HONOR BELL FOUNDATION

WHO ARE WE ?

AN HONOR BELL SOCIAL STUDIES (CIVICS) AND LITERACY CURRICULUM

An exploration of
American, Military and Veterans' history through
Project-based and experiential learning.

Includes tailored and adaptable lessons for grades Pre-K through 12.

DIGNITY | HONOR | RESPECT

University of Colorado Denver

National History Day in Colorado

A pre-collegiate social studies and literacy program

A Pre-K through 12 National History Day in Colorado social studies and literacy curriculum

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FREEDOM MUST STILL RING

HEED THE CALL

Our nation has always been fortunate. Through the decades, our fellow citizens have defended our communities as members of the armed services. On land, at sea and in air, many have given much to maintain the American ideal.

But every year in Colorado, thousands of veterans, from World War II to the Global War on Terror, are buried without meaningful military honors. The reasons are simple: lack of personnel, lack of funds-the story would be mundane if it weren't so tragic. These men and women who selflessly offered their lives to protect our Liberty and our values are laid to rest without even the honors that were promised to them. And while all parties do their best, there is still more that can be done.

The Honor Bell Foundation seeks to remedy that, by creating a community of veterans to foster public appreciation of military service and honor their fellow veterans with a proper, final tribute. **We have commissioned a custom Honor Bell, forged from bronze, including medals and insignia from veterans, to be rung by corps of former service members from all conflicts and military branches.** Through our Bell Honors Program, which will sound at veterans' funeral services, to our Veterans Outreach and Bell Guard programs, we intend to make sure that those who offered their lives as the price of Freedom will have their honors tolled throughout the land.

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EDUCATION PROGRAM

The **HONOR BELL** *WHO ARE WE?* Curriculum is designed for students in grades from Preschool and Kindergarten all the way up through twelfth grade. The curriculum includes lessons, suggested readings, and project-based learning assignments specifically tailored to each grade level and aligned with Colorado Academic Standards in both social studies and literacy. The curriculum motivates students to examine American, Military, and Veterans' history through topics that are of personal interest to them.

Following completion of grade-level specific lessons, students then complete the **CONNECTION LESSON**. This sub-lesson asks students to analyze the leader, issue, law, conflict, or structure of government that they researched and question how we can use American history to understand and provide **DIGNITY, HONOR,** and **RESPECT** to our nation and the Veterans who have fought throughout history to defend it.

The final component of the **EDUCATION PROGRAM** is the **ASSEMBLY** and **CAPSTONE PROJECT**. The **HONOR BELL FOUNDATION** will wrap up the education experience program with a visit to your school, complete with the beautiful 1000-pound bronze bell, Honor Guard, and Honor Bell experts. Students will be able to ask questions, engage with Veterans, and touch the bell with gloved hands. Teachers are also encouraged to team up with the Honor Bell Foundation to engage local veterans.

The **HONOR BELL** *WHO ARE WE?* Curriculum is designed to be flexible and adaptable for all teachers' schedules. Lessons can be adjusted to be one-day exercises that introduce students to the grade-level specific topics, much longer projects that require in-depth research, and anything in between. No matter which you choose, the ultimately goal of the HONOR BELL FOUNDATION is to educate students on American history in a meaningful way, afford Veterans the **DIGNITY, HONOR,** and **RESPECT** they deserve, and forge a sense of unity across people of all ages.

PRESCHOOL & KINDERGARTEN

WHO ARE WE?
Members of a group

WHAT DOES IT MEAN TO BE PART OF A GROUP?

Students will research what civic participation is. Why is it important to ask questions, share information, and discuss ideas in groups?

SUGGESTIONS FOR READING
Introduce students to words and phrases within the following documents:

- Preamble of the Constitution
  "We the People of the United States"
  "A more perfect Union"
  "Ourselves and our posterity"
- Declaration of Independence
  "Mankind"
  "Consent of the governed"
  "These colonies"
  "These states"
  "Brethren"

FURTHER QUESTIONING

- What groups do you belong to?
- Do you belong to groups that others do not belong to?
- What is civic participation?
- Why is it important to listen to the ideas of others in your group?
- Why is it important to listen to the ideas of other groups?
- Why is civic participation in the United States special or unique?

PROJECT-BASED LEARNING ACTIVITY
Discuss these words, phrases, and questions as a group. Then encourage students to write, draw, or graphically depict what they think these words mean, and why it is important to be a part of a group.

EXTENSION: Split students into groups (for older or advanced students consider placing them in groups by issue), allow them to discuss what makes them alike and different amongst each other, what makes them alike and different from other groups, and how they would problem solve with each other and other groups.

COLORADO ACADEMIC STANDARDS ALIGNMENT

Preschool		
Social Studies		
History	1. Recognize change and sequence over time 2. Ask questions, share information and discuss ideas about the past	*Students understand the general, temporal progression of American history from colonization to present day.
Geography	1. Develop spatial understanding, perspectives, and connections to the world. 2. People belong to different groups and live in different settings around the world that can be found on a map or globe.	*Students identify and sort themselves into different and various groups.
Economics	1. People work to meet wants and needs 2. Recognize money and identify its purpose (PFL)	*Students understand the concept of civic engagement, and how individuals utilize it to meet their wants
Civics	1. Individuals have unique talents but also work with others in groups 2. Rules and their purpose in allowing groups to work effectively.	*Students understand that individuals are part of different groups for different reasons, why cooperation is important, and why rules are important in managing groups.
Reading, Writing & Communication		
Oral Expression and Listening	1. Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities. 2. Listening and comprehension skills are required to be clearly understood. 3. Early knowledge of phonemic awareness is the building block of understanding language	*Students are presented with words from primary source documents via speaking and writing, and made to understand their conceptual meanings. *Discussion amongst students about group membership requires both active listening and thought-out answers *Students use new words to expand their phonemic understanding of that word.
Reading for All Purposes	1. Print conveys meaning. 2. Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed	*Students explore words, attempt to sound them out, spell them, and use them.
Writing and Composition	1. Pictures express ideas 2. Letters are formed with accuracy 3. Appropriate mechanics and conventions are used to create simple texts	*Students express their understanding of group membership through writing and artistic, pictorial modalities.
Research and Reasoning	1. Relevant information is different from non-relevant information 2. Problems can be identified and possible solutions can be created.	*Students decided why certain things are important to them, and others are not. *Students come up with solutions to problems between groups

COLORADO ACADEMIC STANDARDS ALIGNMENT

Kindergarten		
Social Studies		
History	1. Ask questions, share information and discuss ideas about the past 2. The first component in the concept of chronology is to place information in sequential order	*Students understand the general, temporal progression of American history from colonization to present day. *Students discuss the foundations of what makes Americans as a group
Geography	1. People belong to different groups and live in different settings around the world that can be found on a map or globe.	*Students identify and sort themselves into different and various groups, and discuss how they differ from groups around them and from different parts of the world.
Economics	1. Ownership as a component of economics 2. Discuss how purchases can be made to meet wants and needs (PFL)	*Students understand the concept of civic engagement, and how individuals utilize it to meet their wants and needs.
Civics	1. Participate in making decisions using democratic traditions. 2. Civic participation takes place in multiple groups.	*Students understand that individuals are part of different groups for different reasons, why cooperation is important, and why rules are important in managing groups.
Reading, Writing & Communication		
Oral Expression and Listening	1. Oral communication skills are built within a language-rich environment 2. Communication relies on effective verbal and nonverbal skills 3. Vocal sounds produce words and meaning to create early knowledge of phonetic awareness	*Students are presented with words from primary source documents via speaking and writing, and made to understand their conceptual meanings. *Discussion amongst students about group membership requires both active listening and thought-out answers *Students use new words to expand their phonemic understanding of that word.
Reading for All Purposes	1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. 3. Decoding words in print requires alphabet recognition and knowledge of letter sounds	*Students explore documents to understand words and contest. *Students decode other words that they may understand within documents.
Writing and Composition	1. Text types and purposes, labels, and familiar words are used to communicate information and ideas 2. Appropriate mechanics and conventions are used to create simple texts	*Students express their understanding of group membership through writing and artistic, pictorial modalities.
Research and Reasoning	1. A variety of locations must be explored to find information that answers questions of interest. 2. Identify purpose, information and question an issue 3. Quality of thinking depends on the quality of questions	*In groups, students discuss an issue, and decide how they feel about it via guided questioning. *Students decide which groups they agree to disagree with, and how to solve problems between groups.

FIRST GRADE

WHO ARE WE?
Leaders

WHAT DOES IT MEAN TO BE A LEADER?
Students will identify one notable person from American history. They will then research how and why this person was an effective leader. Why do we still study them? What impact have they had on the United States (i.e. notable places, holidays, patriotic symbols)?

SUGGESTIONS FOR READING
Introduce students to documents written by founders and leaders, for example:

- *Declaration of Independence*
  - Thomas Jefferson
- "Farewell Address"
  - George Washington
- Common Sense
  - Thomas Paine
- "Thirteen Virtues"
  - Benjamin Franklin
- "Gettysburg Address"
  - Abraham Lincoln
- "Women's Right to the Suffrage"
  - Susan B. Anthony
- "Day of Infamy Address"
  - Franklin D. Roosevelt
- "I Have A Dream"
  - Martin Luther King, Jr.

FURTHER QUESTIONING
- Compare this person to a modern leader who you think exemplifies the same qualities.
- Who do you think individuals will study in 100 years? Why?
- What qualities does this individual share with historical leaders?
- What can you do to be a good leader in your classroom, community, etc.?

PROJECT-BASED LEARNING ACTIVITY
After performing research on their selected leaders, students select three leadership qualities of that individual, and present them to their classmates via written report, graphic display, acting or some other chosen form of presentation. They will then present to their class how a modern day leader also exemplifies these qualities, citing examples.

COLORADO ACADEMIC STANDARDS ALIGNMENT

First Grade		
Social Studies		
History	1. Demonstrate curiosity about patterns and chronological order of events of the recent past 2. Family and cultural traditions in the United States in the past	*Students understand the general, temporal progression of American history from colonization to present day. *Students describe and understand the continuities and differences between leadership qualities throughout American history
Geography	1. Geographic tools such as maps and globes to represent places 2. People in different groups and communities interact with each other and the environment.	*Students identify and sort themselves into different and various groups according to what they perceive a leader to be. *Students recognize that leadership can encompass a number of qualities, represent a number of different groups, and must mediate interests of other groups and their leaders.
Economics	1. People work at different types of jobs and in different types of organizations in order to produce goods and services and receive income 2. Identify short term financial goals (PFL)	*Students understand that leaders emerge in many different professions and fight for a range of causes *Students understand that leaders in business share some of the same qualities as political and social leaders *Students understand that leaders can represent a range of foals, whether they be monetary, political, social, personal, etc.
Civics	1. Effective groups have responsible leaders and team members 2. Notable people, places, holidays, and patriotic symbols	*Students understand that effective leaders emerge to lead various groups while recognizing important leaders and their contributions. *Students understand that individuals are part of different groups for different reasons, why cooperation is important, and why rules are important in managing groups * Students recognize important historical leaders and their contributions.
Reading, Writing & Communication		
Oral Expression and Listening	1. Multiple strategies to develop and expand oral vocabulary 2. Verbal and nonverbal language is used to express and receive information 3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech	*Students are presented with words from primary source documents via speaking and writing, and made to understand their conceptual meaning. *Discussion amongst students about group membership requires both active listening and thought-out answers. *Students use new words to expand their phonetic understanding
Writing and Composition	1. Exploring the writing process develops ideas for writing texts that carry meaning. 2. Appropriate spelling, conventions, and grammar are applied when writing	*Students express their understanding of documents written by famous people, and use them to apply meaning in their own writing. *Students practice implementing correct grammar and punctuation throughout both observation of texts and practice in their own work
Research and Reasoning	1. A variety of resources leads to locating information and answering questions of interest. 2. Purpose, information, and questions about an issue are essential steps in early research.	*Students begin performing primary source research by looking at famous documents authored by Trailblazers, as well as any additional resources they might find. *Students make connections from this research between historical leaders and modern leaders.

SECOND GRADE

WHO ARE WE?
Advocates for ideas

WHAT DOES IT MEAN TO TAKE A STAND FOR NEW IDEAS?
Students will be presented with a historical source (*The Declaration of Independence*). They will then formulate ideas about how these people of the past influenced their neighborhoods, communities, the nation, and/or the world. Students will then formulate an example of when someone in their community advocated for their ideas.

SUGGESTIONS FOR READING
Introduce students to documents written by founders and leaders. For example:

- *Declaration of Independence*
- *Articles of Confederation*
- *Constitution*
- *Federalist, #51*
- *13th Amendment*
- *19th Amendment*
- *Bill of Rights*

*Students should focus on one "new" idea in each source.

FURTHER QUESTIONING

- What new idea were the authors taking a stand for in the chosen document?
- How have these people and ideas of the past influenced us today? Have they helped us advocate for our ideas?
- Why is it important to have someone represent your ideas?
- How can we use these tools to resolve our differences?

PROJECT-BASED LEARNING ACTIVITY
Students outline the ideas advocated for in their chosen document, why they believe it was important and advocated for, and who opposed this idea and why. Students also identify one modern idea they would advocate for, as well as one strategy to solve a problem. Students present this information to their classmates via written report, graphic display, actigin, or some other chosen form of presentation.

EXTENSION: Teachers may choose to assign students opposing topics and stage a debate answering the above outlined questions.

COLORADO ACADEMIC STANDARDS ALIGNMENT

Second Grade		
Social Studies		
History	1. Students will identify people in the past that influenced the history of neighborhoods and communities. 2. Identify historical sources and utilize the tools of a historian	*Students analyze how new ideas changed the neighborhoods and communities of the past and today. *Students study primary documents and decide what new idea the document advocates for
Geography	1. Use the geographic terms and tools to describe space and place 2. Place in communities manage, modify, and depend on their environment	*Students identify the factions in favor and opposed to the idea set forth in a particular document, and locate the geographically and temporally. *Students examine how a change in political environment changes communities.
Civics	1. Students will identify and compare multiple ways that people understand and resolve conflicts and differences. 2. Responsible community members advocate for their ideas	*Students understand that individuals are part of different groups for different reasons, why cooperation is important, and why rules are important in managing groups. *Students understand that effective leaders emerge to lead various groups and advocate for certain ideas. *Students recognize different problems solving solutions between different factions
Reading, Writing & Communication		
Oral Expression and Listening	1. Discussions contribute and expand on the ideas of self and others 2. New information can be learned and better dialogue created by listening actively.	*Discussion amongst students about advocating for new ideas requires both active listening and thought-out answers.
Reading for All Purposes	1. Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology 2. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary and informational texts.	*Students begin to explore primary source documents from any different historical periods. *Students begin to utilize their vocabulary and context to help make sense of complex and unfamiliar words.
Writing and Composition	1. Exploring the writing process helps to plan and draft a variety of literary genres and informational texts. 2. Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing	*Students express their understanding of historical documents. *Students articulate the main point of historical documents in their own informational texts *Students practice implementing correct grammar and punctuation through both observation of texts and practice in their own work.
Research and Reasoning	1. Questions are essential to analyze and evaluate the quality of thinking. 2. Reference materials help us locate information and answer questions	*Students begin performing primary source research by looking at documents regarding the advocacy of new ideas. *Students pose questions about why these ideas were revolutionary, why some were in favor of them, and why some opposed.

THIRD GRADE

WHO ARE WE?
Members of a democracy

WHAT DOES IS A DEMOCRACY?
Students will research what a democracy is. They will choose one component of a democratic society (voting). Why is this component important to us as Americans? What would happen if this component were not part of American society?

SUGGESTIONS FOR READING
Introduce students to documents that articulate specific rights. Have them choose one to focus on.

- *Bill of Rights*
- *11th-27th Amendments*
- *Civil Rights Act*
- *Voting Rights Act*
- *Fair Housing Acts and Amendments*

FURTHER QUESTIONING

- Why were some groups denied democratic rights?
- What does it mean to debate these components?
- Why is it important to respect people with different views?
- How do these components work in a local government?
- Why do our democratic rights matter in local government?

PROJECT-BASED LEARNING ACTIVITY
Students outline the democratic right they researched. They then assess whether this right was once denied to any particular group, and/or why there was opposition to it, and whether or not they think there is still a debate over or a denial of this democratic right. They should conclude with an example of how this democratic right is used in local government. Students present this information to their classmates via a written report, graphic display, acting, or some other chosen form of presentation.

EXTENSION: Teachers may choose to have students with opposing topics stage a debate answering the above outlined questions.

COLORADO ACADEMIC STANDARDS ALIGNMENT

Third Grade		
Social Studies		
History	1. Use a variety of sources to distinguish historical fact from fiction 2. People in the past influenced the development and interaction of different communities and regions.	*Students study primary documents and discern historical facts from popular fiction *Students analyze how and why individuals in the past advocated for and passed legislation, and discuss how it affects us now
Geography	1. Use various types of geographic tools to develop spatial-thinking 2. The concept of regions is developed through an understanding of similarities and differences in places	*Students identify how democratic rights have been applied to different groups of people and locate these geographically and temporally *Students use maps to identify demographics geographically
Economics	1. Describe producers and consumers and how goods and services are exchanged 2. Describe how to meet short-term financial goals (PFL)	*Students discover the economic implications of particular facets of democracy
Civics	1. Respecting the views and rights of others as components of democratic society 2. The origin, structure, and function of local government	*Students understand that others are also entitled to the views and rights of a democratic society *Students discuss why, historically, some groups were denied their democratic rights *Students identify how their local government works, and how it contributes to state and federal government.
Reading, Writing & Communication		
Oral Expression and Listening	1. Oral communication is used both informally and formally. 2. Successful group activities need the cooperation of everyone.	*Discussion amongst students about democratic rights requires both active listening and thought-out answers.
Reading for All Purposes	1. Strategies are needed to make sense of various types of literary genres. 2. Comprehension strategies are necessary when reading informational or persuasive text 3. Increasing word understanding word use, and word relationships increases vocabulary	*Students begin to explore primary and secondary source documents from many different historical periods. *Students begin to utilize their vocabulary and context to help make sense of complex and unfamiliar words and information
Writing and Composition	1. A writing process is used to plan, draft, and write a variety of literary genres and informational texts 2. Correct grammar, capitalization, punctuation, and spelling, are used when writing.	*Students practice implementing correct grammar and punctuation through both observation of texts and practice in their own work. *Students articulate the main point of historical documents in their own information text *Students express their understanding of historical documents.
Research and Reasoning	1. Research a topic and sharing findings are often done with others 2. Inferences and points of view exist	*Students begin to perform research by looking at documents and discussing them with classmates. *Students understand via research that opposing points of views exist and make inferences about why that is

FOURTH GRADE

WHO ARE WE?
Coloradans

WHAT DOES IT MEAN TO BE A COLORADAN?
Students will choose a key individual or group from Colorado's history. They will then describe what key event or idea this person was responsible for spearheading in Colorado. What was the cause and effect of their actions? What are the implications for Colorado today?

SUGGESTIONS FOR READING
Introduce students to primary documents regarding Colorado's history:

- Colorado State Constitution
- Denver Public Library: Western History Resources
    - Includes topics on:

- Elitch Gardens
- National Western Stock Show
- Ralph Carr
- Corky Gonzalez
- Benjamin Stapleton
- Justina Ford

- Hispanic History Resources at History Colorado
- Colorado Historic Newspaper Collection

Teachers may also find these secondary sources useful for reference:

- *Colorado Story* by Debra Faulkner and Thomas Noel
- *My Colorado* by Willian Virden and Mary Borg
- *Discover Colorado: It's People, Places, and Times* by Matthew T. Downey and Ty Bliss
- *Colorado* by Cynthia Walker

FURTHER QUESTIONING

- How is this Colorado person or event related to larger events in the United States?
- What other perspectives were there about this event or idea?
- How is this person, idea, and/or event affecting us today?

PROJECT-BASED LEARNING ACTIVITY
Students outline the person, idea, event that they chose. They should explicitly address any conflict surrounding this event, how this helped shape the Colorado government, how it relates to larger United States history. How does this impact us today? Students present his information to their classmates via written report, graphic display, acting, or some other chosen form of presentation.

EXTENSION: Teachers may choose to sort students with similar topics into groups and allow them to create a short skit that answers the above topics, while also encouraging creative collaboration.

COLORADO ACADEMIC STANDARDS ALIGNMENT

4th Grade		
Social Studies		
History	1. Organize a sequence of events to understand the concepts of chronology and cause and effects in the history of Colorado 2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States	*Students study primary documents and understand the temporal progression of Colorado history *Students analyze how Colorado history was aligned with or impacted United States History
Geography	1. Use several geographic tools to answer questions about the geography of Colorado 2. Connections within and across human and physical systems are developed	*Students use maps to outline developments in Colorado history *Students discern connections (both similarities and differences) across Coloradans and Americans
Economics	1. People respond to positive and negative incentives 2. The relationship between choice and opportunity cost (PFL)	*Students discover how incentives motivated decisions in Colorado history *Students assess the consequences of historical decisions
Civics	1. Analyze and debate multiple perspectives on an issue 2. The origins, structure, and functions of the Colorado government	*Students discuss why, historically, some groups in Colorado history had opposing views, and what the implications of these disagreements were *Students identify how the Colorado government works and how it impacts the federal government
Reading, Writing & Communication		
Oral Expression and Listening	1. A clear communication plan is necessary to effectively deliver and receive information.	*Discuss amongst students about Colorado history requires both active listening and thought-out answers *Students must plan the oral components of a presentation
Reading for All Purposes	1. Comprehension and fluency matter when reading literary and informational texts in a fluent way. 2. Knowledge of complex orthography (spelling words), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills	*Students demonstrate comprehension when researching documents from women activists. *Students tackle difficult texts via reading tools and context clues to increase reading skills
Writing and Composition	1. The recursive writing process is used to create a variety of literary genres for an intended audience. 2. Informational and persuasive texts use the recursive writing process. 3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader.	*Students express their understanding of historical documents. *Students articulate the main idea of historical documents in their own informational texts. *Students practice implementing correct grammar and punctuation through both observation of texts and practices in their own work.
Research and Reasoning	1. Comprehending new information for research is a process undertaken with discipline both alone and within groups. 2. Identifying implications, concepts, and ideas enriches reasoning skills.	*Students perform research by looking at documents regarding demographic rights and discuss them with classmates. *Students understand via research that opposing points of views exist, and make inferences about why this is.

FIFTH GRADE

WHO ARE WE?
Americans

WHAT DOES IT MEAN TO BE AN AMERICAN?
Students will select a structure or function of the United States government (i.e. freedom of speech). They will then research the origins of this aspect of the United States governmental system. How have ideas about citizenship influenced this structure?

SUGGESTIONS FOR READING
Introduce students to primary documents regarding the structure of the United States government.

- *Declaration of Independence*
- *Articles of Confederation*
- *Federalist Papers #47-51*
- *Constitution*
- *Bill of Rights*

FURTHER QUESTIONING

- What are the historical justifications for this structure or function?
- How have discussions regarding citizenship impacted this structure?
- How does this structure or function impact us today? Should it stay the same? Be revised? Are we debating it?

PROJECT-BASED LEARNING ACTIVITY
Students outline the structure of government they researched. They then assess its relationship to citizenship, their opinion on it and why they feel that way, and how it impacts us today. Students present this information to their classmates via written report, graphic display, acting, or some other chosen form of expression.

EXTENSION: Teachers may choose to assign groups of students to one of each of the ten amendments in the *Bill of Rights*. The groups would answer the above questions collaboratively.

COLORADO ACADEMIC STANDARDS ALIGNMENT

5th Grade		
Social Studies		
History	1. Analyze historical sources from multiple points of view to develop an understanding of historical context	*Students study primary documents and understand the temporal progression of American history *Students analyze how structures of the U.S. government were developed, debated, and changed/remained the same from 1491 through the founding of the U.S. government
Geography	1. Use various geographic tools and sources to answer questions about the geography of the United states 2. Causes and consequences of movement	*Students use maps to outline developments in American history *Students discern connections between human movement and the structure of government (i.e. colonization and American independence).
Economics	1. Government and market structures influence financial institutions 2. Utilizes financial institutions to manage personal finance (PFL)	*Students discover how market structures and financial institutions influenced the structure of government (ie. taxation and American independence)
Civics	1. The foundations of citizenship in the United States 2. The origins, structure, and functions of the United States government	*Students discuss why discussions about citizenship helped shape the structure of the American government *Students identify how the American government was created, works, and how it has changed/remained the same over time.
Reading, Writing & Communication		
Oral Expression and Listening	1. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience. 2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes.	*Students must formulate an opinion about the structure of government and describe it to an audience. *Students must plan an oral component of their presentation. *Students must engage in active listening to the presentations of others.
Reading for All Purposes	1. Literary texts are understood and interpreted using a range of strategies. 2. Ideas found in a variety of informational texts need to be compared and understood. 3. Knowledge of morphology and word relationships matters when reading.	*Students demonstrate comprehension when researching primary source documents. *Students make connections across their sources. *Students tackle difficult texts via reading tools and context clues to increase reading skills.
Writing and Composition	1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes. 2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes. 3. Conventions apply consistently when evaluating written texts.	*Students express their understanding of historical documents. *Students articulate the main point of historical documents in their own information. Students practice implementing correct grammar and punctuation through both observation of texts and practice in their own work.
Research and Reasoning	1. High-quality research requires information that is organized and presented with documentation. 2. Identifying and evaluating concepts and ideas have implications and consequences. 3. Quality research requires asking questions and analyzing and evaluating viewpoints.	*Students perform primary source research by looking at documents regarding the structure of the U.S. government and discuss them with classmates. *Students understand via research that opposing points of view exist, and make inferences as to why this is. *Students display their acquired knowledge in a meaningful way.

SIXTH & SEVENTH GRADE

WHAT ARE WE?
Interconnected

WHAT DOES IT MEAN TO LIVE IN A GLOBALIZED WORLD?
Students will first select a country (Western Hemisphere for 6th grade; Eastern Hemisphere for 7th grade) with which the United States trades (or traded with during some point in history). They will then select a specific good traded between that country and the U.S. and use primary documents, maps, and data to discover the other countries and dynamics involved in this trade partnership.

SUGGESTIONS FOR READING
Introduce students to primary documents that outline trade agreements throughout history:

- *British Navigation Act of 1651*
- *Siamese-American Treaty of 1833*
- *Cobden-Chevalier Treaty*
- *McKinley Tariff Act of 1980*
- *Bretton Woods Agreement*
- *General Agreement of Trade and Tariffs (GATT)*
- *North American Free Trade Agreement (NAFTA)*

FURTHER QUESTIONING

- What, if any, international organizations govern/regulate this relationship?
- Are the economic and governmental systems of these countries the same or different?
- What makes these relationships successful?

PROJECT-BASED LEARNING ACTIVITY
Students present the trade route of their good (or service) via some form of graphic organization. They also outline the types of governments and economies the United States works with along with route, as well as any international agreements governing these relationships.

EXTENSION: Teachers may choose to have students work in groups. Each student would represent either country or international agreement along with a trade route of a particular good or service. This extension would require each component to be researched in greater depth.

COLORADO ACADEMIC STANDARDS ALIGNMENT

6th Grade		
Social Studies		
History	1. Analyze and interpret historical sources to ask and research historical questions 2. The historical eras, individuals, groups, ideas, and themes in regions of the Western Hemisphere and their relationships with one another	*Students study primary documents to form historical questions and theses regarding U.S. relationships with countries in the western hemisphere
Geography	1. Use geographic tools to solve problems 2. Evaluate how regional differences and perspectives in the Western Hemisphere impact human and environmental interactions.	*Students use maps to observe geographical relationships and trace trade routes
Economics/ Financial Literacy	1. Identify and analyze different economic systems 2. Investigate the role of consumers and businesses within the Western Hemisphere	*Students discover how globalized systems impact economic and trade decisions.
Civics	1. Examine civic participation within different governmental systems. 2. Explain how the development and features of systems of government in the Western Hemisphere relate to their citizens.	*Students examine how the United States is connected to the Western Hemisphere countries. *Students compare and contrast forms of government in these different countries to enhance their understanding of the globalized world.
Reading, Writing & Communication		
Oral Expression and Listening	1. Successful group discussions require planning and participation by all.	*Discussion amongst students about interconnectedness requires both active listening and thought-out answers Students plan and distribute responsibilities amongst each other in a group
Reading for All Purposes	1. Understanding the meaning within different types of literature depends on properly analyzing literary components. 2. Organizing structure to understand and analyze factual information 3. Word meanings are determined by how they are designed and how they are used in context.	*Students demonstrate comprehension by deconstructing the meaning of unfamiliar words through context clues. *Students examine the structure of governments and international relationships
Writing and Composition	1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice. 2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice development. 3. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy.	*Students demonstrate professional, informational writing via presentation of their research. *Students use correct grammar and punctuation though both observations of texts and practice in their own work.
Research and Reasoning	1. Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation. 2. Assumptions can be concealed, and require identification and evaluation. 3. Monitoring the thinking of self and others is a disciplined way to maintain awareness.	*Students perform primary source research by looking at documents written by artists and athletes and discussing them with classmates. Students research and analyze information across sources to construct unbiased questions and hypotheses.

7th Grade		
Social Studies		
History	1. Analyze and interpret a variety of primary and secondary sources from multiple perspectives in the Eastern Hemisphere, including their influence on modern society. 2. Apply an understanding of the historical context of significant current events, individuals, groups ideas, and themes, within regions of the Eastern Hemisphere and their relationships with one another, to draw conclusions, and solve problems.	*Students study primary documents and synthesize and draw conclusions across them. Students study primary documents to form historical questions and theses regarding U.S. relationships with the countries in the Eastern Hemisphere
Geography	1. Use the geographic tools to gather data and make geographic inferences and predictions 2. Evaluate regional differences and perspectives in the Eastern Hemisphere and how they impact human and environmental interactions.	*Students use maps to understand cultural differences via geographic implications *Students use maps to observe geographical relationships and trace trade routes
Economics/ Financial Literacy	1. Investigate the role of consumers and businesses within the Eastern Hemisphere 2. Describe how economic systems in the Eastern Hemisphere developed based on access to resources, societal values, and human experiences in order to address the problem of scarcity.	*Students discover how globalized systems impact economic and trade decisions
Civics	1. Analyze how nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways. 2. Investigate similarities and differences of civic participation within different governmental systems of the Eastern Hemisphere.	*Students examine how the United States is connected to the Eastern Hemisphere countries. *Students compare and contrast forms of government in these different countries to enhance their understanding of the globalized world.
Reading, Writing & Communication		
Oral Expression and Listening	1. Formal presentations require preparation and effective delivery 2. Small and large group discussions rely on active listening and the effective contributions of all participants.	*Students plan and distribute responsibilities amongst each other in a group. *Discussion amongst students about interconnectedness requires both active listening and thought-out responses.
Reading for All Purposes	1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts 2. Informational and persuasive texts are summarized and evaluated. 3. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts reading.	*Students demonstrate comprehension by deconstructing the meaning of unfamiliar words through context clues. *Students examine the structure of international relationships.
Writing and Composition	1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features. 2. Organization is used when composing informational and persuasive texts. 3. Editing writing for proper grammar, usage, mechanics, and clarity improves written work.	*Students demonstrate professional, information writing via presentations of their research. *Students use correct grammar and punctuation through both observations of texts in their own work.

Research and Reasoning	1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources 2. Logical information requires documented sources 3. Reasoned material is evaluated for its quality using both its logic and its use of a medium.	*Students perform research by looking at documents written by athletes and artists and discussing them with classmates. *Students research, analyze, and document information across sources to construct unbiased questions and hypotheses.

8th Grade		
Social Studies		
History	1. Investigate and evaluate primary and secondary sources from multiple diverse perspectives about United States history from the American Revolution through Reconstruction to formulate and defend claims with textual evidence and logical reasoning. 2. Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction.	*Students assess an element within the Constitution and its evolution from Revolution to Reconstruction *Students research and draw conclusions across a number of primary sources
Geography	1. Use geographic tools to analyze patterns in human and physical systems 2. Recognize the impact of the competition for control of land and resources in early American history.	*Students use maps to identify demographics geographically *Students use map to understand conflicts and cooperation geographically
Economics/ Financial Literacy	1. Examine the role of consumer decisions and taxes within the market economies of early American history.	*Students explore how economic tensions produced conflict from Revolution to Reconstruction.
Civics	1. Investigate and evaluate the purpose and place of rule of law in a constitutional system. 2. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.	*Students understand how elements within the Constitution changed/remained the same from Revolution to Reconstruction *Students understand the place of law in a constitutional system, and how the period between the Reconstruction and Revolution helped define this.
Reading, Writing & Communication		
Oral Expression and Listening	1. Communication skills and interviewing are required to gather information and to develop and deliver oral presentations. 2. A variety of response strategies clarifies meaning or messages.	*Discussion amongst students about change and continuity requires both active listening and thought-out answers. *Students exploit different communication strategies to complete research.
Reading for All Purposes	1. Quality comprehension and interpretation of informational, literary, and persuasive texts demand self-monitoring and self-assessment. 2. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts.	*Students use their comprehension skills to and context clues to understand complex materials and synthesize across materials. *Students research primary and secondary source documents and draw supported, unbiased conclusions across them.
Writing and Composition	1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of	*Students organize and present their research in a meaningful way.

	audiences and purposes and evaluated for quality. 2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality. 3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document.	*Students use correct spelling, punctuation, and grammar.
Research and Reasoning	1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures. 2. Common fallacies and errors occur in reasoning. 3. Quality reasoning relies on supporting evidence in media	*Students draw conclusions and analyses across a variety of materials. *Students understand that not all sources are reliable and corroborate questionable information.

"The vision of the Honor Bell Foundation is to unite veterans to honor their own and foster public appreciation for military service."

-Honor Bell Foundation

EIGHTH GRADE

WHO ARE WE?
Participants

WHAT IS THE PURPOSE OF REVISING THE LAW?
Students will select an element of the Constitution that either changed or stayed the same in the period between the American Revolution and Reconstruction (states rights versus federal rights). They will have to identify how and why this element became ingrained in the Constitution and how it was debated, fought over, and revised in the period from Revolution to Reconstruction.

SUGGESTIONS FOR READING

- *Declaration of Independence*
- *Common Sense* by Thomas Paine
- The *Federalist Papers*
- The *Antifederalist Papers*
- *Articles of Confederation*
- *Constitution*
- The *Declaration of Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union*
- *First Inaugural Address* by Abraham Lincoln

FURTHER QUESTIONING

- Does the Constitution leave this element up for interpretation? If so, what do you believe this interpretation is?
- Are we still debating this element today? If so, why do you think this is?
- Did we fight a conflict over this element? Why was it so contentious?

PROJECT-BASED LEARNING ACTIVITY
Students present their chosen element of the Constitution and explain how and why it changed/stayed the same? They should then explain if we are still debating and attempting to revise this issue today? Students should offer their personal opinions regarding this issue, as well as their personal solutions supported by facts and evidence. Students present this information to their classmates via written report, graphic display, acting or some other chosen form of presentation.

EXTENSION: Teachers may choose to have students with opposing topics stage a debate answering the above outlined questions. Teachers may also consider assigning students to groups to argue a particular side of a single, multi-perspectival issue.

HIGH SCHOOL

WHO ARE WE?
Critical Thinkers

WHAT IS THE PURPOSE/ROLE OF GOVERNMENT?
Students will select a law outlined in the Constitution, either in its Articles or Amendments. They will then find other founding documents (i.e. the *Federalist Papers*) that speak to the same issue. Using these primary documents, analysis, and critical thinking, students will then decide and defend what they believe the role of government is regarding their particular issue. Students will also compare/contrast how this issue is incorporated into law in another country.

SUGGESTIONS FOR READING:

- *Declaration of Independence*
- *Constitution*
- *Bill of Rights*
- *Federalist Papers*
- *Anti Federalist Papers*

FURTHER QUESTIONING

- What are the social implications of this issue in the United States? In foreign country? In the globalized world?
- What are the economic implications of this issue in the United States? In foreign country? In the globalized world?
- What are the merits of the opposition's argument?

PROJECT-BASED LEARNING ACTIVITY
Students present their chosen law, and discuss its evolution throughout history, and how it has been applied. Students will then articulate what they believe to be the role of the government in regards to this issue, supporting their stance with evidence. They will then discuss the current social and economic implications of this law compared to that of one another country. Students present this information to their classmates via written report, graphic display, acting, or some other chosen form of presentation.

EXTENSION: Teachers may choose to have students with opposing topics stage a debate answering the above outlined questions. Teachers may also consider assigning students to groups to argue a particular side of a single, multi-perspectival issue.

COLORADO ACADEMIC STANDARDS ALIGNMENT

High School		
Social Studies		
History	1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of secondary and primary sources 2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time 3. The significance of ideas as powerful forces throughout history.	*Students research, analyze, and draw conclusions across primary and secondary sources to formulate arguments about the role of government. *Students the impact of various laws
Geography	1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions 2. Explain and interpret geographic variables that influence the interaction of people, places, and environments 3. Investigate patterns of the interconnected nature of the world, its people and places	*Students identify the geographic variables that influence how factions and demographics vote on and pass laws *Students understand the interconnected nature of the world, and analyze how countries implement laws differently
Civics	1. Research, formulate positions on government policies and on local, state, tribal, and national issues to be able to participate and engage in a civil society. 2. Evaluate the purposes, roles, and limitations on the structures and functions of government 3. Analyze the impact of civic participation on political institutions and public policy.	*Students understand that individuals are part of different groups for different reasons, why cooperation is important, and why rules are important in managing groups *Students understand that effective leaders emerge to leave various groups and advocate certain ideas *Students recognize different problem solving solutions between different factions.
Economics/ Financial Literacy	1. Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources 2. Economic policies impact markets 3. Government and competition impact markets 4. Design, analyze, and apply a financial plan based on short and long term financial goals (PFL) 5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income and growth (PFL) 6. The components of personal credit to manage credit and debt (PFL) 7. Identify, develop, and evaluate risk-management strategies (PFL)	*Students analyze how economics, governments, and scarcity of resources impact the passage and implementation of laws. *
Reading, Writing & Communication		
Oral Expression and Listening	***Ninth Grade*** 1. Oral presentations require effective preparation strategies. 2. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention. ***Tenth Grade*** 1. Content that is gathered carefully and organized well successfully influences an audience 2. Effectively operating in small and large groups to accomplish a goal requires active listening. ***Eleventh Grade*** 1. Verbal and nonverbal cues impact the intent of communication. 2. Validity of a message is determined by its accuracy and relevance. ***Twelfth Grade*** 1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness 2. Effective collaborative groups accomplish goals	*Students organize and present information regarding the role of women as professionals in a meaningful way with both verbal and nonverbal cues. *Students collaborate with classmates on ideas through both verbal communication and active listening.
Reading for All Purposes	***Ninth Grade*** 1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison. 2. Increasingly complex informational texts require mature interpretation and study. ***Tenth Grade***	*Students read both primary and secondary source documents in order to draw conclusions about the role of professionals in American society.

	1. Literary and historical influences determine the meaning of traditional and contemporary literary texts 2. The development of new ideas and concepts within informational and persuasive manuscripts. 3. Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts. ***Eleventh Grade*** 1. Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning. 2. Ideas synthesized from informational texts serve a specific purpose 3. Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts. ***Twelfth Grade*** 1. Literary criticism of complex text requires the use of analysis, interpretative, and evaluative strategies. 2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills.	*Students use age-appropriate grammar, vocabulary, and punctuation to articulate their arguments.
Writing and Composition	***Ninth Grade*** 1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language. 2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support. 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions. ***Tenth Grade*** 1. Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience. 2. Organizational writing patterns inform or persuade an audience. 3. Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process. ***Eleventh Grade*** 1. Stylistic and thematic elements of literary or narrative texts an be refined to engage or entertain an audience 2. Elements of informational and persuasive texts can be refined to inform or influence an audience. 3. Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity. ***Twelfth Grade*** 1. Style, detail, expressive language, and genre create a well-crafter statement directed at an intended audience and purposes. 2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes. 3. Standards English conventions effectively communicate to targeted audiences and purposes.	*Students research and synthesize ideas across a number of primary and secondary resources in order to develop a well-supported argument. *Students use their research to construct an organized, well-thought out argumentative essay.
Research and Reasoning	***Ninth Grade*** 1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions. 2. Effective problem-solving strategies require high-quality reasoning. ***Tenth Grade*** 1. Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions. 2. An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy ***Eleventh Grade*** 1. Self-designed research provides insightful information, conclusions, and possible solutions. 2. Complex situations require critical thinking across multiple disciplines. 3. Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence. ***Twelfth Grade*** 1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes. 2. Logical arguments distinguish facts from opinions, and evidence defines reasoned judgment.	*Students conduct independent research regarding the role of government by analyzing and synthesizing across multiple primary and secondary sources. *Students use primary and secondary sources of multiple mediums such as pictures, charts, graphs, newspaper clippings, and political cartoons. *Students distinguish facts about the role of government from opinions, but use source-materials and evidence to support their own opinions. *Students reflect, refine, and articulate their knowledge and beliefs.

CONNECTION LESSON

WHY STUDY WHO WE ARE?

To understand that we should afford DIGNITY, HONOR, and RESPECT to each other, our country, and our Veterans.

CRITICAL THINKING QUESTIONS

- What do the words “dignity,” “honor,” and respect,” mean?
- What is unique about the United States? Why should we dignify, honor, and respect our country?
- What is unique about our military and our Veterans, and why should we afford them dignity, honor, and respect?
- Our Veterans face many issues and challenges following active service. How can we assist them in these challenges? Are we currently doing enough?
- Does everyone deserve dignity, honor, and respect?
- What can we gain by affording those we disagree with dignity, honor, and respect?

ASSEMBLY

HOW CAN WE SHARE WHO WE ARE?

The assembly is the culmination of the education program experience, and the best way for teachers and students of all grade levels to share their new understanding about American history, heritage, and identity. After completion of the lessons, the HONOR BELL FOUNDATION will visit your school, bringing along experts, Veterans, and the Honor Bell. They will utilize their mission– DIGNITY, HONOR, and RESPECT– to bridge the academic and experimental elements of the curriculum.

NEXT STEPS

1. Decide where the curriculum will work for you in terms of lesson planning and schedules. Also, consider how in-depth you will be going in terms of the lessons.
2. Contact the HONOR BELL FOUNDATION to schedule your assembly sometime after your students complete the lesson portion of the program.
3. Consider engaging local Veterans, not only for the Assembly, but perhaps throughout the process.
4. After the assembly, debrief with your students. After they complete the experience, they may want to share what they have gained from the program.
5. Contact the HONOR BELL FOUNDATION about potential field trip opportunities, or about partner organizations where students may be able to continue working on their projects

FINALLY

Keep us in mind for future classes if you know other educators that might be interested, or if you know any Veterans that might be interested in the Bell Honor Guard or Veteran Outreach programs.

HIGH SCHOOL EXTENSION: CAPSTONE PROJECT

In 2020, the Colorado Department of Education mandated that all graduating seniors earn the newly required Graduation Capstone. Fulfilling this component requires students in 9th through 12th grade to perform extensive research on a specific topic, interview specialists in the field, and create a project outside of the confines of a traditional classroom assignment that is presented to a wider audience. To fulfill this requirement, high school students in grades 9th-12th can choose ***ONE*** of the following military sites in Colorado to research and present in a paper format:

Burial Sites:
Fort Logan National Cemetery
Pikes Peak National Cemetery

Memorial Sites:
Fort Lyon National Cemetery
Veterans Memorial Cemetery of Western Colorado
Colorado Freedom Memorial
Colorado Civil War Memorial
10th Mountain Division Memorial/Museum
American Service Women's Memorial
POW/MIA Memorial
Soldiers of the Civil War Memorial
Overseas Flyers Monument-World War I pilots
Tuskegee Airmen Memorial Highway and Statue
Camp Amache
USS Colorado Memorial
Buffalo Bill Memorial and Medal of Honor
Liberty Bell Memorial World War I

Capstone Project:

1. Creation of a Capstone Project that encompasses the following requirements:
    a. Annotated Bibliography
    b. Primary and secondary sources
    c. Process Paper that discusses the project timeline from creation to completion
    d. An interview or multiple interviews of professionals in the field, to also include historians, judges, persons holding a PhD, or an eye witness of an event.
    e. A project panel of judges that assesses the student and their project based on a formal rubric.
    f. A passing grade of a "C" or higher in the literacy capstone course.

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University of Colorado Denver
National History Day in Colorado
A pre-collegiate social studies and literacy program

National History Day in Colorado
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