

Activity 7: Mock Trial - The State v. Gold E. Locks

Steps:

1. Introduce the court system by watching the interview with [Judge Marjorie Rendell](#) from the beginning until 11:26.
 - a. Discussion Points:
 - i. Discuss the process of checks and balances and the importance of the courts.
 - ii. Ask the students if they agree with her statement that the judiciary has just the right amount of power.
 - iii. Talk about the skill sets of a good judge and ask students to think about who might want to be judge in the activity.
 - iv. What did the framers envision for government?
2. Organize your classroom to look like a courtroom and obtain a gavel and robe (old graduation gowns work well).
3. [Click here for the script](#)
4. Assign roles to students: Judge, Bailiff, Prosecuting Attorney, Defendant's Attorney, Mom E. Bear, Pop A. Bear, Babe E. Bear, Gold E. Locks, Jurors, Jury Foreperson

Essential Question:

How do the workings of government vary based on authority?

Target Vocabulary:

checks and balances
 trial
 jury
 opening statement
 witness
 prosecution
 testimony
 closing argument

PA Academic Standards:

5.3.4.F. Explain how different perspectives can lead to conflict.

Resources/Materials:

- [Interview with Judge Marjorie Rendell](#)
- [Print out scripts for the class](#)
- Highlight parts in script for each actor

Additional

Resources/Extensions:

- [State v. Mary Witch Scripted Mock Trial](#)
- [Interview with Justice Thomas Saylor](#)

Technology Integration:

- Create a [Kahoot](#) with the vocabulary terms

Interdisciplinary Connections:

Elections Fast Facts

- Types of elections
 - **Primary**- Held to choose a candidate to represent a political party.
 - A citizen may only vote for their registered political party
 - **General** - Held to choose the candidate that will fill the office.
 - A citizen may vote for anyone on the ballot.
 - **Special** - An election to fill an unexpected vacancy
- To register to vote in PA, you must be 18 years old and a resident of the district you wish to vote in for at least 30 days prior to the election.
- The Ed Rendell Center for Civics and Civic Engagement hosts an annual Citizenship Challenge. [Watch it here!](#)
- [Election Information in PA](#)

Activity 8: Rights and Freedoms

Steps:

1. [Download this lesson](#): Where Do Our Freedoms Come From? A Look at the Pennsylvania and United States Constitutions
2. After comparing the U.S. Constitution and the [PA Constitution](#), make a list of responsibilities of citizens.
3. How can students display these in school, at home, and in the community?
4. Complete [iCivics Lesson Citizen Me](#).

Essential Vocabulary:

How does the exercise of rights and responsibilities differ in various forms of governments?

Target Vocabulary:

rights
responsibilities
freedoms
Constitution

PA Academic Standards:

5.1.4.A. Examine school rules and consequences.
5.1.4.B. Explain rules and laws for the classroom, school, community, and state.
5.1.4.D Identify key ideas about government found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution.
5.2.4.A. Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.

Resources/Materials:

- [Where do our freedoms come from?](#)
- [iCivics Citizen Me](#)
 - Scissors and glue

Additional Resources/Extensions:

Technology Integration:

- [Padlet](#) of student responses to freedoms, duties, or rights.
- Students can create a [Powtoon](#) showcasing how students use rights and freedoms in school.

Interdisciplinary Connections:

ELA: Have students write a poem, essay, or rap about an important right or freedom.

Activity 9: How to Run for Office

Steps:

1. [True/False Voting questions as warm-up](#)
2. Discuss what students think are the requirements to actually run for an office that people are voting for.
3. Play PCN [How to Run for Office](#) video. Pause at 2:12 and discuss what people need to consider if they are going to run for office.
4. Pause at 3:30. Talk about the job of a circulator. Ask students if they would feel comfortable asking people for signatures.
5. Pause at 5:08 and review the number of signatures needed for the different offices.
6. Pause at 6:32. Discuss the different positions that are needed to form a campaign committee.
7. After the video, review all the things that someone needs to do to run for office.
8. Break the class into groups to form different campaign committees. Give students a list of school-related issues: School lunches, recycling, bullying, school uniforms etc. Have each campaign committee write position statements on the issues as well as develop an advertising budget.

Essential Question:

How does the exercise of rights and responsibilities differ in various forms of governments?

Target Vocabulary:

resident
campaign
commitment
advertising
political party
petition
circulator
Committee
platform

PA Academic Standards:

5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.
5.3.4.E. Explain the voting process.

Resources/Materials:

- [Voting Warm-up](#)
- [PCN How to Run for Office video](#)
- [Running for office forms - PA](#)

Additional

Resources/Extensions:

- [Suffrage strategies: Voices for Votes](#)

Technology Integration:

- Use [Inklewriter](#) for student collaboration

Interdisciplinary

Connections:

ELA: Create a campaign slogan and/or platform

Math: [Calculate the number of votes needed using the percentages from previous elections](#)

Activity 10: Electing a Governor	
<p>Steps:</p> <ol style="list-style-type: none"> 1. Why is it important for us to know about state government? Play the Ed Rendell video from 7:10. 2. What is Governor Ed Rendell's one wish? 3. Put students in groups of 4 and hand each group an envelope with a picture word sort of the vocabulary terms. Have them complete the sort and then go over the definitions. 4. Pose question: How can 4th graders learn more about the state government? 5. Assign roles to students that align with town officials. Take a poll on who wants to be governor. 6. Hold a town hall and have the candidates give a speech. 	<p>Essential Question: How do the workings of government vary based on authority?</p> <p>Target Vocabulary: election campaign polling place appoint governor executive power candidate</p> <hr/> <p>PA Academic Standards: 5.2.4.D. Describe how citizens participate in school and community activities. 5.3.4.D. Identify positions of authority at the local and state, and national level.</p>
<p>Resources/Materials:</p> <ul style="list-style-type: none"> • Ed Rendell Interview 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • Play Mark Schweiker PCN video from 8:52 - 12:30 to learn about transition from Lt. Governor and 9/11.
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Students can create Flipgrids to respond to the question about state government. 	<p>Interdisciplinary Connections: ELA: Conduct a close reading of Governor Tom Wolf's inauguration speech</p>

Media Fast Facts

- What is media? The radio stations, television stations, and newspapers through which information is communicated to the public
- What is mass media? Technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public.
- Top 10 Pennsylvania Daily Newspapers by Circulation:
 - The Philadelphia Inquirer/ Philadelphia Daily News
 - Pittsburgh Post-Gazette
 - Tribune Review (Greensburg/Pittsburgh)
 - The Morning Call (Lehigh Valley)
 - The Patriot News (mid-state)
 - Intelligencer Journal/Lancaster New Era (Lancaster County)
 - Reading Eagle (Reading and Berks County, PA)
 - The Times-Tribune
 - The York Dispatch/York Daily Record
 - The Doylestown Intelligencer/ Bucks County Courier Times/ Burlington County Times
- [Pennsylvania News Media Association](#)
- [PA Open Government Toolkit](#)
- Student Contest:
 - [Keystone Press Awards](#)

Activity 11: The Role of Media in Government	
<p>Steps:</p> <ol style="list-style-type: none"> 1. Create a word map on the board with types of media that students can think of (ask them where they get news or information if they get stuck). 2. Ask them to discuss which one they think has the most influence right now (hint: it's a digital age) 3. Watch the minute YouTube introduction video. 4. Play the PCN Role of the Media video. 5. Pause at 6:30 and discuss what an average day is for media personnel in the government. Continue playing the video. 6. Pause at 10:12 and have students react to what they watched so far. Continue playing the video. 7. Pause at 21:06. Discuss the difficulties in identifying real news you can trust. 8. Play the remainder of the video for anyone interested in working in the media. 	<p>Essential Question: What is the role of media in government?</p> <p>Target Vocabulary: media bias the fourth estate partisanship source propaganda</p>
<p>Resources/Materials: YouTube video PCN Role of the Media</p>	<p>PA Academic Standards: 5.3.H Media influences</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Advanced media lessons from PBS • Fake news lesson plan • Media literacy lessons from Newseum
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Play logo Kahoot game to make connections about media and advertising 	<p>Interdisciplinary Connections:</p>

Activity 12: Creating a News Segment	
<p>Steps:</p> <ol style="list-style-type: none"> 1. Play the interview with Judge Marjorie Rendell from 11:26 to 13:31. 2. What are some ways that students can get involved with their community? 3. Have students list some issues they care about in their school or community. 4. Place students in groups based on interest. 5. Have them research that issue and create a news article or letter to a legislator urging them to consider the issue. 6. Group all articles together into a class newspaper focused on important issues for kids. 	<p>Target Vocabulary:</p> <p>news volunteer protest</p>
	<p>PA Academic Standards:</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
<p>Resources/Materials:</p> <ul style="list-style-type: none"> • Interview with Judge Marjorie Rendell 	<p>Additional Resources:</p>
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Film with iPads or phones 	<p>Interdisciplinary Connections:</p> <p>ELA: Write passages (either paper news or script for new segment)</p>

Contact Information

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Additional Resources

[Center for Civic Education Lesson Plans](#)

[Civics Renewal Network](#) - 111 resources for 4th grade

[iCivics](#)

[Law Day Lesson Plans](#)

[Newseum Ed](#) - Free learning tools on media literacy

[Student Voices Local Government](#)

[Teaching History](#)

[The Ed Rendell Center for Civic Engagement](#)

[We the Civics Kids](#)

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Glossary

Adopted from the PDE Academic Standards for Civics and Government: June 1, 2009

Amendment (Constitutional): Changes in or additions to a constitution. Proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the states.

Authority: Right to control or direct the actions of others, legitimized by law, morality, custom or consent.

Bill of Rights: First Ten Amendments to the Constitution. Ratified in 1791, these amendments limit government power and protect basic rights and liberties of individuals.

Checks and Balances: Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress; the Senate must confirm major executive appointments and the courts may declare acts of Congress unconstitutional.

Citizen: Member of a political society who therefore owes allegiance to and is entitled to protection by and from the government.

Citizenship: Status of being a member of a state; one who owes allegiance to the government and is entitled to protection by and from the government.

Civic Life: A manner of existence of an individual concerned with the affairs of communities and the common good rather than solely in pursuit of private and personal interests.

Civil Rights: Protections and privileges given to all United States citizens by the Constitution and Bill of Rights. Common or Public Good: Benefit or interest of a politically organized society as a whole.

Conflict Resolution: The process of attempting to solve a dispute or conflict.

Country: The acceptable political boundaries or borders recognized throughout the world.

Democracy: Form of government in which political control is exercised by the people, either directly or through their elected representatives.

Diplomacy: The art and practice of conducting negotiations between nations.

Direct Democracy: Form of government in which the people completely exercise political decisions.

Documents of Government: Papers necessary for the organization and powers of government.

Electoral College: The group of presidential electors that casts the official votes for President after the presidential election. Each state has a number of electors equal to the total of its members in the Senate and House of Representatives.

Equal Protection: An idea that no individual or group may receive special privileges from nor be unjustly discriminated against by the political authority of the legal system.

Equality: The condition of possessing substantially the same rights, privileges and immunities, and being substantially responsible for the same duties as other members of society.

Foreign Policy: Actions of the federal government directed to matters beyond United States' borders, especially relations with other countries.

Government: Institutions and procedures through which a territory and its people are ruled.

Individual Rights: Just claims due a person by law, morality or tradition as opposed to those due to groups.

Interest Group: Organized body of individuals who share same goals and try to influence public policy to meet those goals.

Justice: That which may be obtained through fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

Leadership: State or condition of one who guides or governs.

Liberalism: A perspective on international politics that is based on a positive view of human nature, the inevitability of social progress and the harmony of interests.

Liberty: Freedom from restraint under conditions essential to the equal enjoyment of the same right by others.

Mass Media: Television, radio, newspapers, magazines, and other means of popular communication.

Nation: Tends to refer to an ethnic group with a cultural and social community. A self-defined cultural community with a common identity and a common origin that spans generations

Nationalism: A feeling of pride or passionate identification with a state on the part of its citizens.

Personal Rights: Private legal privileges and decisions that individuals are free to participate in without intervention from government. Personal rights would include the right to vote, petition, assemble and seek public office.

Political Party: Any group, however loosely organized, that seeks to elect government officials under a given label.

Political Philosophy: Begins with the fundamental question about the relationship between a citizen and their state.

Public Service: Action of benefit to local, state or national communities through appointed or elected office.

Realism: A perspective on international politics emphasizing the inevitability of conflict among nations, the centrality of power and the ever – present threat of war.

Republic: Form of government in which political control is exercised through elected representatives.

Republican Form of Government: System of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.

Rule of Law: Principle that every member of a society, even a ruler, must follow the law.

Sanctions: Measures to stop or limit trade with another nation in order to change its behavior.

State: A commonwealth; a nation; a civil power.

United Nations: International organization comprising most of the nation-states of the world. It was formed in 1945 to promote peace, security and economic development.

Activity 1: Duties of a Governor

Name: _____

Please answer the questions as you watch the videos.

First Video (Ed Rendell):

1. **True or False:** Pennsylvania has the same three branches of government as the federal government.
2. What is the governor's administration wish list called?
3. **True or False:** The governor can control what gets voted on in the floor.
4. Who developed the three branches of government?
5. Why does the governor need to work with other branches?
6. What is a compromise?
7. What did Governor Ed Rendell do that helped Pennsylvania's kids?

Second Video (Mark Schweiker):

8. What are some of the responsibilities of the governor?
9. How do governors interact with legislators?
10. What is the governor's interaction with the judicial branch?

Activity 3: The Governor's Residence

Name: _____ Date: _____

Go to this website: <http://www.residence.pa.gov/Pages/default.aspx>

Answer the following questions:

1. What river is the governor's mansion built on?
2. How many people visit the mansion annually for tours?
3. What do LEED certified buildings do?
4. How many governors have lived in the mansion with their families?
5. What does the first floor of the residence serve as?
6. Which first lady led the Governor's Residence Preservation committee?
7. Name two sculptures in the gardens:

Activity 4: How a Bill Becomes a Law

Name: _____

Please follow along and try to match the words as you watch the video.

_____ Parliamentarian	A. 24 standing committees.
_____ Bill	B. Members should be respectful when speaking and listening.
_____ Constituents	C. The whole story of the legislative process of the bill located on the back of the bill.
_____ Legislative reference bureau	D. A written change to a bill.
_____ History of the bill	E. A senator or representatives written idea for a law or for changes to an existing law.
_____ Speaker's office	F. A group of attorneys who draft the idea and put it in proper legislative format.
_____ House	G. People that a senator or representative needs to ask for their opinions.
_____ Committee	H. Reviews the bills and determines which committee the bill should be referred to.
_____ 4000	I. 22 standing committees.
_____ Hearing	J. Ways to vote on a bill for it to become a law.
_____ Sunshine Law	K. Power of the governor to deny a bill.
_____ Senate	L. Approximate number of bills introduced each session.
_____ Amendment	M. Requires open meetings to the public.
_____ Debate	N. Where the bill is debated and people come to testify and to find out if there is enough interest.
_____ Voice vote and roll call vote	O. The first opportunity for the bill to be reviewed.
_____ Veto	P. The person who advises the leader on all procedural or legal issues that arise during session.

Activity 5: Capitol Happenings

Name: _____

Please answer the questions as you watch the video.

Tour the State Capitol in Harrisburg, PA. Jason Wilson, Historian for the Capitol Preservation Committee, takes viewers on a tour of the awe-inspiring murals, paintings, and stained glass windows that adorn the capitol's walls.

0:00- 10:40

1. What year was the capitol dedicated?
2. When was the Capitol Preservation Committee established?
3. What was the purpose of that committee?
4. What is on top of the capitol building?
5. What statues are at the west entrance?
6. Why are the murals unique?
7. What is the largest piece of artwork in the building?
8. What are two groups of people that came over early in Pennsylvania history?
9. Who was the artist that completed all the works in the House Chamber?
10. Who is pictured front and center on the apotheosis painting?
11. What are some of the historical errors depicted in the painting?

10:40- 20:50

1. Where is the Hours mural?
2. What is the most reproduced mural in the Capitol?
3. What is the type of marble that comes from the Pyrenees Mountains?
4. What are some of the tenets that the windows have?
5. Who designed the artwork in the Senate corridor?
6. How long did it stand empty? (Do the math.)
7. What are some forms of transportation shown in the artwork?
8. What is the focus of the Senate chamber?
9. Who are some of the historical figures depicted in the murals?
10. What speech is Abraham Lincoln shown giving?

20:50- 33:00

1. What does Violet Oakley represent above and below in the chamber?
2. What do all the Oakley paintings have in common?
3. What is the importance of the The Slave Ship Ransomed mural?
4. What country is the marble in the Senate chamber from?

5. What is the leafing in the ceiling made from?
6. Who painted the Summer, Fall, Spring, and Winter paintings?
7. Where are the three possible locations that the court can meet?
8. How does Oakley represent the law?
9. What motifs are the Supreme Court chamber designed in?
10. What are some of the original furniture still in the chamber?

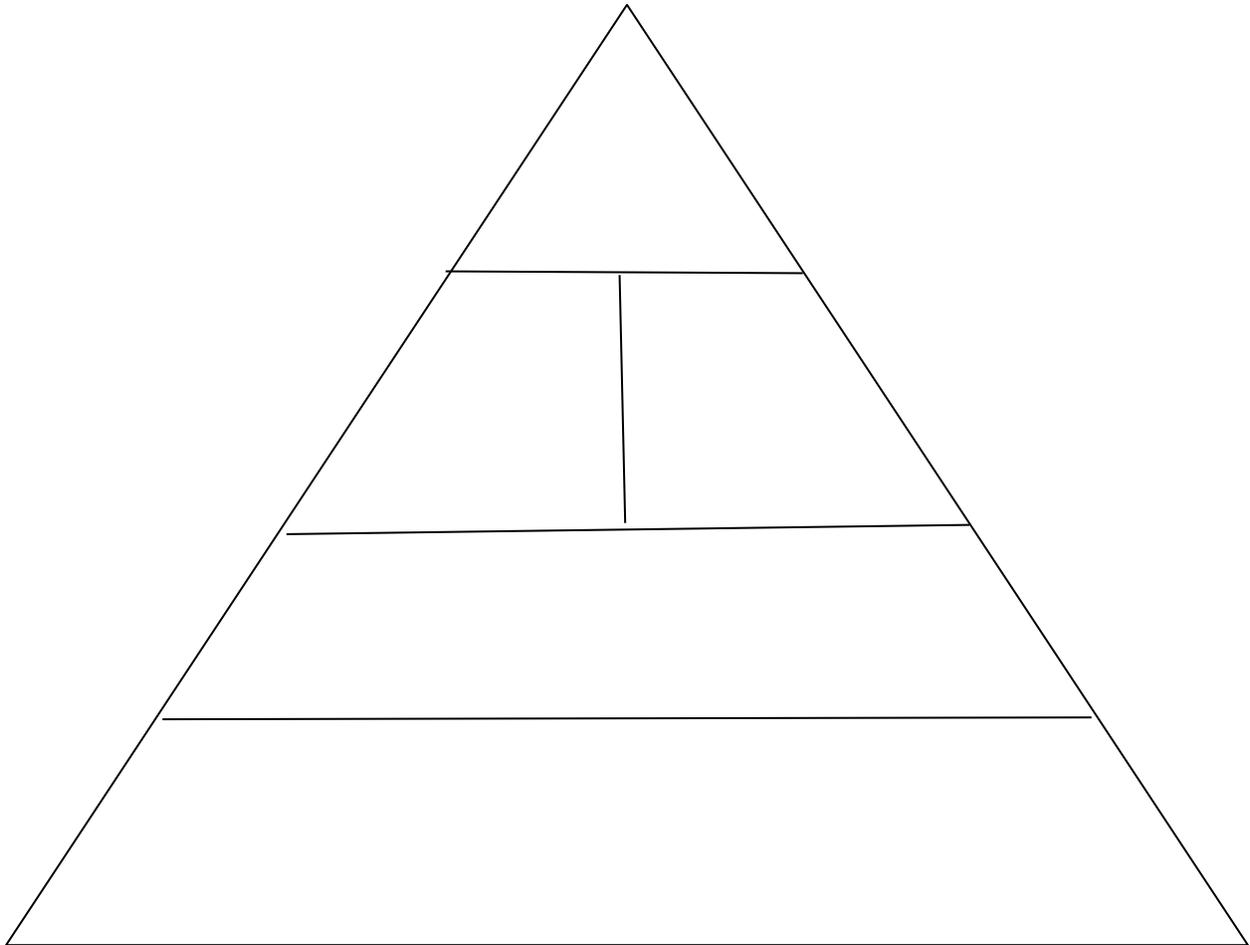
33:00 - 44:20

1. What is the ceiling mural called in the Lt. Governor's chamber?
2. How many clocks are in the Capitol complex?
3. What is the first room decorated by Violet Oakley and why is it significant?
4. What makes the carpet in the reception room unique?
5. What kind of clock is unique to the reception room?
6. What is the tile made out of on the roof of the Capitol?
7. What is at the top of the dome?
8. How far above the city of Harrisburg is the top of the dome?

9. Why was the statue taken off in 1988?

10. When can you tour the state Capitol?

Activity 6: How the Courts Operate



Color the correct level of the PA Court System:	
	Courts of Common Pleas
	Supreme Court
	Minor Courts
	Commonwealth Courts
	Superior Court

Activity 9: How to Run for Office

Read the following statements one at a time. Have students respond by standing up or sitting down.

Stand = True

Sit = False

1. You must be 21 to vote in the state of Pennsylvania. (FALSE-18)
2. You must be a resident in the district you vote in. (TRUE)
3. You can show up on voting day without registering. (FALSE-30 days ahead in PA)
4. Women have always had the right to vote. (FALSE-granted by the 19th amendment)
5. At one time, only land-owning men could vote. (TRUE)
6. One President was not elected to the office. (TRUE-Gerald Ford)
7. General elections take place in November. (TRUE)
8. At one point, poll taxes prevented people from voting. (TRUE)
9. All states allow felons to vote from prison. (FALSE- only 2, ME and VT)
10. You can register to vote online. (TRUE)
11. You can register to vote before you turn 18 as long as you are 18 on election day. (TRUE)
12. 100% of registered voters voted in the 2016 presidential election in PA. (FALSE- 70%)