



iCIVICS
www.ICIVICS.org

Gaming in the Classroom

What we offer



Games

Expand the learning experience for your students by putting them in the action...



Lesson Plans

Print-and-go lesson plans make civic learning fun and, relevant, and easy.



Curriculum Units

Check out all of iCivics' content organized into units of study.



Drafting Board

Guide your students through the process of producing a clear and polished argumentative essay...



WebQuests

Our webquests help students connect civics concepts to the real world.

Video Games

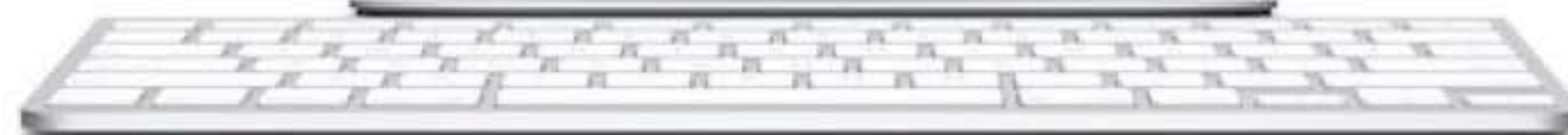


Why Games?

- Many students have school-associated identities that are damaged.
- Games provide space for a **virtual identity**.
- Students can make choices, receive **immediate feedback**, and revise their choices.
- This sense of agency can help repair damaged school-associated identities.
- Result: students participate with **less anxiety**.

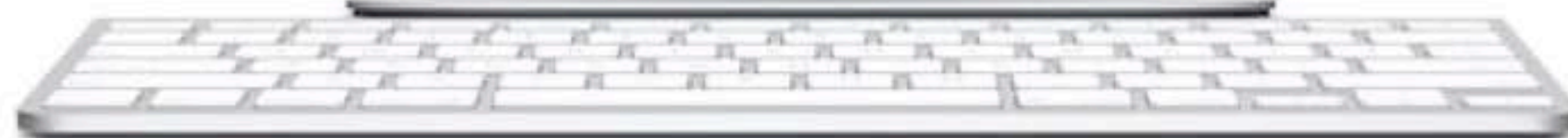
GAMES and CIVICS

- Civics is largely about process and motivation. The applicability of civics in a virtual world empowers the learner **to take steps** in the real world



GAMES and CIVICS

- Games meet educational **best practices!** #interactivity
#scaffolding #levelingup

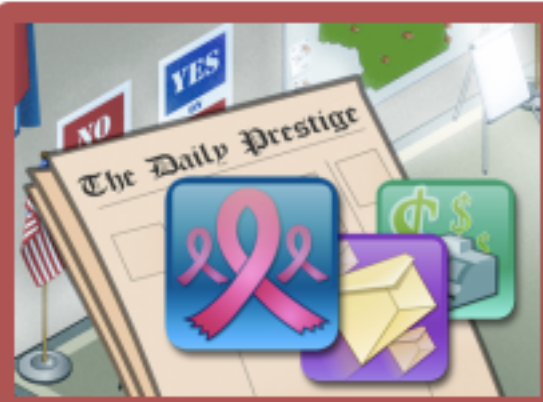


Video Games



- **19 games** covering the three branches, civic duties, and civic engagement
- **Designed to be played within a single class period**
- **Have accompanying teacher guides and pre- and post-game activities/PowerPoints**
- **Include printable reports at the end of gameplay**
- Played over 15 million times
- *Do I Have a Right?* played more than 2.5 million times
- Last year, students played nearly 6 million games, or roughly 52 years worth of play!





ACTIVATE

Play Time: 30+ min

Do you have a great idea about how to make positive change in your community? In Activate, you...



ARGUMENT WARS

Play Time: 0-15 min

Ever tried to win a disagreement? In Argument Wars, you will try out your persuasive abilities by...



ARGUMENT WARS GLASSLAB

Play Time: 0-15 min



BILL OF RIGHTS EDITION

Play Time: 30+ min

In Do I Have A Right?: Bill of Rights, you run your own firm of lawyers specializing in the Bill of...



BRANCHES OF POWER

Play Time: 30+ min

Do you like running things? Branches of Power allows you to do something that no one else can...



CAST YOUR VOTE

Play Time: 0-15 min

What issues do you want to ask candidates about? In Cast Your Vote, you choose the questions in a...



COUNTIES WORK

Play Time: 15-30 min

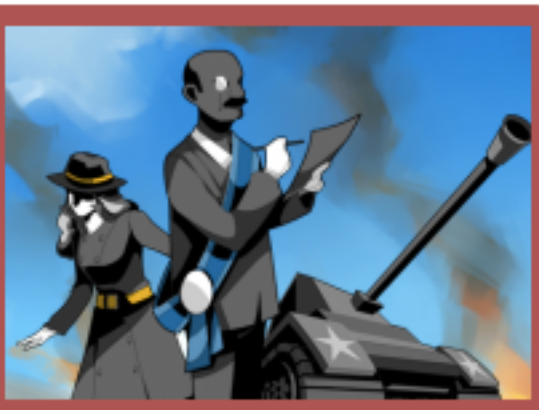
Do you want to make your community a better place to live? In Counties Work, you decide about the...



COURT QUEST

Play Time: 15-30 min

In Court Quest, people from around the country need your help to navigate our court system. Listen...



CRISIS OF NATIONS

Play Time: 30+ min

In Crisis of Nations, take the helm of your own country and work together with others to solve...



DO I HAVE A RIGHT?

Play Time: 30+ min

In Do I Have A Right?, you'll run your own firm of lawyers who specialize in constitutional law.



EXECUTIVE COMMAND

Play Time: 15-30 min

Ever wanted to be President for a day? In Executive Command, you can be President for four years!



IMMIGRATION NATION

Play Time: 0-15 min

Do you know how people become citizens of the United States? In Immigration Nation, you'll find out...



LAWCRAFT

Play Time: 15-30 min

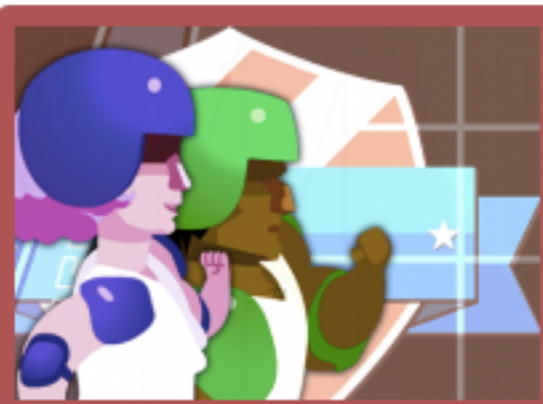
Want to make some laws? You can in LawCraft, where you play a member of Congress from the state of...



PEOPLE'S PIE

Play Time: 15-30 min

Do you like to control your own money? In People's Pie, you control the budget of the federal...



POWER PLAY

Play Time: 15-30 min

In Power Play, you'll coach a team of players competing to win power for state or federal...



REPRESENT ME!

Play Time: 0-15 min

In Represent Me!, you work as a legislator trying to meet the needs of your constituents.



RESPONSIBILITY LAUNCHER

Play Time: 0-15 min

Have you ever wanted to knock some civic sense into someone? In Responsibility Launcher, you can ...



SUPREME DECISION

Play Time: 15-30 min

Ever wondered how the Supreme Court really works? In Supreme Decision, you help cast the deciding...



WE THE JURY

Play Time: 15-30 min

Have fun deciding a tough case while learning about what jurors discuss in the deliberation room.



WIN THE WHITE HOUSE

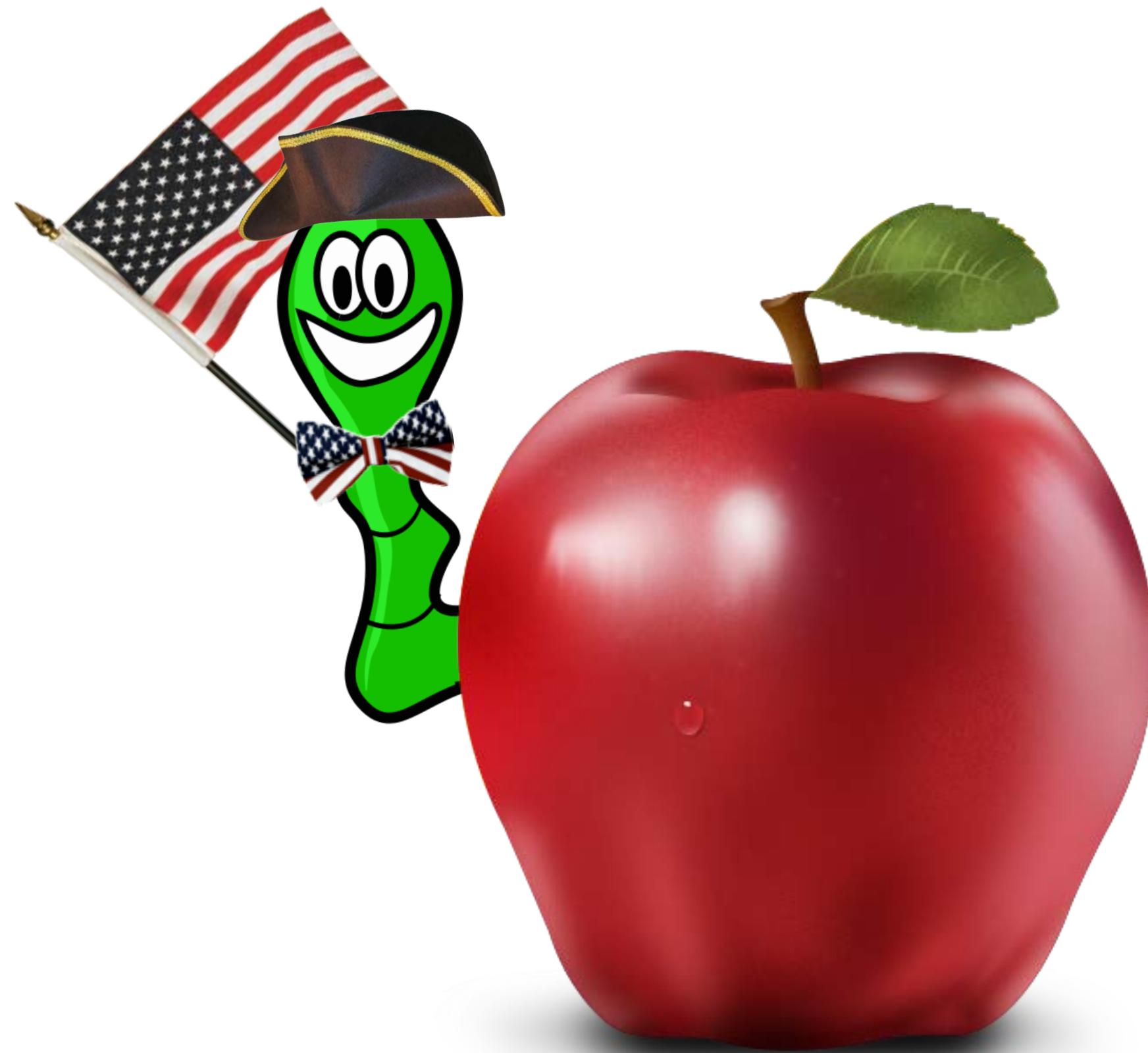
Play Time: 30+ min

Running for the presidency isn't easy! In Win the White House, you get to manage your very own...



WHAT WILL BE NEXT?

Lesson Plans



Lesson Plans

- **The most comprehensive *free* civics curriculum in the U.S.**
- **Over 120 lesson plans** organized in easy-to-use curriculum units
- Although **designed for middle school**, lessons are being used in 4th through 12th grade classrooms (sometimes in college!), and we're currently designing high school lessons
- Independent experts verify standards alignment across all states and territories

Lesson Plans

Engaging readings with
active participation built in.

Fun and creative
activities for students.

Easy to grade lesson
assessments.

Anatomy of the Constitution

Name: _____

Creating the President: Article II

Article II of the Constitution describes the job of the executive branch. The president heads this branch, which includes the vice president, the cabinet, and many civilian and military employees. Article II describes who qualifies to be the president, what powers the office has, and what happens if a president misbehaves! It also explains the Electoral College, which is the process of how the president is selected.



Presidential Powers

- Act as the commander-in-chief of the armed forces
- Negotiate treaties with other countries
- Maintain a cabinet of advisors who run the 14 executive departments like the State Department and the Treasury
- Appoint ambassadors, Supreme Court Justices and federal court judges, and Cabinet members
- Grant pardons in all federal criminal offenses, and reprieves (postpone punishments like executions)
- Make a State of the Union address to Congress
- Represent the United States when dealing with foreign countries
- Make sure that laws are carried out (executed)



The U.S. Supreme Court in Washington, DC

Creating the Courts: Article III

Here come the judges! Article III creates the judicial branch. The judicial branch has the job of interpreting laws to decide what they mean.

Article III is the shortest of the first three articles. This is because it only creates one court—the Supreme Court. All of the other federal courts are created by Congress. Federal judges are appointed and given terms that last until they retire, die, or are removed for bad behavior. Article III gives directions about what kinds of cases the Supreme Court and federal courts can hear. It also guarantees trial by jury in criminal court and explains what the crime of treason is.

Who Said It? First, match the quote about working in government to the correct branch. Then name the article that describes the powers of this branch.

- Floor debate (on a bill) is an exhilarating experience and important duty.
Carolyn Cheeks Kilpatrick, D-NE
- The presidency has many problems, but boredom is the least of them.
Richard Nixon, R-CA
- We apply laws to facts. We do not apply feelings to facts.
Justice Sonia Sotomayor



Article _____

The Executive Branch

iCivics



Article _____

The Judicial Branch



Article _____

The Legislative Branch

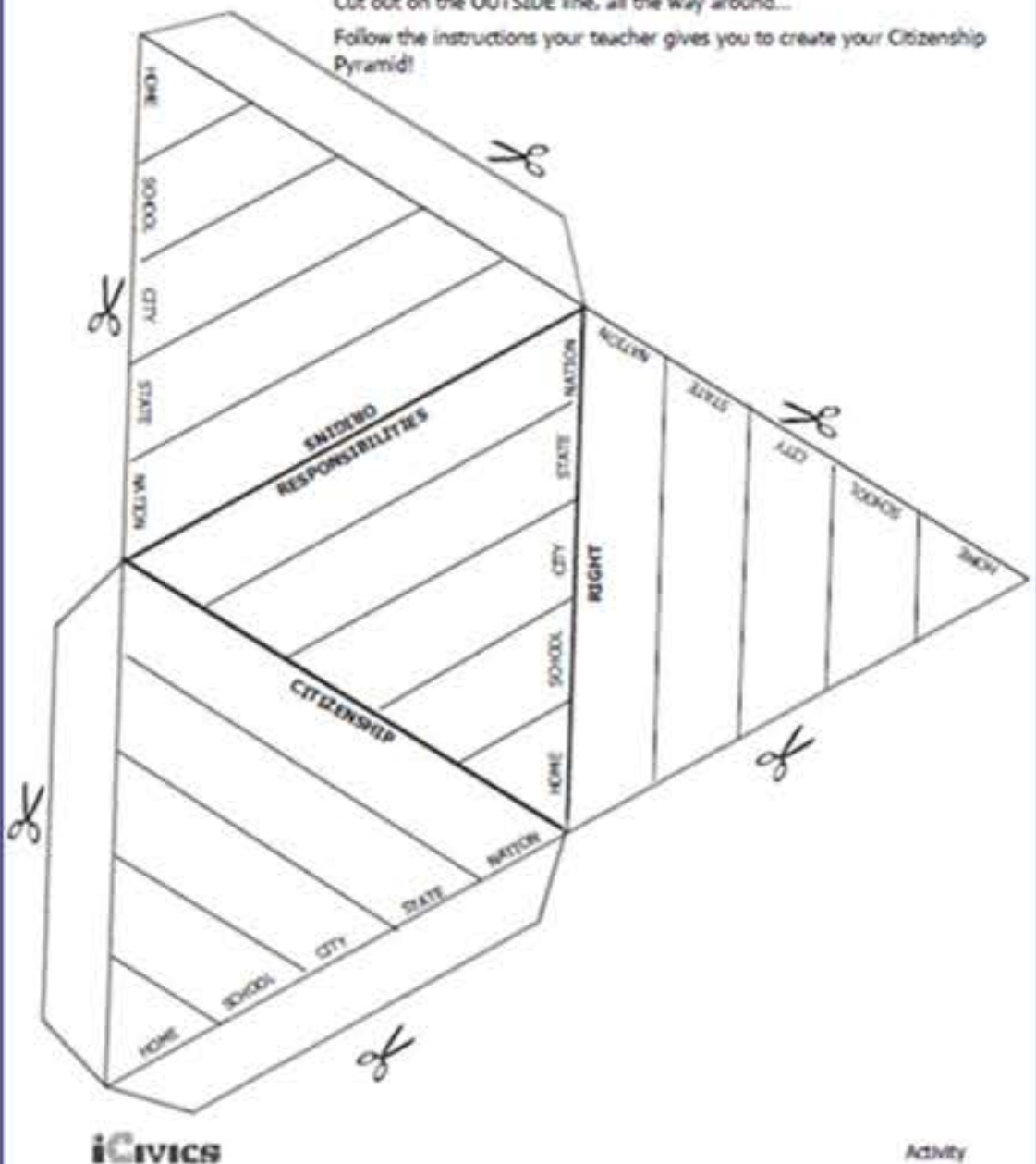
Reading p.2

Citizen Me

Follow your teacher's instructions to fill out your Citizenship Pyramid.

Cut out on the OUTSIDE line, all the way around...

Follow the instructions your teacher gives you to create your Citizenship Pyramid!



iCivics

Activity

The Electoral Process

Name: _____

Vocabulary. Match the definitions to the words they describe.

1. when a candidate states that he or she is planning to run for office
2. party meetings where candidates are selected and the platform is created
3. someone that represents the party views of a state at a national convention
4. the person that is chosen to run as a party's candidate in the national election
5. given by the people selected to run for President and Vice President at the end of a national convention
6. a collection of all the efforts a candidate makes to win an election

- A) delegate
- B) nominee
- C) campaign
- D) declare
- E) convention
- F) acceptance speech

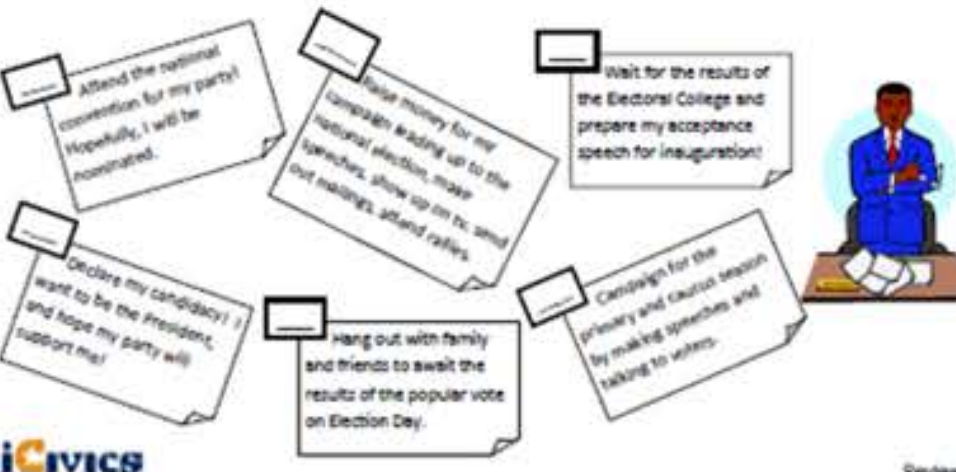


Something's Missing! Fill in the paragraph with the correct terms in the word box.

Electoral College popular vote absolute majority electors

On Election Day, the American public elects candidates into government offices. The first set of results is the tally of the _____, or count of all the votes cast. The results in each state determines the support of _____, that meet and participate in the _____. In order to win the presidency, a candidate must have 270 out of a total of 538 electoral votes. This number is half of 538 (269) plus one, which is considered a(n) _____.

Oops! A candidate made a 'to do' list for his run for the presidency, but dropped it and everything got mixed up. Help him out by numbering the items so the list can be put in the right order.

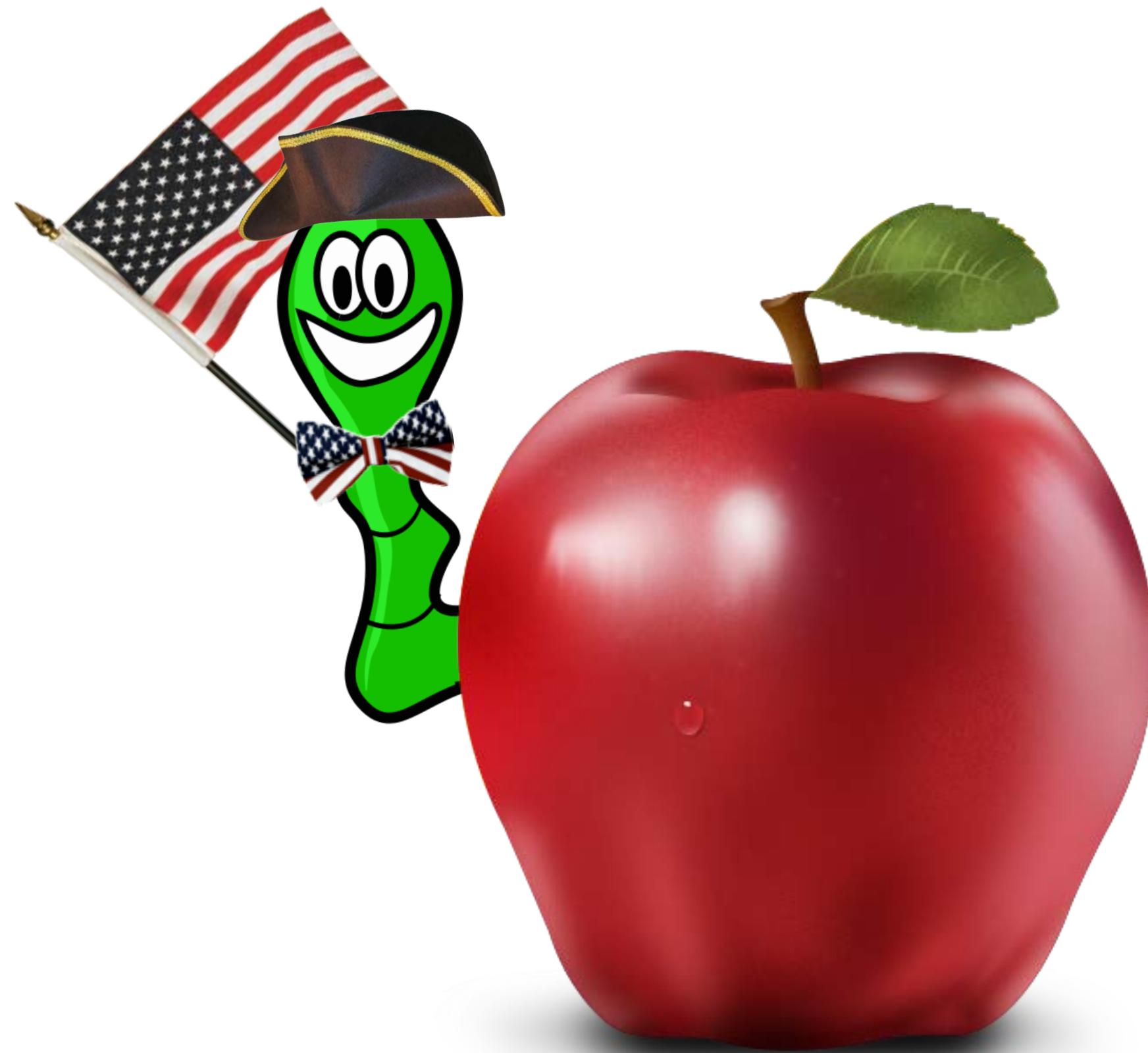


iCivics

Review



Curriculum Units



Foundations of Government



Road to the Constitution



The Constitution



The Legislative Branch



The Executive Branch



The Judicial Branch



State and Local Government



Boys & Girls Clubs of America



Citizenship & Participation



Politics and Public Policy



Media and Influence



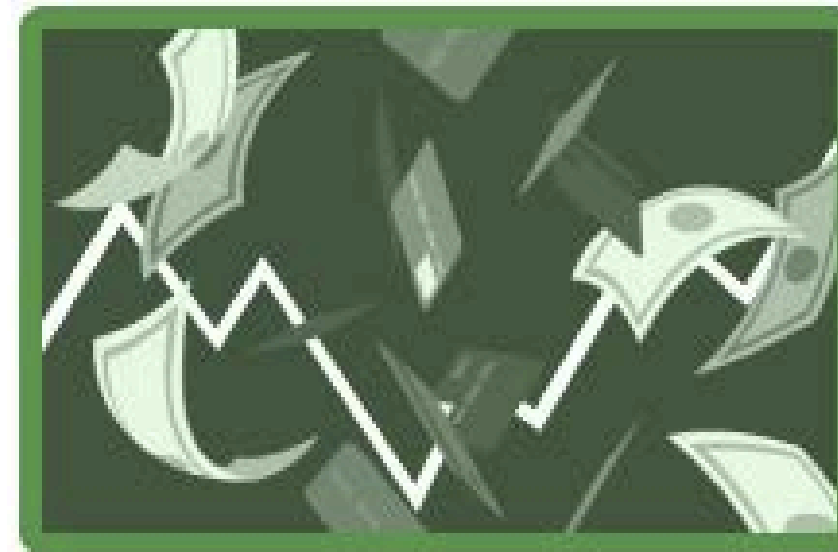
Civil Rights



International Affairs



Government & the Market



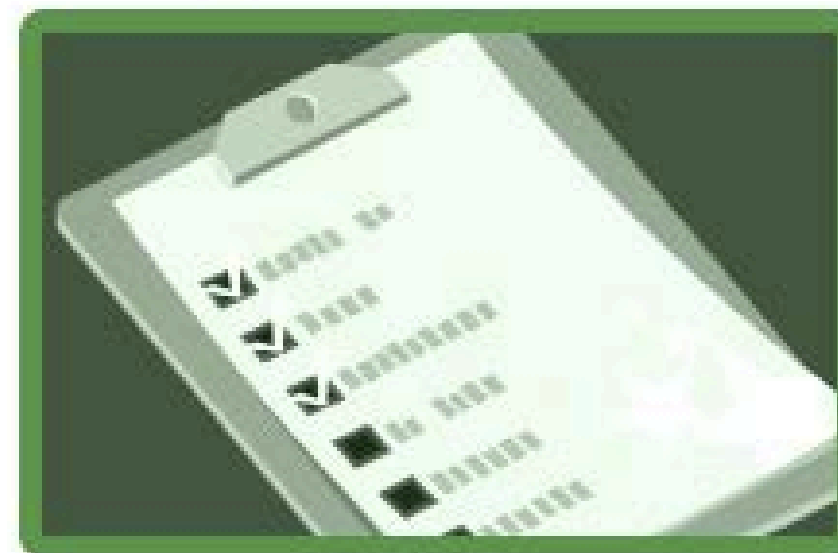
Landmark Library



Influence Library



County Solutions

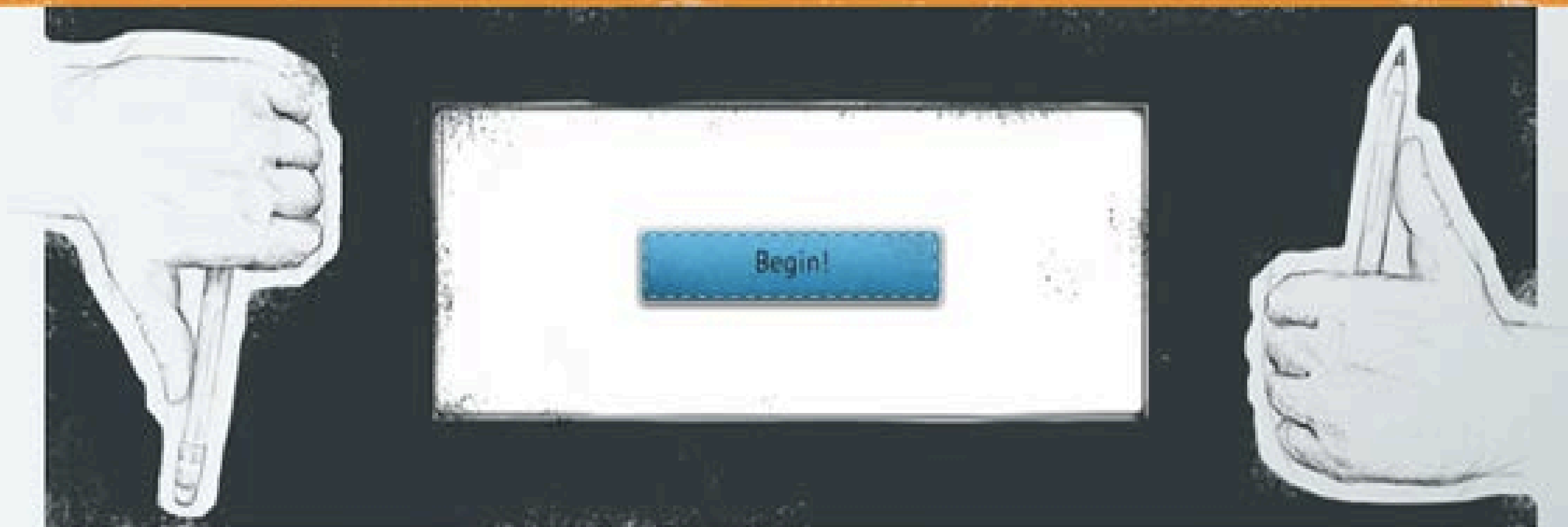


Persuasive Writing



DRAFTING

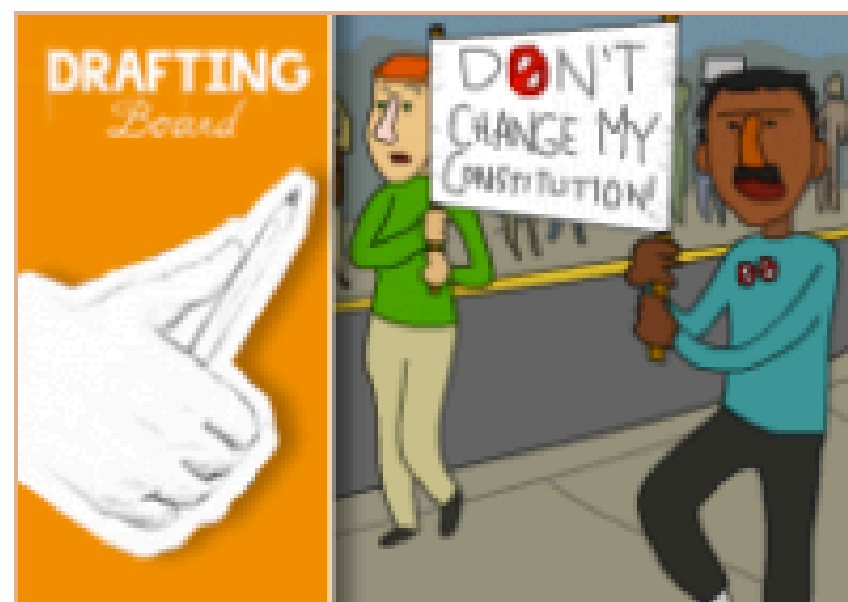
Board





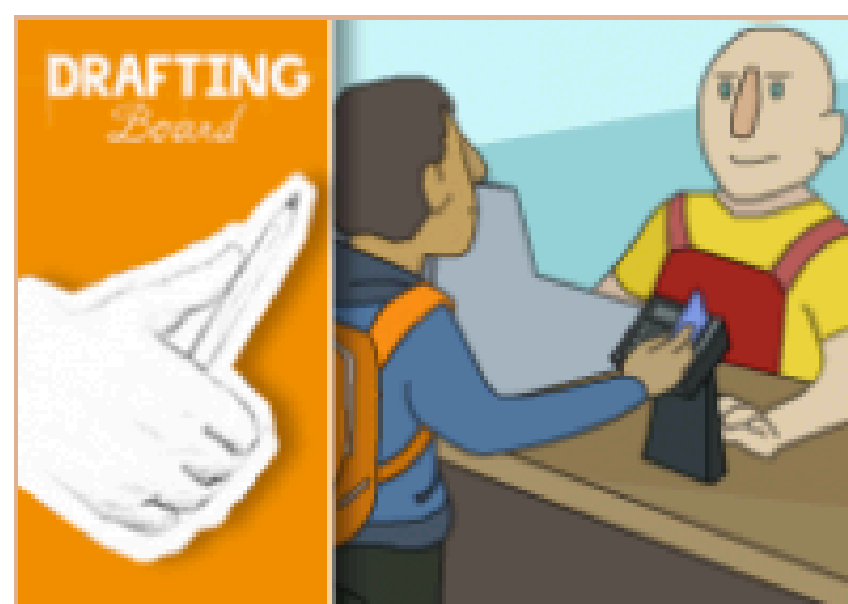
- Teaches **argument writing** while developing critical thinking, problem-solving, and communication skills
- **Meets Language Arts and Common Core standards** of analyzing and synthesizing evidence, comparing and contrasting texts, evaluating multiple sources, and developing claims and counterclaims





Electoral College

Should the U.S. president be elected by the Electoral College or the national popular vote? It turns out this argument has been going on for a long time - all the way back to the Founding Fathers! Now your students can engage in an evidence-based evaluation of the issue. And in the end, they'll have to write a effective argument about how our electoral system should work!

[Preview](#)[Assign](#)

Kids and Credit

We've all heard it in line at the supermarket: "Will that be cash or credit?" Should young adults under the age of 18 be given access to credit cards? Some might argue that kids need to learn about credit, so they will be responsible with it as adults. Others say that kids buying things on credit will have the opposite effect: devaluing money and increasing impulse. In this *Drafting Board* issue, your students will explore each side's reasons and evidence. They'll produce a structured and polished argument in favor or against credit cards for minors.

[Preview](#)[Assign](#)

Military Intervention

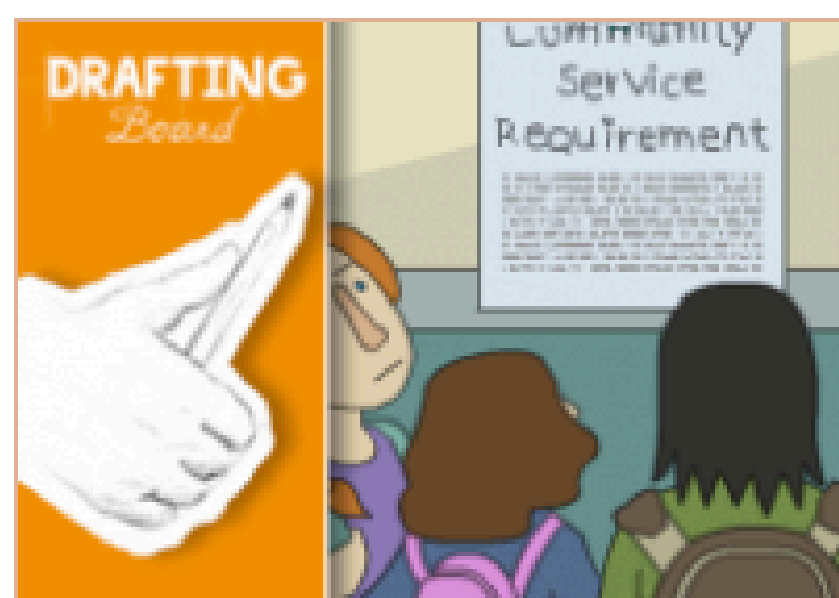
The situation in the fictional nation of Swurudi is descending into chaos. The president was recently assassinated and tribal groups are turning against each other. The world is watching and concerned that violence may spread. Should the international community send military forces to stop a potential genocide? Students must examine reasons and weigh evidence - and ultimately decide whether intervention is appropriate. Does intervention risk further violence? Do human rights trump national sovereignty? Your students decide in this *Drafting Board* issue!

[Preview](#)[Assign](#)



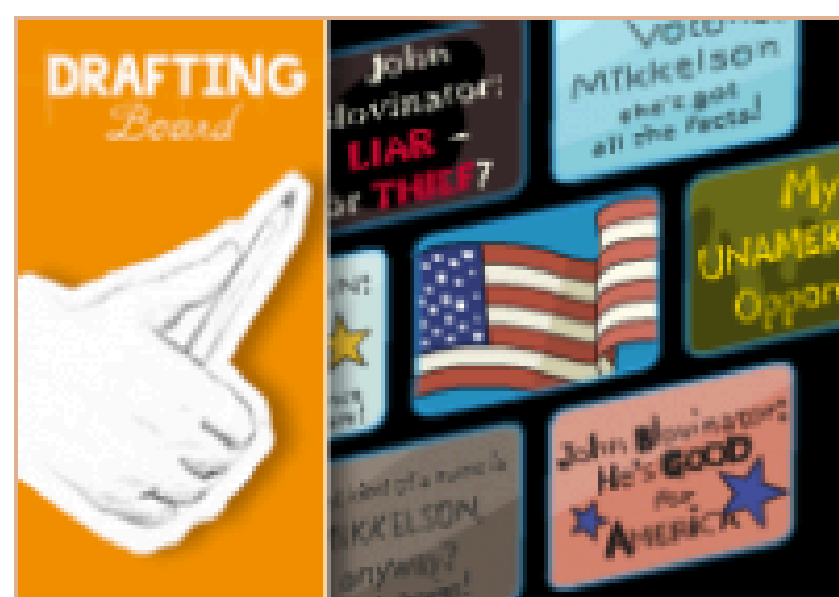
Student Expression

Does the Constitution guarantee students the right to wear whatever clothing they want to school? What if that clothing is controversial or disruptive? In this *Drafting Board* issue, students explore those questions and more through the lens of **Ben Brewer**. They must decide whether Ben's controversial band t-shirt can be banned by Principal Carter. Whichever side they choose, students must support their claim with relevant evidence and sound reasoning. The fate of Ben and his shirt hang in the balance!

[Preview](#)[Assign](#)

Community Service

Should schools require mandatory community services for graduation? Or does requiring volunteer service defeat the point? Through this *Drafting Board* issue, students will study a policy that may already apply to them or their friends. Should students have maximum flexibility to develop their talents and skills? Or does mandatory service help students develop skills and discover interests? Students will learn to connect claims, evidence, and reasoning to ultimately produce a structured and effective argument on this issue!

[Preview](#)[Assign](#)

Interest Groups

Does the influence of interest groups harm or help our political system? Interest groups have recently unleashed the power of massive budgets for political ads, and most people can't keep up with all of the messages. Students must decide whether interest groups generally inform or mislead voters about important issues. Students will examine reasons and evidence on both sides, and ultimately craft an effective argument for the side they choose. With increasing political influence, this *Drafting Board* issue frames an important contemporary debate for your students!

[Preview](#)[Assign](#)

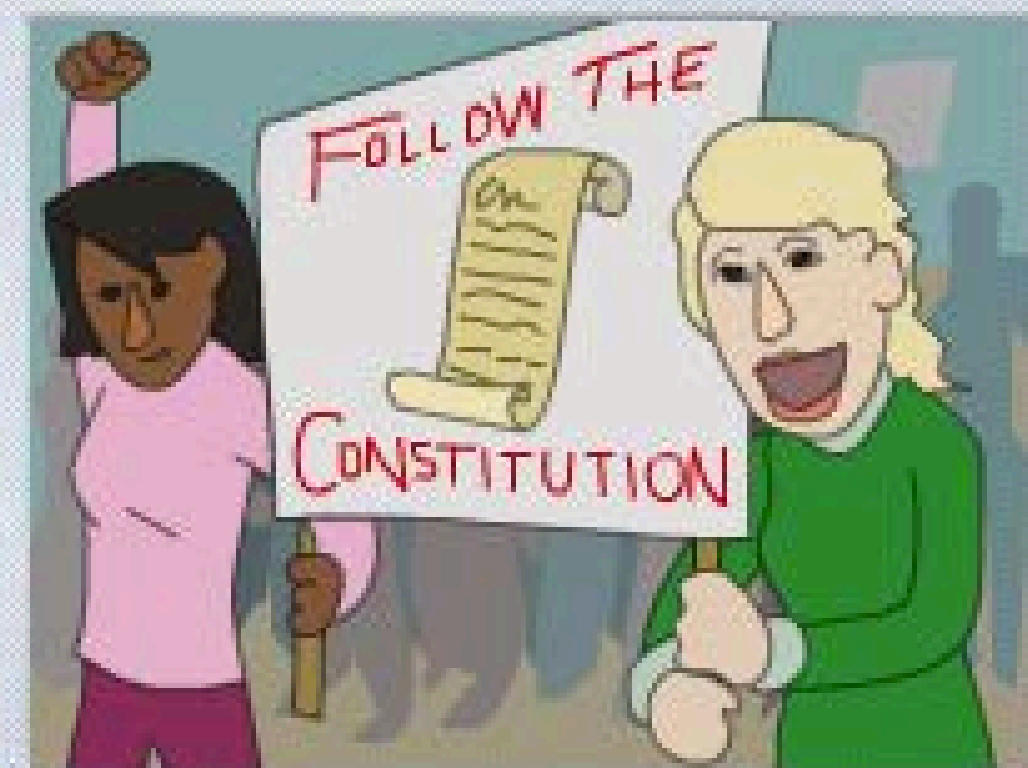
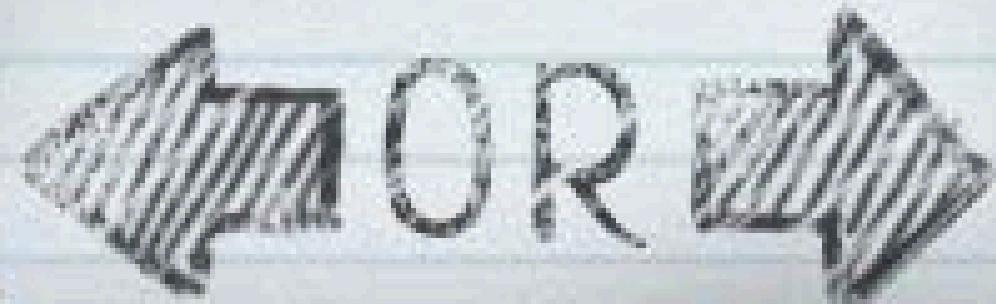
Choose a Side

Choose a side by clicking one of the photos. Then explain your decision in writing. Why do you think the side you chose is right?



yes

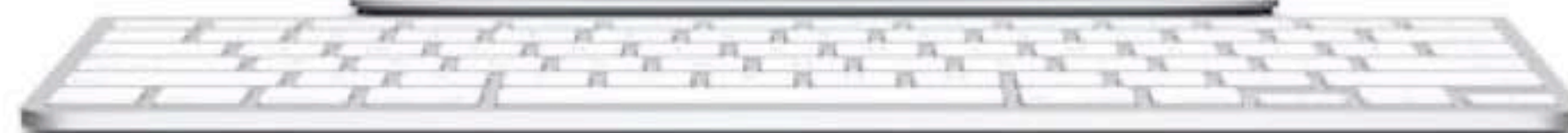
Should the president be elected by popular vote?

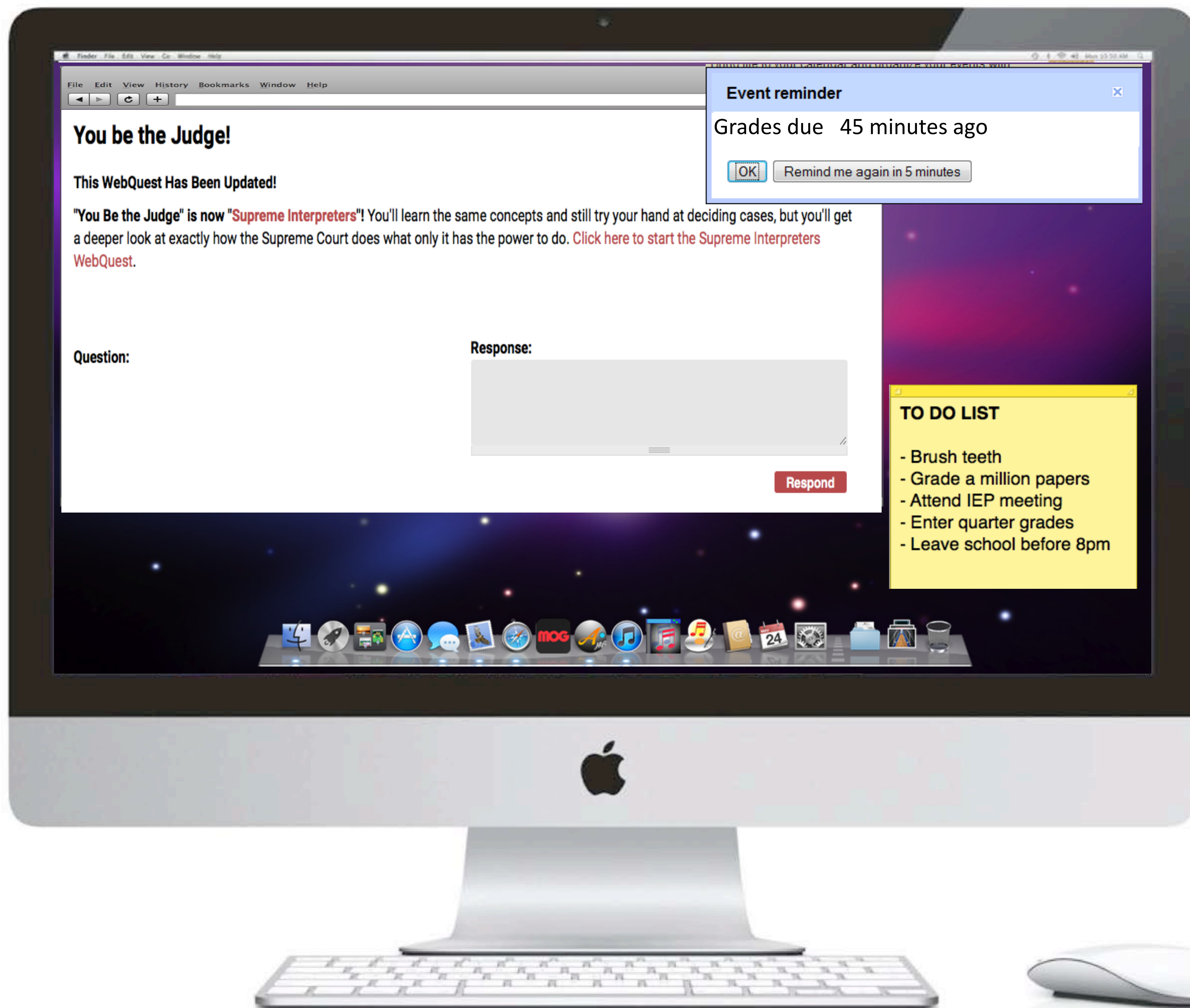


no



iCIVICS
Web Quests









DBQuest: iCivics' literacy tool prototype that focuses on primary documents and critical and historical reading skills. AND...we just received a major grant from the Library of Congress to upgrade the technology and add new content modules!



Why did the Nashville Sit-in Movement succeed?



Finished filling evidence?
Let's move forward!



hands on counter (need location)

Protest Picture



What actions are being taken by the protestors?

- hands on counter (need location)
- Place your evidence here

How are the businesses/ customers responding?

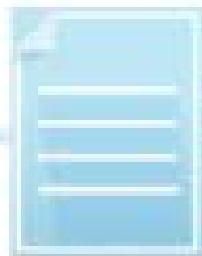
- pulling man out of seat (need location)
- Place your evidence here

How did the protestors respond to these types of treatment?

- not reacting (need location)
- Place your evidence here



Why did the Nashville Sit-in Movement succeed?



Finished filling evidence?
Let's move forward!



different sections for blacks and whites

Background Information

It is hard to imagine today, but less than 70 years ago many state and local laws kept people of different races separate in almost every area of life. Segregation was the practice of limiting where people could go and what people did based on the color of their skin. Public places like restaurants, water fountains, and bus stations were divided into different sections for blacks and whites. If someone crossed that imaginary line, they could be arrested, harassed, or assaulted.

A group of black and white college students and community leaders set their eyes on desegregating the restaurants and department store lunch counters of downtown Nashville, Tennessee. They used a non-violent approach that asks protestors to bring attention to a problem, and propose a solution, without violence. Non-violent actions include sit-ins, marches, boycotts, and community meetings.

page 1 of 2

What did segregation look like?

- arrested, harassed, or assaulted
- different sections for blacks and whites

What kind of businesses did the protestors work to desegregate?

- restaurants and department store lunch count...
- Place your evidence here

What non-violent actions were taken by the protestors?

- Place your evidence here
- Place your evidence here



Why did the Nashville Sit-in Movement succeed?



Satisfied with your answer?
Let's go to the next section!



1

2

3

Reliability: ★★★★★
Perspective:
Other

What did segregation look like?

With segregation, people were separated by their race. There was one section for blacks and one for whites. If someone broke through and moved into the wrong area, they could be harassed, arrested, or beaten up.

Review
Document

Why did the Nashville Sit-in Movement succeed?

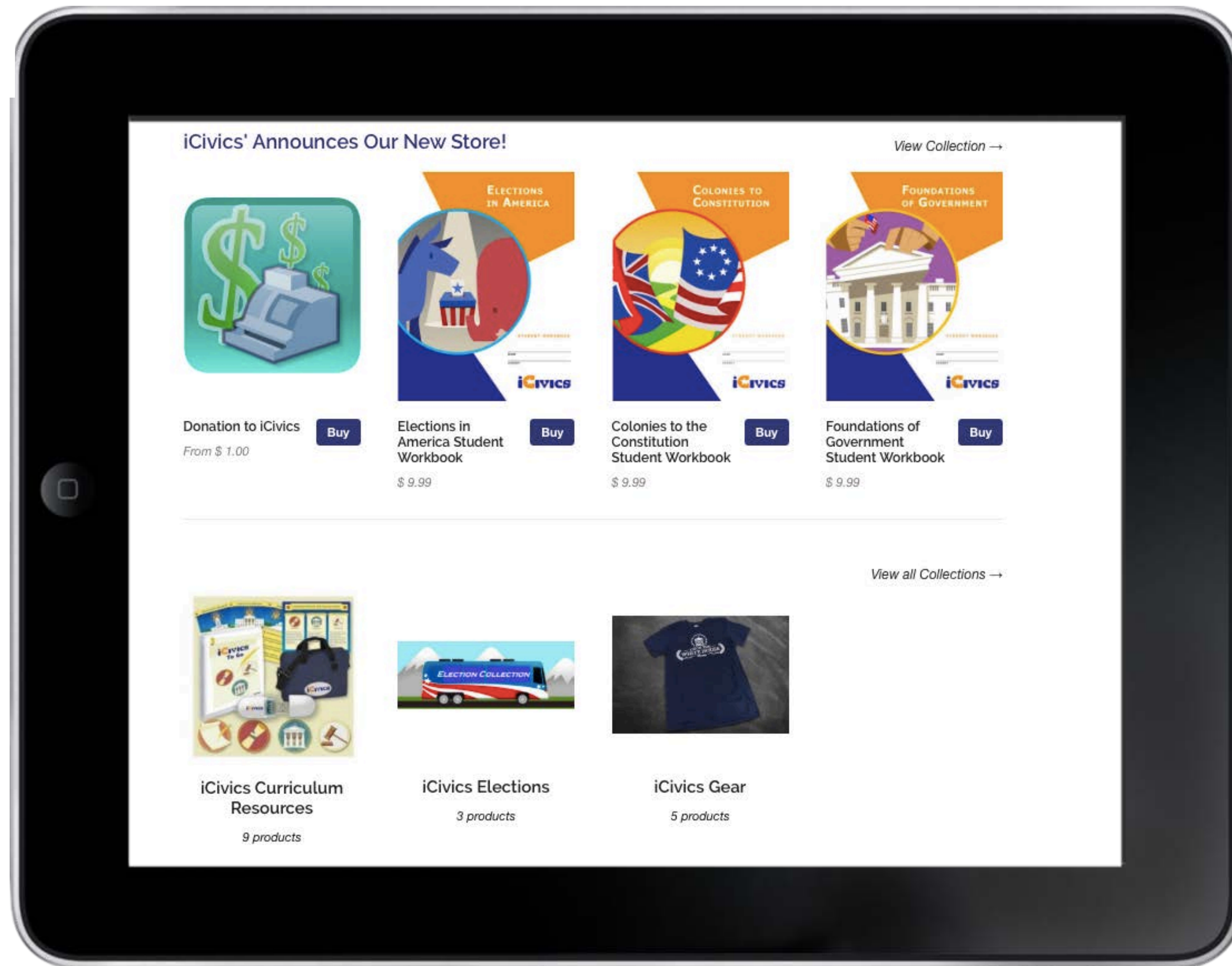
I believe that the Nashville Sit-in Movement was successful because it targeted a specific set of businesses in downtown Nashville, and used non-violent measures to change things. |

New Resources

- iCivics Marketplace
- Extension Packs
- Game Apps
- High School Lesson Plans



Marketplace



iCIVICS *presents*

Each pack
contains

NEW!

Starter Activity
Mini Lesson
Post-Game Activity
Assessment

**Available for download on
these game pages**

- Win the White House
- Executive Command
- Do I Have a Right
- Argument Wars
- Law Craft

Game Extension Packs



Game Apps



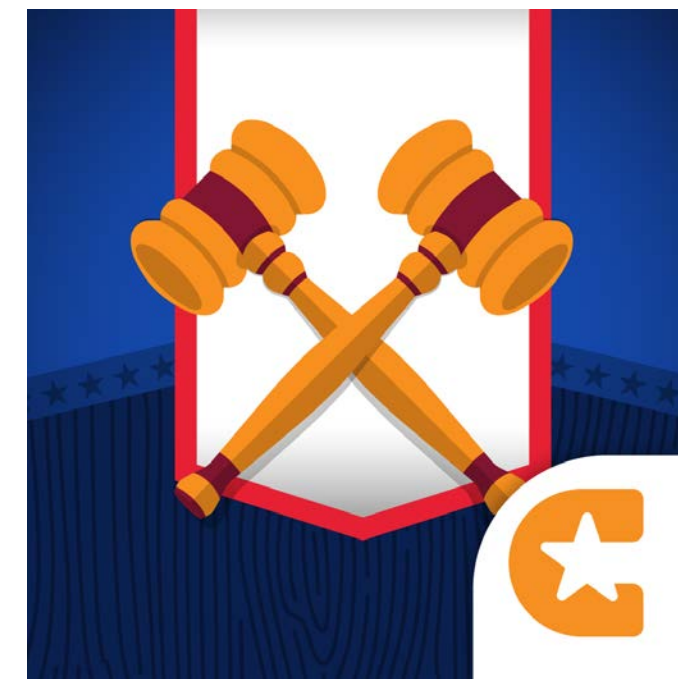
Win the White House



Do I Have a Right



DIHAR-BOR



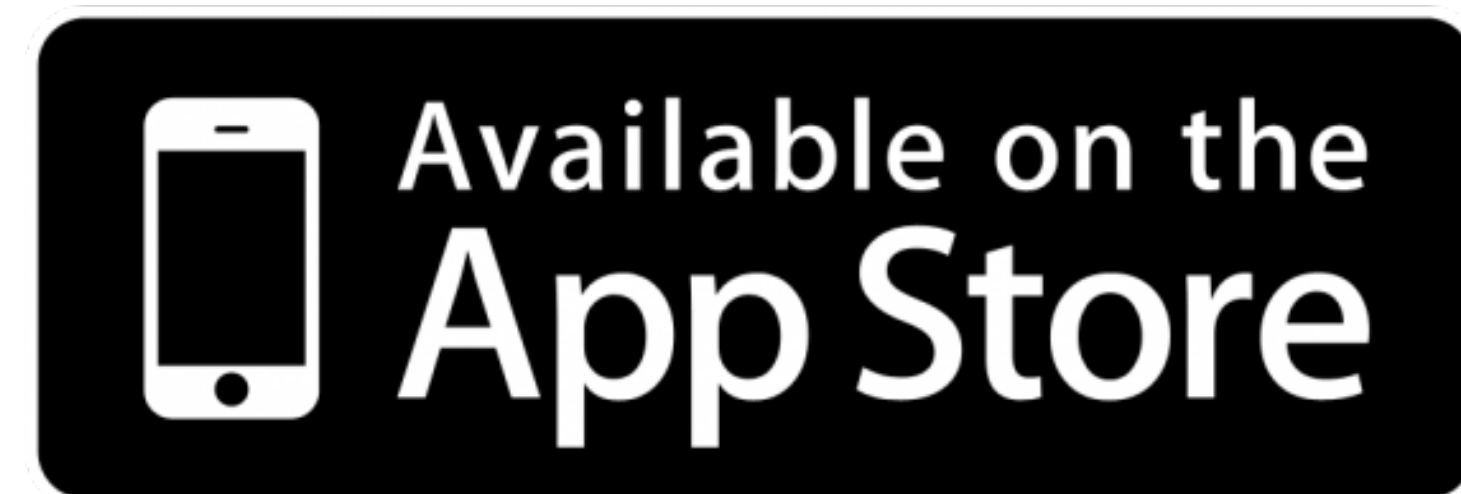
Argument Wars



Lawcraft



Drafting Board





High School Lesson Plans



COMING SOON

- Game updates
- More game apps on iTunes Store and Google Play
- Digital professional development opportunities
- Updated DBQuest with additional modules

Knocking it out of the park!

- Over 130,000 registered teachers
- Millions of youth at play
- Used across all 50 states in schools, after school and summer programs, and at home

Just so you know....

- You can just go on and play!
- But the functionality of student and teacher accounts is pretty neat.
- Student privacy is a priority. Please visit <https://www.icivics.org/privacy-policy>
- ASSIGN and TEACH around games.

A photograph of two students, a boy and a girl, sitting at a desk in a classroom. The boy, in the foreground, is wearing a white shirt and looking at a computer monitor. The girl, in the background, is wearing a red shirt and pointing at the same monitor. The monitor displays a map of Texas with various colored regions and blue dots. The background shows bookshelves filled with books.

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