



# Pause 2

Take a second to stretch...

I'm going to check the chat and answer some of your questions.

Then we will move on to our delicious game sandwich!!



The games are great!  
Even by themselves.  
But we know they are  
far more effective when  
we teach **AROUND**  
**THEM.**

# our approach



teach

iCivics exists to help students in middle school and high school learn about civics and government. We provide well-written, interactive resources that can be used in the classroom or at home.

Starter Activity

Mini Lesson

GAME SANDWICH



GAME PLAY!

Post-Game Activity

Reflection

about

The practice of civics has not passed down from one generation to the next. It must be learned and practiced by each generation.

Justice Sandra O'Connor

# Illustrated Amendment Guide in English & Spanish

## Amendment Guide

Name: \_\_\_\_\_

### AMENDMENT ADVANTAGE

**Do I have a right?** Sure! You've got many, and they're found in the amendments, or additions, to the U.S. Constitution. This handy guide will help you navigate all the rights you'll find in our game. Check it out!



#### Freedom of Expression

You have the right to communicate and express ideas and opinions—to the government, in the press, and in public, even when your thoughts are controversial or unpopular.



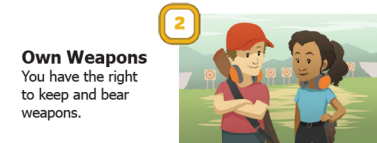
#### Freedom of Religion

The Constitution protects your right to practice any religion you choose—or no religion at all. It also says that the government can't establish a religion or prefer one faith over another.



#### Freedom of Assembly

You have the right to gather peacefully with others.



#### Own Weapons

You have the right to keep and bear weapons.

#### Not House Soldiers

The government cannot force you to let soldiers into your home or onto your property. It's up to you to decide who you let inside your house!



#### No Unreasonable Searches

If the police want to search you or your stuff—or take your things—they need a good reason to suspect they'll find evidence of a crime.

**Valid Warrant**  
If the police have a warrant to search or take your stuff, the warrant must show the reason they think your things should be searched or taken. It must also describe exactly where they want to search or what they want to take.



#### No Double Jeopardy

Once you've been found guilty or innocent, you cannot be put on trial or punished for that same crime again.



#### Not Testify Against Self

You can't be forced to testify against yourself, either by the police or in court. You have the right to remain silent!



#### Keep Private Property

The government is only allowed to take away your land if the land will be used for a public purpose. And if they do take your land, the government has to give you a fair price for it.



#### Due Process

If you're involved in a criminal case, the government can't take your life, liberty, or property without due process of law. That means a fair legal proceeding!

## Guía de las enmiendas

Nombre: \_\_\_\_\_

### ENMIENDAS ESENCIALES

**¿Tengo algún derecho?** ¡Por supuesto! Tienes muchos y se encuentran en las enmiendas, o los añadidos, a la Constitución de los EE.UU. Esta práctica guía te ayudará a navegar todos los derechos que vas a encontrar en nuestro juego. ¡Échale un vistazo!



#### Libertad de expresión

¿Quieres decir algo? La Constitución te apoya. Tienes derecho a comunicar y expresar tus ideas y opiniones al Gobierno, en la prensa y en público, incluso cuando sean controvertidas o impopulares.



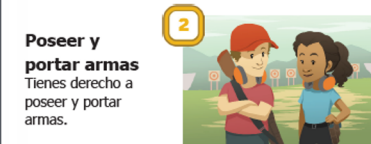
#### Libertad de culto

La Constitución protege tu derecho a practicar la religión que elijas o a no practicar ninguna en absoluto. Además, determina que el Gobierno no puede establecer ninguna religión ni favorecer una fe sobre otra.



#### Libertad de reunión

Tienes derecho a reunirte pacíficamente con otras personas.



**Poseer y portar armas**  
Tienes derecho a poseer y portar armas.

#### Prohibido alojar soldados

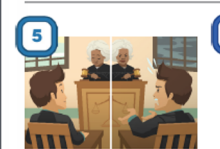
El Gobierno no puede obligarte a dar alojamiento a soldados en tu hogar o propiedad. Tú decides quién entra en tu casa.



#### Prohibido registro arbitrario

Si la policía quiere registrarte o registrar tus pertenencias (o llevárselas), necesita una buena razón para sospechar que encontrará evidencia de un delito.

**Orden fundada**  
Si la policía tiene una orden para registrar o llevarse tus pertenencias, la orden debe mostrar la razón para hacerlo. También debe describir exactamente dónde debe buscar o qué quiere llevarse.



#### Prohibido doble enjuiciamiento

Una vez que seas declarado culpable o inocente, no puedes volver a ser juzgado ni condenado por el mismo delito.



#### No declarar contra uno mismo

No pueden obligarte a declarar en tu contra, ya sea ante la policía o ante los tribunales. Tienes derecho a permanecer en silencio.



#### Protección propiedad privada

El Gobierno solo puede quitarte tu tierra si esta se va a usar para un fin público. Si lo hace, debe pagarte un precio justo por ella.



#### Debido proceso

Si estás involucrado en un delito penal, el Gobierno no puede privarte de tu vida, tu libertad o tu propiedad sin el debido procedimiento legal, es decir, sin un juicio justo.



# Extension Packs!

## Slides and PDF docs

### Teacher's Guide

#### Win the White House Extension Pack with ELL Supports



**Time Needed:** Approx. 3 class periods

**Lesson Objectives:** The student will...

**Materials:**

Extension Pack presentation (available via [Google Slides](#))

Access to [iCivics.org](#) for game play

Interactive whiteboard (*optional but ideal*)

**Handouts:**

Follow-Up Activities (*class set*)

Mini-Quiz (*1 page; class set*)

Vocabulary Activities (*3 pages; class set*)

- Explain the electoral process (primary and general elections, Electoral College)
- Identify the influence of the media in forming public opinion
- Describe the various sources and uses of campaign funding
- Describe the purpose of polling data
- Analyze how parts of a whole interact to produce outcomes in complex systems

**\*\*View the English Language Learner (ELL) Extensions after the Follow-Up Activity Menu.\*\***

### Step by Step

#### Preparation

Familiarize yourself with the game and its built-in ELL supports. Then access the [Google Slides presentation](#). It contains all the activities you'll need, but you can also print and distribute the paper versions included in this PDF if you wish. (Note: *Win the White House* is a game simulation. The popularity of political parties is randomized and does not reflect the actual states.)

#### 1. Starter Activity

**Ask** students: *What do you need to win a presidential campaign?* Have them brainstorm answers. Then display the "Votes! Votes! Votes" slide and go over the definitions. Move on to the "Electoral College Map" slide. Point out the colors and numbers.

**Ask** pairs of students to discuss the map.

**Prompt** students to talk about what they see using the questions on the slide. **Explain** that the Republican party is associated with red and the Democratic party with blue. Have students guess what purple means. Explain that the numbers are votes from each state which are part of the Electoral College. Continue with the "And this state's votes go to..." slide. Provide students with additional details using the slide notes.

#### 2. Mini-Lesson

##### I. Building Background & Vocabulary Development

**Display** the "Becoming a candidate" slide. Go over the definitions and then focus on the three steps. Show the "Campaign Issues" Slide and ask the questions. Take a tally to see which issues are more important to students. Tell students that during the game, they will pick the issues that they want to include in their campaign.

##### II. Building Background & Vocabulary Development

**Display** the slides for Activity 1: "Ingredients of a Campaign". Be sure to review the definitions of "fundraising", "data", and "polling" and then have students work in pairs or groups to answer the questions. Clarify language or questions as needed. Have students write their ideas on the paper graphic organizers, then call on students to write their ideas on the whiteboard.

#### 3. Game

**Direct** students to [iCivics.org](#) and have them play the game [Win the White House](#). Alternatively, try having the class play as a group using your interactive whiteboard and use our ELL Supports to enrich and enhance game play.

#### 4. Follow-Up Activities &

#### 5. Assessment

**Choose** 2-3 follow-up activities from the Follow-Up Activities Menu for your students to complete.

**Work** through the "Mini Quiz" slides, pausing to discuss and review. **Distribute** and assign the paper assessment if you wish.

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# 1. Starter Activity

ELL  
Supports

**Display** the "Courtroom" slide.

**Ask** pairs of students to discuss the photograph.

**Prompt** students to talk about what they see, what is happening and why, or what causes and/or results precede and follow the scene.

**Allow** time for partner discussion, then call on students to share their ideas with the whole class.



## ELL Extensions

### Starter Activity

iCIVICS  
ELL  
Supports

You can adapt the Starter Activity to adjust for different English proficiency levels. Try these strategies:

- **Allow** students to use electronic dictionaries for translation as needed.
- **Provide** a word bank (see the notes section of the "Courtroom" activity PowerPoint slide).
- **Ask** students to discuss the courtroom photograph using one of the sentence starters or questions below.

ELL  
Supports

Beginner	Intermediate	Advanced
I see _____. What do you see?	I think he/she is ____-ing and next he/she will _____ because _____.	Tell a short story about one person in the photograph. Some questions to consider: Who is this person? Why is he/she in the courtroom? How is he/she feeling? What might this person do next?

# Starter Activity

# Courtroom



## Activities

### Win the White House

Name: \_\_\_\_\_

1. **My Definitions.** Write the term that best matches the illustration. Then write your own definition.

#### Word Bank

candidate      political parties  
fundraising      media  
issues      oppose  
polling      debate



Word: \_\_\_\_\_  
Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Word: \_\_\_\_\_  
Definition: \_\_\_\_\_  
\_\_\_\_\_  
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Word: \_\_\_\_\_  
Definition: \_\_\_\_\_  
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Word: \_\_\_\_\_  
Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. **Word Trios.** For each of the word trios, decide whether the terms are related or unrelated and explain why.

1. liberal      conservative      issues      2. campaign      convention      debate

3. Electoral College      polling      PAC

4. vote      personal appearance      Republican Party

### Do I Have a Right?

Name: \_\_\_\_\_

1. **Classify and Write.** Classify these vocabulary words.

- arrest
- criminal record
- jaywalking
- litter
- sentence
- bribery
- fine
- judge
- murder
- shoplifting
- burglary
- fraud
- juror
- prosecutor
- trespass
- community service
- graffiti
- jury
- punishment
- vandalism
- conviction
- jail
- lawyer
- robbery
- witness

Crimes	People in a Courtroom	Consequences of Committing a Crime

Now select 3 pairs of words from the different categories above. Write a sentence with each pair.

Words	Sentences
1. _____	_____
2. _____	_____
1. _____	_____
2. _____	_____
1. _____	_____
2. _____	_____



**B. What Does It Mean to Have a Right?** How would you explain it to someone? Or think about it this way: How would you know you did NOT have a right? List everything you can think of!



# Mini-Lesson

The word right has many different meanings. This is the definition we will use for this lesson:

**Right:** \_\_\_\_\_  
\_\_\_\_\_