

# PASSPORT



## PALMETTO CIVICS PROJECT

AN INITIATIVE OF THE SC DEPARTMENT OF EDUCATION

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

School/Program: \_\_\_\_\_

Grade: \_\_\_\_\_ School District: \_\_\_\_\_

The SC 250 Summer Passport provides students with optional activities focused on history, community service, and civic engagement. The initiative This patriotic summer initiative encourages students to explore American history, practice good citizenship, and serve their communities while building character while promoting hands-on learning and family participation during the summer months.

### How to Use This Passport

- Choose activities that fit your grade band (or try a stretch activity with support).
- Check the box when you finish. Ask a family member/mentor to initial each task upon completion.
- Try to complete activities from multiple sections to build a balanced understanding of civics and history.

### Grade-Band Key

■ K-2

■ 3-5

■ 6-8

■ 9-12

### Completion Goals *(optional)*












★ 10 activities - Civic Explorer














★ 25 Activities - Civic Thinker

★ 50 Activities - Civic Leader














★ 100+ Activities - Civic Ambassador













## 1. Community & Local Government

<input checked="" type="checkbox"/>	Tasks	Grade-Band	Initials
	1. Visit a local historic place (marker, monument, museum, or preserved building) and write 3 facts you learned from signage or a trusted source.		
	2. Find your city/town website and identify the mayor/manager, council members, and one current priority. Share what you found.		
	3. Draw a simple map of your neighborhood showing public places (school, park, library, fire station) and label what each does for the community.		
	4. Watch 10–15 minutes of a council/school board meeting (live or recorded) and list one issue discussed and who spoke.		
	5. Visit (or virtually tour) your county courthouse and explain what courts do and why they matter.		
	6. Interview a librarian about why free access to books and information supports democracy. Write a short thank-you note.		
	7. Look up how your community funds parks, schools, and roads (taxes/fees). Summarize in 3 sentences.		
	8. Find a historical marker in your community and create a 1-minute 'tour guide' script explaining it.		
	9. Locate your nearest post office and explain what public service it provides and why reliable mail matters.		
	10. Learn what 'public works' means by identifying three things your local government maintains (roads, water, lights, trash).		
	11. Attend a community event (festival, library program, memorial) and identify who organized it and its purpose.		
	12. Research how streets in your area got their names and share one name connected to history.		

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	13. Create a 'Civic Helpers' photo collage (or drawing) featuring at least 6 community roles and what each does.		
	14. Find your state capitol building online and identify one symbol (statue, mural, seal) and its meaning.		
	15. Learn what ordinances are by finding one local rule (noise, pets, curfew, parking) and explaining why it exists.		
	16. Compare two local news headlines about the same issue and identify what facts are the same in both.		
	17. Write a short 'My Community' profile: population (approx.), key industries, and one historical fact.		
	18. Visit a local memorial and write what it asks visitors to remember and why remembrance is civic.		
	19. Identify 3 ways kids can participate in community life (clubs, volunteering, speaking up respectfully, voting when older).		
	20. Research your state flag (symbols/colors) and explain what each part represents.		
	21. Find your school district's mission statement (or your school's) and explain what it promises to students.		
	22. Create a 'public vs. private' sorting activity using 10 examples (parks, stores, libraries, homes) and explain one.		
	23. Learn what a budget is by listing 5 things your town likely pays for and where money could come from.		
	24. Ask an adult what 'county' means where you live and identify two services the county provides.		
	25. Write a postcard to your future self describing one thing you want to do to improve your community.		

## 2. Civic Service & Community Problem Solving

<input checked="" type="checkbox"/>	Tasks	Grade-Band	Initials
	26. Pick up litter on one block/area with an adult and then write who benefits when public spaces are cared for.		
	27. Do a 'kindness in action' project and connect it to civic responsibility (helping others strengthens communities).		
	28. Write thank-you notes to first responders and include one sentence about the role of public safety.		
	29. Organize a small donation drive (books, food, supplies) and explain what need it addresses.		
	30. Volunteer with an adult for one hour (library, shelter, park) and describe the organization's mission.		
	31. Create a 'community needs' list (at least 5) and rank which you think is most urgent—and why.		
	32. Interview a neighbor about how the community has changed over time; summarize one change and its impact.		
	33. Start a mini 'civic habit' for a week (holding doors, greeting neighbors, reporting broken signage) and reflect.		
	34. Write letters to leaders (mayor/council/school board) about a community improvement idea; include 2 reasons.		
	35. Create a poster encouraging safe, respectful behavior in public places and explain how rules protect rights.		
	36. Help plan a family meal and connect it to budgeting choices (needs vs. wants).		
	37. Help a neighbor with yard work and write about mutual aid and community cooperation.		
	38. Hold a lemonade stand or small fundraiser for a cause and explain how charities support the public good.		

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	39. Research one local nonprofit and explain what problem it solves and how people can help.		
	40. Create care packages (for shelters, troops, or first responders) and include a note explaining civic gratitude.		
	41. Teach a younger child one civics fact (flag, rights, community helpers) and note what you taught.		
	42. Practice 'listening to understand' by interviewing a family member about a community issue—no interrupting.		
	43. Make a 'respectful disagreement' script (2–3 lines each side) about a school issue; show how to stay civil.		
	44. Create sidewalk chalk messages that promote civic values (respect, fairness, responsibility) and define one.		
	45. Research how volunteering has shaped U.S. history (war efforts, civil rights, disaster relief).		
	46. Start a neighborhood clean-up plan: pick a date, make a sign-up sheet, and identify safety rules.		
	47. Share extra garden produce with a neighbor and write how communities share resources.		
	48. Create a 'civic hero' trading card for someone in your community with facts about their service.		
	49. Learn about disability access by noting 3 accessibility features in public spaces and why they matter.		
	50. Write a short reflection: 'What does it mean to be a good citizen at my age?'		

### 3. Founding Documents & Core Ideals

✓	Tasks	Grade-Band	Initials
	51. Read a kid-friendly version of the Declaration of Independence and identify 3 ideas about rights.		
	52. Write your own 'Declaration of Freedom' listing 3 rights and 3 responsibilities.		
	53. Learn the Preamble to the Constitution and explain at least 2 phrases in your own words.		
	54. Create a poster showing the three branches of government and one job for each.		
	55. Make a checks-and-balances flowchart using one example (veto, courts, impeachment).		
	56. Choose one Bill of Rights amendment and create a real-life example of it.		
	57. Select three amendments from the Bill of Rights that you believe have had a significant impact on life in the United States. Explain why these amendments are meaningful to individuals or communities today.		
	58. Research how the Constitution can be amended and list the steps.		
	59. Compare the Articles of Confederation to the Constitution: list two weaknesses that were fixed.		
	60. Learn the difference between rights and privileges; give 3 examples of each.		
	61. Write about what 'freedom' means to you and connect it to one historical example.		
	62. Study 'consent of the governed' and explain how citizens give consent today.		
	63. Create a mini 'family constitution' for one day (rules, rights, and consequences).		
	64. Explain federalism by making a T-chart: reserved powers vs. federal powers (at least 5 each).		

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	65. Learn what due process means and write a short scenario that shows it.		
	66. Research the Great Compromise and describe what problem it solved.		
	67. Study the Electoral College and summarize one argument for and one argument against it.		
	68. Find your representatives (city, county, state, federal) and list their names and responsibilities.		
	69. Write a respectful letter or email to an elected official about an issue you care about; include a solution.		
	70. Learn what the Supreme Court does and create a simple 'case' for your family to decide fairly.		
	71. Research one landmark Supreme Court case and explain the question the Court answered.		
	72. Learn what 'rule of law' means and explain why everyone—including leaders—must follow laws.		
	73. Study citizenship (birthright vs. naturalization) and write a short explanation of each.		
	74. Create a glossary of 10 civics words with kid-friendly definitions.		
	75. Memorize and explain one civic quote from a founding-era figure, focusing on the idea behind it.		

## 4. Elections & Civic Participation

<input checked="" type="checkbox"/>	Tasks	Grade-Band	Initials
	76. Hold a mock election at home: create 2 choices, campaign respectfully, vote secretly, and count votes.		
	77. Learn why voting is private and explain how secret ballots protect fairness.		
	78. Research the history of voting rights and create a timeline (include key amendments/laws).		
	79. Compare direct democracy and representative democracy with one example of each.		
	80. Learn how polling places work and list 5 steps a voter takes on election day.		
	81. Create a 'candidate platform' for a school issue and include 3 promises and how you'd pay for them.		
	82. Write a petition (with family) about a home rule; include the reason and a respectful request.		
	83. Learn what a referendum/ballot measure is and find one example from history.		
	84. Study political parties in U.S. history and explain how party systems changed over time.		
	85. Create a 'how to register to vote' infographic (for adults) using our state's basic requirements.		
	86. Explain the census: what it counts and why it affects representation and funding.		
	87. Write a short speech about a community issue and deliver it to your family using evidence.		
	88. Learn how citizens have used speeches, petitions, or written arguments to influence change in U.S. history. Choose one example and explain its goal and outcome		















<input checked="" type="checkbox"/>	Tasks	Grade-Band	Initials
	89. Write a 30–60 second 'public comment' script for a pretend council meeting about a local issue.		
	90. Research one youth civic organization or program and identify how students can participate.		
	91. Create a comic strip showing how a bill becomes a law.		
	92. Pick a current event and name which level of government (local/state/federal) is responsible.		
	93. Write a letter to the editor (or family newsletter) about an issue and include at least two facts.		
	94. Learn what lobbyists do and explain one ethical way citizens can influence decisions.		
	95. Create a 'rights and responsibilities' checklist for students and explain why both are needed.		
	96. Research one constitutional amendment proposal that failed and explain why.		
	97. List 3 rules for respectful debate and practice them during a family discussion.		
	98. Interview an adult about why they vote (or don't) and summarize what you learned without judgment.		
	99. Create a voter-question guide using nonpartisan sources: list 5 questions voters should ask before choosing.		
	100. Explain how civic participation includes more than voting (service, learning, speaking up, organizing).		












## 5. Media Literacy & Civic Skills

<input checked="" type="checkbox"/>	Tasks	Grade-Band	Initials
	101. Practice fact-checking: find one claim online and verify it using at least two reliable sources.		
	102. Learn what a primary source is; find one (photo, letter, speech excerpt) and describe what it shows.		
	103. Compare a primary and secondary source about the same event; list one difference.		
	104. Read a headline, then read the full story; summarize the full article in 2 sentences.		
	105. Identify persuasive techniques in a famous American speech (repetition, emotion, evidence).		
	106. Write a paragraph answering a historical question and support it with two facts.		
	107. Make a timeline of one movement (civil rights, women's suffrage, labor) with 5 key events.		
	108. Create a civic vocabulary journal: add 10 new words and use each in a sentence.		
	109. Compare two maps of the U.S. (political and physical) and note 3 differences		
	110. Listen to a news segment and list facts vs. opinions you hear.		
	111. Create a 'trust checklist' for sources (author, date, evidence, bias) and apply it to one webpage.		
	112. Research one historical myth and write a corrected explanation using evidence.		
	113. Create a 2–3 minute mini-documentary about a local historical topic using photos and narration.		
	114. Study a political cartoon from U.S. history and explain what it is criticizing.		
	115. Write a 'then vs. now' comparison about a right across two eras.		

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	116. Watch or read two viewpoints on an issue and list one point each side makes.		
	117. Create a cause-and-effect chart for one event (Boston Tea Party, New Deal, Civil Rights Act).		
	118. Place 10 historical events in correct order using cards or a timeline app.		
	119. Read a biography of an American leader and write a 5-sentence summary of their impact.		
	120. Present a one-minute 'history minute' on an event (who, what, when, why it mattered).		
	121. Create a history trivia game with 15 questions and an answer key.		
	122. Make a 'question wall' about U.S. history—write 10 questions you want to research.		
	123. Interpret one simple civic chart (polls, budgets) and explain what it shows.		
	124. Write 5 rules for respectful online comments that support healthy democracy.		
	125. Keep a summer journal where each entry connects a daily experience to one civic idea.		

## 6. Indigenous Peoples & Colonial America

<input checked="" type="checkbox"/>	Tasks	Grade-Band	Initials
	126. Learn about one Indigenous nation from your state/region and create a one-page fact sheet (location, culture, today).		
	127. Explore how Indigenous governance worked in one nation during the colonial period and compare decision-making to today.		
	128. Create a map of the original 13 Colonies and label them.		
	129. Describe daily life for children in colonial America using a reliable source.		
	130. Research why Europeans came to North America and list 3 motivations.		
	131. Study the Mayflower Compact and explain why agreements matter.		
	132. Learn about colonial assemblies and explain how they were early steps toward self-government.		
	133. Research the transatlantic slave trade and write a respectful summary of its impact.		
	134. Make a chart of three colonial jobs and why each mattered.		
	135. Study the French and Indian War and explain how it changed relationships and taxes.		
	136. Learn about mercantilism and explain how colonies were expected to help the mother country.		
	137. Read a short colonial primary source excerpt and identify the author and purpose.		
	138. Research one colonial-era woman and explain her role in family, economy, or politics.		
	139. An example of taxation without representation is having to give \$1 for recess but not getting a say in how the money is used. Draw a picture or write one sentence explaining why this is unfair.		

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	140. Create a poster explaining the Stamp Act or Tea Act and why colonists protested.		
	141. Research Esau Jenkins and list three of his contributions to SC.		
	142. List protest tools (petitions, boycotts, speeches) and match each to a colonial example.		
	143. Make a colonial timeline from 1607 to 1775 with at least 8 events.		
	144. Learn about religious freedom in the colonies and connect it to the First Amendment.		
	145. Explore one colonial city (Boston, Philadelphia, Charleston, Williamsburg) and explain why it mattered.		
	146. Visit an online museum exhibit about colonial America and write 3 takeaways.		
	147. Study Benjamin Mays and his lasting impact in SC.		
	148. Learn about the Haudenosaunee Confederacy as an example of governance and confederation.		
	149. Create a 'then vs. now' comparison of community safety in colonial times and today.		
	150. Write a reflection: What responsibilities do historians have when telling difficult stories?		

## 7. Revolution & Early Republic

<input checked="" type="checkbox"/>	Tasks	Grade-Band	Initials
	151. Choose one Revolutionary War battle and explain who fought, what happened, and why it mattered.		
	152. Visit a battlefield (in person or virtual) and write 5 facts from the tour.		
	153. Create a 'Founders and Ideas' poster: pick one figure and list 3 ideas they supported.		
	154. Learn about 'Common Sense' by Thomas Paine and summarize its main argument.		
	155. Study George Washington's presidency and identify two precedents he set.		
	156. Learn about the first political parties and why they formed.		
	157. Research Alexander Hamilton's economic plan and explain one part in simple terms.		
	158. Study the Louisiana Purchase and explain how it changed the country.		
	159. Learn about the War of 1812 and explain one reason it happened.		
	160. Research the origin of the Star-Spangled Banner and connect it to the War of 1812.		
	161. Make a timeline from 1776 to 1825 with 10 key events.		
	162. Explain one Constitutional Convention compromise and why it mattered.		
	163. Compare Federalists and Anti-Federalists in a T-chart.		
	164. Write a short dialogue debating the Bill of Rights using evidence.		
	165. Study Marbury v. Madison and explain judicial review.		
	166. Create a postcard from the Constitutional Convention describing one big disagreement.		
	167. Learn about the Northwest Ordinance and explain its impact on new states.		

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	168. Compare Jefferson's view of government with one other leader's view.		
	169. Research why the capital became Washington, D.C., and why location mattered.		
	170. Create a national symbols page (eagle, flag, seal, motto) and explain each meaning.		
	171. Design a new national symbol and write what value it represents.		
	172. Learn 10 state capitals (or all 50) and connect 3 capitals to a historical fact.		
	173. Study one early American speech and identify audience, purpose, and key message.		
	174. Write: How did the Revolution change ideas about government? Support with two facts.		
	175. Perform a short reenactment of a founding moment and explain what was at stake.		

## 8. Expansion, Civil War & Reconstruction

<input checked="" type="checkbox"/>	Tasks	Grade-Band	Initials
	176. Create a map showing U.S. expansion and label major acquisitions with dates.		
	177. Research how westward expansion affected the growth of the United States and identify one challenge settlers faced as new territories opened.		
	178. Learn about the Underground Railroad and write about one conductor or route.		
	179. Research Harriet Tubman or Frederick Douglass and explain how they used civic voice.		
	180. Study a major compromise before the Civil War and explain what conflict it tried to address.		

## 8. Expansion, Civil War & Reconstruction

<input checked="" type="checkbox"/>	Tasks	Grade-Band	Initials
	181. Explain the causes of the Civil War using at least three factors.		
	182. Visit a Civil War site (or virtual tour) and summarize what happened there.		
	183. Read the Gettysburg Address and explain the meaning of 'government of the people.'		
	184. Study the Emancipation Proclamation and explain what it did and did not do.		
	185. Write a home-front journal entry from the perspective of a child during the Civil War.		
	186. Learn about Reconstruction and list goals and challenges.		
	187. Explain the 13th, 14th, and 15th Amendments with one sentence each.		
	188. Study a Supreme Court case or law that expanded individual rights in U.S. history and explain why it mattered.		
	189. Study a Supreme Court case from this era and summarize the ruling.		
	190. Create a timeline from 1840 to 1877 with 10 key events.		
	191. Explain how 'states' rights' was used in 1800s debates.		
	192. Research Seneca Falls and summarize key demands.		
	193. Compare women's suffrage with another movement—identify shared strategies.		
	194. Write: citizenship in 1860 vs. today—what changed and what stayed?		
	195. Study the Homestead Act and explain how policy shapes opportunity.		
	196. Research how individuals or groups can influence government decisions?		
	197. Learn about the Freedmen's Bureau and explain one way it supported citizenship.		

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	198. Create a debate card: How should the nation reunite after war? List two approaches from history.		
	199. Analyze a Civil War-era photo: write what you notice and what you wonder.		
	200. Reflect: What does 'reconstruction' mean beyond rebuilding buildings?		

## 9. Industrialization to Cold War

<input checked="" type="checkbox"/>	Tasks	Grade-Band	Initials
	201. Research an immigrant group arriving in the late 1800s/early 1900s and explain push/pull factors.		
	202. Study labor unions and list three workplace issues they tried to change.		
	203. Learn about a time when rules or laws changed to solve a problem affecting people (in a school, community, or in history).		
	204. Research a Progressive Era reformer and explain their impact.		
	205. Study muckraking journalism and explain how the press can influence democracy.		
	206. Explain 'trust-busting' and give one example of regulation of monopolies.		
	207. Learn about World War I causes and identify how alliances affected the U.S.		
	208. Study the 19th Amendment and explain how women gained voting rights.		
	209. Research how government decisions can create opportunities for some groups while limiting others?		
	210. Learn about the Harlem Renaissance and connect culture to civic voice.		
	211. Study the Great Depression and explain how it affected families and government.		

## 9. Industrialization to Cold War

✓	Tasks	Grade-Band	Initials
	212. Research one New Deal program and describe what problem it tried to solve.		
	213. Learn about World War II on the home front and list three ways civilians contributed.		
	214. Study why governments sometimes make decisions that limit individual rights?		
	215. Research the GI Bill and explain how policies can expand opportunity.		
	216. Analyze a WWI or WWII propaganda poster: message, audience, and technique.		
	217. Study the start of the Cold War and explain containment in one paragraph.		
	218. Learn about the space race and explain how competition shaped science and education.		
	219. Explore a time in history when fear influenced how people were treated or how decisions were made.		
	220. Compare NATO and the Warsaw Pact: what were they and why did they form?		
	221. Create a timeline from 1890 to 1960 with 12 events.		
	222. Study the United Nations and explain why nations created it.		
	223. Research a Supreme Court case from 1900–1950 and explain how it shaped society.		
	224. Write how radio and TV changed politics and public opinion in the 20th century.		
	225. Create a 'Then vs. Now' project comparing teen life in 1930, 1950, and today using evidence.		

## 10. Civil Rights to Today & Future Citizenship

✓	Tasks	Grade-Band	Initials
	226. Research Brown v. Board of Education and explain what it changed.		
	227. Explore how people have used peaceful actions to create change in their communities or in history.		
	228. Summarize the Civil Rights Act of 1964 and Voting Rights Act of 1965.		
	229. Research one civil rights leader and explain the strategy they used.		
	230. Study youth roles in the Civil Rights Movement and reflect on youth civic power.		
	231. Explore disability rights history (ADA) and explain how laws expand access.		
	232. Research the women's rights movement after 1960 and identify one major legal/policy change.		
	233. Study the environmental movement and name one major law and why it matters.		
	234. Learn about 9/11 and discuss how it showed America's patriotism and resilience.		
	235. Research a community improvement project (local or national) from the last 25 years and explain what problem it addressed and how people worked together to solve it.		
	236. Follow one current event for 7 days and note: what happened, who is involved, what level of government.		
	237. Create a 'media diet' plan for one week with reliable news sources and reasons.		
	238. Write about privacy rights in the digital age and propose one balanced rule.		
	239. Research one First Amendment freedom (speech, religion, press, assembly, or petition) and explain why it is important to a democratic society.		
	240. Study a major change in U.S. law or policy since 1965 (for example, education or technology). Identify one significant shift and summarize why it occurred and how it affected people.		

