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| **Unit Title** | **US Government and New Nations** | | | | | | |
| **Course Title** | **8th Grade Social Studies** | | | **Pacing** | | **3 Weeks** | |
| **Stage 1: Identify Desired Results**  By the end of this unit, what should students know, understand, and be able to do? | | | | | | | |
| **Content Standards:** [**K-12 Vertical Alignment**](https://docs.google.com/a/wcpss.net/document/d/1WYdxsLk2NVieylAxTTpd8RXo7neojvP15sZyqPBkbV0/edit?usp=sharing) | | | | | | | |
| **C&G.1 Analyze how democratic ideals shaped government in North Carolina and the United States.**   * C&G.1.1 - **Summarize** the democratic ideals expressed in local, state, and national government. * C&G.1.2 - **Evaluate** the degree to which democratic ideals are evident in historical documents from North Carolina and the United States. * C&G.1.3 - **Analyze** differing viewpoints on the scope and power of state and national governments.   **H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.**   * H.1.3 - **Use** primary and secondary sources to interpret various historical perspectives. | | | | | | | |
| **Understandings**  Students will understand that… | | | | **Essential Questions** | | | |
| Historical documents reflect the citizens’ principles and democratic ideals.  Various opinions amongst individuals and states hindered the growth and support of the new developing government.  The Federal and State Constitutions, through debate and compromise, primarily represent the American democratic ideals.  Many democratic ideals divided groups that shaped the fundamentals of the constitution. | | | | How have historical documents reflected the principles and democratic ideals of Americans?  How did geography impact the development of the American system of government?  In what ways is our constitution a living and breathing document?  What different influences and ideas did the various framers propose as the new system of government was being contemplated? | | | |
| **Knowledge**  Students will know… | | | | **Skills**  Students will be able to… | | | |
| * The Continental Congress quickly created the country’s first constitution, the Articles of Confederation, towards the end of the American Revolution, as they knew the country needed to have a governing set of laws once they gained independence from Britain. * The Articles of Confederation was partially successful but as we moved forward, states came to the conclusion that we had to create a new constitution because we needed to unify the country economically and politically. * The ratification of the Constitution came after much debate and compromise between the Federalists and Antifederalists. The Federalists argued for a stronger national government while the Anti-Federalists argued for stronger state governments. * The U.S. Constitution, the country’s second and current constitution became a flexible document that could change through time and interpretation. * The **Constitution** was based on seven core principles which were the guiding ideas that the framers used when deciding how the new government should be formed. Each of these was based on earlier philosophical concepts, many from the Enlightenment period in Europe. It was created as a flexible document that can change through time and interpretation. * The Constitution contains 7 articles and 27 amendments. The first ten amendments focus on citizen rights and are collectively called the **Bill of Rights**. * Our government is split into three branches (**executive, legislative, judicia**l) that have different roles and responsibilities at the federal level. They were designed to help the new nation avoid a situation like the monarchy from which they had just broken free. * There is a system of **checks and balances** to keep any of the branches from becoming too powerful. * American citizens may choose to vote during the election process in local, state, and federal elections. * Powers amongst the local, state, and federal governments may be shared (concurrent) or separate (reserved/enumerated). * Each state created their own constitutions through debates and compromise. Each constitution is reflective of their state’s beliefs and core principles. * North Carolina has had 3 state constitutions (1776, 1868, 1971) that reflect the state’s believes and core principles. | | | | **Describe (to represent or give an account of in words)**   * the impact of the constitution has on the federal and state governments * each of the branches of the federal government and how they provide checks and balances for the other branches   **Compare (to examine the character or qualities of, especially in order to discover the resemblances or differences)**   * the Federalist and Anti-Federalist views on the Constitution * the similarities and differences between the federal and state constitutions   **Explain (to make known in detail, to make plain or clear)**   * the successes and challenges of the Articles of Confederation * how the Bill of Rights protects citizens’ rights   **Evaluate (to judge or determine the value, worth or quality)**   * the Electoral College process and decide if it is a fair method in selecting the President | | | |
| **Stage 2: Assessment Evidence**  What collection of assessments will PROVE that students have learned everything described in Stage 1? | | | | | | | |
| **Performance Task or Project-Based Learning** | | | | | | | |
| [**Constructing GRASPS Performance Task:**](https://docs.google.com/a/wcpss.net/document/d/1uP3myhzRSHgElLuV8mbb8PQKC1yJ_BsUuA4kRpApYu4/edit?usp=sharing) This template provides a variety of stem statements as you construct a scenario for a performance task.  Refer to the descriptions to help you brainstorm possible scenarios.  [**6 Facets of Understanding Performance Task Review**](https://docs.google.com/a/wcpss.net/document/d/1L9yFnsHDPosbMDkd0J9bNvVy2l1deu9U2fhgTnJ8Mo0/edit?usp=sharing)This rubric is a suggested guide for assessing the performance task that check for the six facets of understanding.  This rubric is a suggested guide and may be modified to meet the needs of your students.  **Example below may be modified to meet the needs of your students.  It is not expected, but suggested student evidence.**  **G:** Create a new government **R:** Evaluate current government and using documents, explain why it doesn’t work **A:** members of Congress and the President **S**: Keep parts of government that currently work while addressing problem areas to fix in the new plan **P:** a new Constitution  Your task is to create a new roles in the 3 branches of government for the country (United States) that represents the needs of the population. You will act as a member of Congress who is trying to develop a new system of balance to run the country as many people currently feel the current system in use is flawed. You must evaluate the current branches of government and decide what works and what doesn’t. From there, you will build a new roles for the branches of government while taking into account those who live in the country and their wants and needs.  **Standards Criteria for Success: How will I know that I have completed the task?**   * Does my new system take into account the various viewpoints of my population? * Does my new system outline what powers the various levels of government will have? * Have I evaluated historical documents (Articles of Confederation, Declaration of Independence, etc.) accurately to ensure * Have I explained why certain aspects of the old Constitution no longer apply to the country? * Have I defended why the new Constitution will help run the country more smoothly? * Have I created a system that incorporates the population’s democratic ideals? * Have I given my audience a reason to thoroughly read and listen to the idea I am presenting? | | | | | | | |
| **Other Evidence (Formal, Informal, Formative, Summative, Diagnostic, etc.)** | | | | | | | |
| * [**Vocabulary Evidence:**](https://goo.gl/EJWvC7) This document provides a variety of evidence to apply to unit vocabulary. * [**Formative Assessment Evidence:**](https://docs.google.com/a/wcpss.net/document/d/1OH3gi0cj-UWqKZ_xvprZoUaFJ6cS18GiKW9Wxr_zn1g/edit?usp=sharing)This bank provide a variety of formative assessments for you to *choose.*All assessments may be modified to meet the needs of your students. * [**Summative Assessment Bank:**](https://docs.google.com/a/wcpss.net/document/d/12Dc5UiTJBdGVN1Aya86rwY3AH6QljZ5Zb4W8uKm7g6E/edit?usp=sharing)This bank provide a variety of questions for you to *choose* to create your own assessment. All questions may be modified to meet the needs of your students. It is not expected for you to use all the questions in the bank. * Sounds Like…: Students will find several songs you think reflect the democratic ideals expressed in local, state, and national government, the degree to which democratic ideals are evident in historical documents from North Carolina and the United States and differing viewpoints on the scope and power of state and national governments. Prepare an audio collage. Write an exhibit card that helps your listener understand how you think these songs express the historical period meaning. * **My Historical Bouquet**: Students will create a colorful bouquet for new nation and government. Draw a vase on a sheet of paper. Each flower will then represent the democratic ideals expressed in local, state, and national government, the degree to which democratic ideals are evident in historical documents from North Carolina and the United States and differing viewpoints on the scope and power of state and national governments., and each petal will include specific information about that idea as it related to new nations and government. You should have enough information to fill your vase with beautiful, informative flowers. * **Matchy-Matchy:** Students will create a matching game (think *Memory*) with two sets of notecards. One set will have primary source excerpts on one side of the card while the other set will have corresponding various historical perspectives of each. When done, students will be able to match the first to the second. For added fun, create two versions of the game so two teams can race each other to see who finishes first. | | | | | | | |
| **Stage 3: Learning Plan, Experiences, and Instruction**  What collection of experiences and instruction will help students learn the essentials that are outlined in Stage 1 and master the assessments described in Stage 2?  Be sure to identify[**the shifts**](https://docs.google.com/a/wcpss.net/document/d/1oXZXbLex7DMXksPsvVaoIVpeNiuBSO0DKIH6C18bPDg/edit?usp=sharing)and the[**WHERE TO**](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhTHNKaDY3V1RvNzQ/view?usp=sharing)elements. | | | | | | | |
| **To gather information about *differing viewpoints on the scope and power of state and national governments*, students may complete ONE or MORE of the following:**   * [Colonial Influence (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhOXo1aWVRVGxIbFU/view?usp=sharing): Students will be able to: Trace the impact of the following documents on the colonists’ views of government: Magna Carta English Bill of Rights Mayflower Compact Cato’s Letters Thomas Paine’s Common Sense. [(Colonial Influence PowerPoint iCivics Resources)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhSjlMbGN2T29MWkU/view?usp=sharing) **W, E, T, O** * [A Just Right Government (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhVW81dzZxLXBydmc/view?usp=sharing): Students will examine the weaknesses of the Articles of Confederation led to the writing of the Constitution. Compare the Virginia plan with the New Jersey plan. Compare the Articles of Confederation with the Constitution Identify cause/effect relationships in the development of the American Government. [(iCivics Interactive PowerPoint)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhZzUzMzhTWU1hU1U/view?usp=sharing) **E, R, E2, T, O** * [Comparison of the Federalist and Antifederalist](http://sheg.stanford.edu/upload/Lessons/Unit%203_Revolution%20and%20Early%20America/Federalists%20and%20Anti-Federalists%20Lesson%20Plan.pdf): Students will read a brief except on the position of the Federalist and Antifederalist. Students can complete the attached graphic organizer or students choose from the Student Engagement Strategies. Students will determine the federalist and antifederalist point of view on: **W, E, R, T, O** **shift 2, 3, 6**   + - How the new Constitution deals with representation     - Kind of government would this person like to see     - Support Ideas with evidence from the text     - Based on this document, what sort of people in society would support this point of view presented by the Federalist and Antifederalist. * [Four Corners: To Sign or Not to Sign and Roadmap Reflection:](https://docs.google.com/a/wcpss.net/document/d/1tU6UuG1DJF5MvaaF1Vr4akBMROM2NkOM4vsEdOv9SfY/edit?usp=sharing) Students will read the background on the signing of the constitution. Students will analyze and discuss the following play, videos and readings on the the perspectives of John Jay, a Federalist from New York to Elbridge Gerry, a delegate from Massachusetts an Anti-Federalist. Students will #Hashtag and Question-Graffiti the intraclass poster at each corner to use as a means to gather assessment, discussion, and pair share problem solving opportunities. (Example of #Hashtag and Question-Graffiti [Video](https://drive.google.com/open?id=0B0vioi7UsM1BOTZUSFBINm1EbE0)). Students will address key terms and concepts within each of the corners. Students will complete a roadmap reflection in pairs at each corner. **W, H, T** **shift 1, 6** * Additional Video on [Federalist and Anti-Federalist- Discovery Education](https://app.discoveryeducation.com/learn/videos/f0f4740a-0326-4ae2-8aed-f16ca9cbe13f?hasLocalHost=false)  (3:52) **W, H**   **To gather information about *the democratic ideals expressed in local, state, and national government,* students may complete ONE or MORE of the following:**   * [Articles of Confederation PPT](https://drive.google.com/a/wcpss.net/file/d/0B8JvnxYx_nNnZmo4RWJpRy0wbG8/view?usp=sharing): Teachers will present the Articles of Confederation PPT and students will complete the [student note page](https://drive.google.com/a/wcpss.net/file/d/0B8JvnxYx_nNna3FPZ0l4X2QwdlE/view?usp=sharing). **W** * **Brainpop**: [Articles of Confederation:](https://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/)  Pass out the [Graphic Organizer](https://drive.google.com/a/wcpss.net/file/d/0B8JvnxYx_nNnWGc4ZUYzMHBUOWs/view?usp=sharing)[. Have students work in pairs to record any information they already know about the Articles of Confederation](https://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/). **W, H, O**   + [Ask students to put their pencils down as you play the](https://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/) [Articles of Confederation Movie](http://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/) for the class.   + After the movie, allow students to work with their partners to edit and add to their graphic organizer. You may want to play the movie through a second time (perhaps with closed captioning) to support students in recording their thoughts.   + Encourage students to use the information on their graphic organizers to create a multiple choice quiz question about the Articles of Confederation.   + Ask for volunteers to share their quiz question and try to stump the rest of the class!   + Display the [Review Quiz](http://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/quiz/) and have students take it as a class, in teams, or in partners.   + Compare the questions in the BrainPOP version of the quiz with the versions students created. Which information is most important to know about the Articles of Confederation? Why?   + Extend student learning through the [Activity](http://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/activity/) [and/or the](https://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/) [Primary Source](http://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/activity/?tab=advanced) [activity.](https://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/) * [Limiting Government (iCivics Resources)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhbnZKbERhOGlhcXM/view?usp=sharing):Students will be able to describe five limits on government: constitution, separation of powers, rule of law, consent of the governed, and rights of the minority. Analyze how former Peruvian President Alberto Fujimori’s presidential actions affected Peru’s government limits. Evaluate the benefits and drawbacks of giving one leader total control. Apply the five limits to fictional government systems. **E, R** * Students will watch the [Brainpop Video](https://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/) and complete the [Checks and Balances Chart](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhVnNSZUY0UE1ZczQ/view?usp=sharing) of the 3 branches of government. **H, O** * **Solve the Scenario:**  Read the scenario below and explain how the checks and balances impact the way our government functions. **T**   **Scenario 1**: Justice Sandra Day O’Connor stepped down from the Supreme Court and Chief Justice Rhenquist died in office leaving two of the court’s nine seats open.   * Who has the power, according to the Constitution, to appoint a new justice to fill that seat? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Which branch of the government has a check on the power of appointment\_\_\_\_\_\_\_\_\_\_ * What is that check? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * How does this process balance the power of the three branches? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Scenario 2**: What happens if Congress passes a law that contradicts another law or rights that exist in the Constitution and its Amendments? Imagine that Congress has just passed a law outlawing newspapers.   * Which Constitutional right would this law violate? * Which branch of government could check this legislative action? * How would that branch perform that check? * Students will examine the [interactive power point on the checks and balances](https://docs.google.com/a/wcpss.net/presentation/d/1LhNQhhRQAcHObqbUzSi6wk2RWeiVveVHGb1PJgo9mrE/edit?usp=sharing) of the federal government. Students will follow the power point by creating their own checks and balances. **E, R** * Additional Videos on Checks and Balance: **H, E**   + [Separation of Powers and Checks and Balances: Crash Course Government and Politics #3](https://www.youtube.com/watch?v=0bf3CwYCxXw) (8:30)  [Checks and Balances Constitution Lesson for Kids - Schoolhouse Rock](https://www.youtube.com/watch?v=T_foQoCHQq8) (3:00)  * + [Checks and Balances](https://www.youtube.com/watch?v=bBNeBpLpSQE) (3:00)   + [Checks and Balances](http://americanhistory.about.com/video/Checks-and-Balances-in-the-U-S--Government.htm) (2:30) * [Congress in a Flash (iCvics Resource)](https://cdn.icivics.org/sites/default/files/uploads/Congress%20in%20a%20Flash_2.pdf?_ga=1.24309562.1685437324.1477316229): Students will explain the structure and powers of the legislative branch of the U.S. federal government. Describe the legislative process in the U.S. Congress Identify the legislative branch’s role in the system of checks and balances/separation of powers. **E, O** * [Why do we have a House and Senate (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhRmFUekNtZEt4ekk/view?usp=sharing): Students will model the lawmaking process by participating in a role-play activity Model the effect of unicameral and bicameral voting systems Analyze the effect of a unicameral versus a bicameral system. **E, O** * [Law Craft (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhTE45c3NBSVVnNWc/view?usp=sharing): Students will simulate the law-making process of the US Congress. Explain the role of compromise in the lawmaking process. Make connections between bill amendments and the values it represents. Evaluate cause and effect relationships. ([Powerpoint](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhWmw1Q0RubDFlYWc/view?usp=sharing)) **E, O** * [Voting in Congress (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhZklobGVnODRMdUk/view?usp=sharing): Students will identify the constitutional powers of Congress. Describe the factors members of Congress weigh when voting on bills. Demonstrate how members of Congress weigh factors by voting on hypothetical bills. Evaluate information in order to apply each factor to real-life issues in the hypothetical bills. Weigh the importance of the factors by deciding whether to vote “yea” or “nay” on each bill. ([Powerpoint 1](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhZVN5emVxczJ1STg/view?usp=sharing)  & [Powerpoint 2](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhVlZ5NWFXOE9aRkk/view?usp=sharing)) **E, O** * [The Power of the Executive Branch (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhWTBuOS1pU1U3NmM/view?usp=sharing): Students will be able to: Identify the powers of the Executive Branch Describe the responsibilities of the President of the United States of America Locate sources of presidential power within the U.S. Constitution Recall the function of the executive cabinet and the areas that they serve. [(Powerpoint)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhdG81ams4a0dXSzA/view?usp=sharing) **E, O** * [A Very Big Branch (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhLTk4UUE5VHQ0eDg/view?usp=sharing): Students will explain the roles and responsibilities of executive departments and the president’s cabinet. Describe how executive departments and agencies enforce governmental policies. Examine regulatory agencies and their social, economic, and political impact on the country. **E, O** * [Judicial Branch in a Flash (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhQTdxSzFnckNfQlE/view?usp=sharing): Students will identify the basic levels and functions of the judicial branch Compare the three levels of the court system. Demonstrate the progress of a case as it moves through the judicial system. **E, O** * [The Source of a Law (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhTmJLaXFTMUxtR2c/view?usp=sharing): Students will identify sources of law, including constitutions, statutes, regulations, judicial precedent, and local ordinances Compare and contrast civil and criminal law Describe the military and juvenile justice systems. **E, O** * [Sovereign State (iCivics Resources)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhM1I2TkJyVzZTN0U/view?usp=sharing): Students will be able to identify and describe the four features of a state. Differentiate between a sovereign state and the “states” in the United States by deciding whether the four features of a state apply to each. List the four roles of government. Apply the features and roles of a state by creating a profile of a new, fictional sovereign state and deciding on its priorities. [(iCivics PowerPoint)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhVDNNemtjQ0J5eGs/view?usp=sharing) **E, O** * [State Power (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhRjlRTzh4LWI2T00/view?usp=sharing): Students will explain the source and nature of state and local governmental power Distinguish reserved powers from federal powers Identify types of powers that are held at the state or local level Examine the differences between statewide laws and local ordinances/laws. Explain the duties of various local official. [(Powerpoint)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhRXVmN1Rrb213SFU/view?usp=sharing)) **E, O** * [The Great State (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhRGt6aWFHcHZUY2s/view?usp=sharing): Students will describe the essential characteristics of state government. Identify the purpose of a state’s constitution. Explain the impact of state agencies and commissions on citizens’ lives and property. Identify the role of initiatives and referenda in the state lawmaking process. Describe the role of state governments in providing services and regulating activity. [(Powerpoint)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhbk54LXg0MHZxOHM/view?usp=sharing) **E, O** * [The State of the Governor (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxha2RmSmdhS0NtQ1E/view?usp=sharing): Students will describe the structure, powers, and authority of the state executive branch Identify the source of a governor’s power Decide which of a governor’s powers is best used in specific situations. Describe how a governor can use executive power to maintain order and safety in the state Evaluate the role of state government in issues related to public safety and maintaining order. **E, O** * [State Rule Webquest (iCivics Resources)](https://www.icivics.org/node/624/resource): (NOTE: Teacher Account Required) Students will research state government. Every state is different… and every state is the same! How can that be? Because state governments have a lot of power to make decisions for themselves. Yet at the same time, state governments are all structured in nearly the same way. Follow this WebQuest to find out about your state, its government, and its relationship to the U.S. government! (Student Note Taking Tool) **E, O** * Students will complete [notes](https://drive.google.com/a/wcpss.net/file/d/0B8JvnxYx_nNnTDFtM1FNbC1lUDA/view?usp=sharing) from the [powerpoint](https://docs.google.com/a/wcpss.net/presentation/d/1fuIh_2YOsCPuT0pkFPe0qFsi1OvP5ljL9zgTn4it9bU/edit?usp=sharing)  and then use it to examine:   + 3 North Carolina Constitutions   + Checks and Balances of of the three state branches   + Responsibilities of the state, county and local governments   Following the power point students will complete a reflection: Comparing the responsibilities for the state, county and local governments OR Comparing the 3 North Carolina Constitutions. What group of people were most impacted by the 3 constitutions? (Explain your reason) OR What are ways citizens are impacted by the 3 levels of government? (Note Taking Tools see [Students Engagement Strategies](https://drive.google.com/a/wcpss.net/folderview?id=0BxysQyKbGNxhU2tMRHhIS0Zwbms&usp=sharing)) **E**   * Students will research the various responsibilities of the legislative, executive and judicial branches of the federal and state governments to complete the [compare and contrast chart](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhcV9ZaWtxUzh3eDQ/view?usp=sharing). **E, O** * Students will determine the various ways laws are created on the federal and state level. [(Chart)](https://drive.google.com/open?id=0BxysQyKbGNxhTG5rQzN4SG00UG8) . For note taking and collaboration ideas see [Students Engagement Strategies](https://drive.google.com/a/wcpss.net/folderview?id=0BxysQyKbGNxhU2tMRHhIS0Zwbms&usp=sharing). **E** * [Voting Rights (iCivics Resources)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhYWRsOERENDdtUDg/view?usp=sharing): Students will be able to: Identify the laws and amendments that altered U.S. voting laws Identify obstacles to voting Describe the role of Susan B. Anthony in securing women’s right to vote Determine whether individuals living at various times in U.S. history would have been able to vote.  [(Voting Rights Interactive PowerPoint ICivics)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhc3N0TUk0WXBIeEk/view?usp=sharing) **E, O** * Voting: Students will watch Brainpop: [Voting](https://www.brainpop.com/socialstudies/usgovernment/voting/) and complete the [activity](https://www.brainpop.com/socialstudies/usgovernment/voting/activity/#=standard) and the [graphic organizer](https://www.brainpop.com/socialstudies/usgovernment/voting/activity/#=graphicOrganizer). **H, T** * [The Electoral College #1183 (from SAS® Curriculum Pathways®)](http://www.sascurriculumpathways.com/portal/Launch?id=1183): Students will build background knowledge about the constitutional foundation of the Electoral College and disputed presidential elections in United States history, analyze the relevant primary-source documents and identify arguments with varying points of view, and evaluate the arguments for and against the electoral college. [Note-Taking Tool](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhSE1TenlHVVI4OTg/view?usp=sharing) Students will use the follow up [Primary Source Document](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhMmMxdHc2TWdlTDA/view?usp=sharing) to complete a [document analysis sheet](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhOWlDMEphVEJPVXM/view?usp=sharing). [Document Analysis Example 2](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhRjZJTFl6VTk5RW8/view?usp=sharing)   [Document Analysis Example 3 (ELL)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhSWVIQjNxMnpZNU0/view?usp=sharing)  **W, E, E2, T** * Brainpop: [Presidential Elections](https://www.brainpop.com/socialstudies/usgovernment/presidentialelection/) Students will watch the video and complete the [Graphic Organizer](https://www.brainpop.com/socialstudies/usgovernment/presidentialelection/activity/#=graphicOrganizer) and [activity](https://www.brainpop.com/socialstudies/usgovernment/presidentialelection/activity/#=standard). **H, T** * [The 6 Roles of the President (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhdHk4RlhMYUdLa2M/view?usp=sharing) **E, O** * [Cabinet Building (iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhYV9rWmhFWXVkZDQ/view?usp=sharing): Identify the origin and purpose of the president’s cabinet Describe the process of becoming a member of the Cabinet. Identify the 16 cabinet positions and the general topics for which they are responsible. Explain how politics can impact the success of presidential nominations for the cabinet. Track nominations and confirmations of the new presidential administration. **E, O** * [Presidential Agenda:(iCivics Resource)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhWDFSc1hYbjhLZ0U/view?usp=sharing)Students will be able to explain the purpose of the presidential agenda. Describe the process of creating and modifying the agenda over time. Apply the concept of checks and balances to the relationship between the president and Congress as it relates to the presidential agenda. Analyze strategies used to create a successful agenda. Explain the role of the State of the Union in communicating the presidential agenda. **E, O** * Introduce the basics of political cartoons by completing the [political cartoon worksheet](https://drive.google.com/a/wcpss.net/file/d/0B8JvnxYx_nNnUDhDOVRVbzR1Qmc/view?usp=sharing). **H, T, O** * Distribute a variety of current political cartoons of the local, state, and federal elections. Distribute a copy of either this [worksheet](https://drive.google.com/a/wcpss.net/file/d/0B8JvnxYx_nNnSmR1R1V3MlpxMnM/view?usp=sharing) or this [worksheet](https://drive.google.com/a/wcpss.net/file/d/0B8JvnxYx_nNndUt6UHRHU05IbEU/view?usp=sharing). Have your students in groups complete the worksheet on their political cartoon. Share out. **H, T, O** * Assessment: Students are to find their own political cartoon and complete the worksheet. [Sample](https://drive.google.com/a/wcpss.net/file/d/0B8JvnxYx_nNnQWZLV1FzZWRZV2M/view?usp=sharing) **R, E2**   **To gather information about *the degree to which democratic ideals are evident in historical documents from North Carolina and the United States through primary and secondary sources to interpret various historical perspectives,* students may complete ONE or MORE of the following:**   * [Grading the Articles of Confederation](https://drive.google.com/a/wcpss.net/file/d/0B8JvnxYx_nNnbEtxVzFhcWtjSG8/view?usp=sharing): Students will read the information about the Articles of Confederation. Students will use this information along with Notes and Reading on the Article of Confederation to complete the Articles of Confederation Report Card. Be thorough in your explanation for each grade you assign. **E, R** **shift 1, 3** * Students will watch a brief video on the [Articles of Confederation](https://app.discoveryeducation.com/learn/videos/e2d69df1-b247-4ebb-92b8-6c6dfc15962b?hasLocalHost=false). (Discovery Education 2:12) Following the video clip, students will read about the [Articles of Confederation](http://www.ushistory.org/us/14b.asp). While reading students, will complete the Problematic Solution Activity. Students will identify the problems with the Articles of Confederation and provide an alternative solution. Teacher can extend this activity to see if students solutions can be seen in our current government. [(Note Taking Tool Example)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhSGZYb0p1QW8zMFE/view?usp=sharing) **H, T** **shift 4** * [Article of Confederation vs Constitution](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhczdDLWtNYW5rNE0/view?usp=sharing): Students will contemplate and explain the following thought through a written response and/or group discussion: “Revolutionaries all agree that there must be change. Few agree on what kind.” Students will use the three columns chart to engage in the following Think-Pair-Share: **W, E, O shift 1, 3, 6**   - Part 1 Individually, students are to list answer the following question on the left column of their paper, “Why did the colonists fight the Revolutionary War with the British?” The students will then confer with nearby partner(s) and then verify with the group.  - Part 2 Individually, students will answer the following question on the middle column of their paper, “Pretend you are a well educated colonist, having just fought the Revolutionary War. Given the reasons for the war, how would you setup the new government? What features would it have in order to avoid the problems they faced with the British?” The students will then confer with nearby partner(s) and then verify with the group.  Students will be presented with the appropriately modified copy of the Articles of Confederation. In groups, the students will read and analyze the Articles of Confederation. The students are to determine the key functions and, more importantly, limitations placed upon the new government. They will write their findings in bullet points in the rightmost column of the chart. The students will use the completed chart to answer the connection questions, turning each into a well-supported paragraph.   * Students will [Compare the Preamble of the NC and US Constitutions](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhNU81V2d0dklvNlk/view?usp=sharing). Students will answer the guiding questions attached to the document.  **E, R** * [Do I have Rights? (iCivics Resources)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhWDdLS0c1bjF5WWs/view?usp=sharing): Students will be able to: Describe the arguments for and against listing people’s rights in the Constitution (Bill of Rights). Identify key rights granted by the Bill of Rights and the 13th, 14th, 15th, 19th, and 26th Amendments Recall the specific amendment that guarantees a particular right. Recognize complaints not involving constitutional rights. [(iCivics Powerpoint)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhWm1lZEpiZlQ4TXc/view?usp=sharing) **E, O** * [The Bill of Rights Match Up](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhMU80LVBIWHBiLWc/view?usp=sharing): Students will examine the table and use the clues to determine the Right of the citizen the definition and the amendment that aligns to that right. [Bill of Rights Matchup Cards](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhM3dhOGkxcmRKbnc/view?usp=sharing): Directions, Option 1: Cut the cards below on the dotted lines. Provide half of the class with the rights of the accused (left column) and half of the class the definitions (right column). Instruct students to find their match. Directions, Option 2: Divide the class into small groups. Provide each group of students with a set of pre-cut cards that have been mixed. Have students do a match-up of the rights of the accused along with the definitions in their groups. **W, E** * [Illustrating the Bill of Rights](https://drive.google.com/a/wcpss.net/file/d/0B8JvnxYx_nNnWlNlbHRkYlh6MTQ/view?usp=sharing): Students will use the Bill of Rights and complete the Illustrating the [Bill or Rights activity](https://drive.google.com/a/wcpss.net/file/d/0B8JvnxYx_nNnWlNlbHRkYlh6MTQ/view?usp=sharing). [Sample](https://drive.google.com/a/wcpss.net/file/d/0B8JvnxYx_nNnb29yZTJZd0FPX1E/view?usp=sharing). **E, T** * Students will work in groups of 5-6. Each group member will take one or 2 Amendments and read about the amendments. Students will come back together and share out their findings about the amendment and how it protects citizens. [Bill Of Rights](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhcFBacVZVY2xRU28/view?usp=sharing) and [Students Note Taking Tool](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhWlpTOVV3REViWU0/view?usp=sharing) [Additional Modified Bill of Rights](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhOUUxTUh1RGdWRzg/view?usp=sharing)  **E, O** **shift 1** * Students will watch a [video clip about the Bill of Rights (15:00)](http://constitutioncenter.org/learn/hall-pass/the-bill-of-rights). While watching the video students will complete a video reflection. As students watch the video they will , write down facts they learned about the Bill of Rights. After the clip is over, students will reflect on what they learned by explaining your feelings about each fact or making a connection to another historical event. Students will only have to fill out ONE of the columns on right for each fact. Following your reflection students will survey the classroom taking part in a give one get one where they share a fact they do not have and give a fact that their classmates does not have about the Bill of Rights. ([Student Note-Taking Tool](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhSVJJbXZJbm5lYXc/view?usp=sharing)) **Additional Activity** [It Says I Say and So](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhSDVEVi1TQUtwSE0/view?usp=sharing) **W, H**   **Additional Videos**: **H, E**   * [A 3-Minute Guide to the Bill of Rights (3:34)](https://www.youtube.com/watch?v=yYEfLm5dLMQ), * [Why wasn’t the Bill of Rights originally in the US Constitution? -James Coll (4:32)](https://www.youtube.com/watch?v=aMCDikASE4o), * [The Bill of Rights- Part 1- Philosophy & History (6:26)](https://www.youtube.com/watch?v=F-0_0cI_DXE), * [The Bill of Rights- Part 2 The Amendments (8:46)](https://www.youtube.com/watch?v=pRTFk9Dc8Tg) * Document Based Question Activity: Students will read the background reading: [Should Schools be allowed to limit online speech?](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhaUlZVDBFc001OHM/view?usp=sharing) Students will follow the reading by working in groups (teacher facilitated) to analyze the various [documents](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxheXNaZklibFJVeUE/view?usp=sharing). Students will justify their response using evidence from the various texts they analyzed. (For collaboration ideas see [Students Engagement Strategies](https://drive.google.com/a/wcpss.net/folderview?id=0BxysQyKbGNxhU2tMRHhIS0Zwbms&usp=sharing)) [optional prediction/hook](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhTjRPdlVoS1BvSWM/view?usp=sharing). **E, T, O** **shift 2** * [Analyzing the Declaration of the Rights of Man and the Bill of Rights:](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhV0ZQYXFPWnBQUVE/view?usp=sharing) Students will work in a small group and determine which of the laws listed represent The Bill of Rights or the *Declaration of the Rights of Man. (French Revolution)* Analyze the way you think the law is protecting the people and the message the law is trying to convey. **E, T, O** * [Freedom of Speech in Schools #1186 (from SAS® Curriculum Pathways®)](http://www.sascurriculumpathways.com/portal/Launch?id=1186): Students will activate and build background knowledge about the historical background on First Amendment freedom of speech rights with particular focus on freedom of expression in a public school setting and the Supreme Court decision in *Tinker v. Des Moines, a*nalyze the relevant primary-source documents and identify arguments with varying points of view, and evaluate the arguments for and against freedom of speech and expression in school. [Note-Taking Tool](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhbEN3SmxKOTYxWGs/view?usp=sharing)  Students will use the follow up [Primary Source Document](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhcW9xWnluUlFkWU0/view?usp=sharing) to create a [Found Poem](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhc1c4SlU4QWllSU0/view?usp=sharing)  **E, T** * Students will read the story [Life without Rights for the Accused](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhbzJPSWpac2dVMWM/view?usp=sharing). Students will underline the sections where Johnny’s rights are violated. **H, E** * [**“GO TO” Strategies:Scaffolding for English Language Learners:**](https://docs.google.com/a/wcpss.net/document/d/1G0mwXXDU5bKJjyJQmv55xb33HTKHp0-Ve0qVJAIgdi8/edit?usp=sharing)This document provides a resource to use for your LEP students. It’s a convenient document that shows a tiered set of instructional experiences for all LEP levels. * [**Parent Guide:**](https://docs.google.com/a/wcpss.net/document/d/1Q5f0dbmiOQASwQ2wLFBE-cT59gJ5MMuokfdqajxpOuk/edit?usp=sharing) This document provides parents with an overview of the unit. It provides resources and essential concepts and skills that can be reinforced at home. * [**Unit Feedback:**](https://goo.gl/forms/I09dLWP8DpMFTSOm1) Please provide feedback on unit, resources, assessments etc.  If you find a mistake, would like an additional resource for a specific topic, did not find an activity listed helpful, etc. please note that here.  We will check the Google doc periodically and make adjustments/improvements.  This will guide our work to continuously improve social studies. | | | | | | | |
| **Suggested Planning Calendar**  **The following instructional pacing is a suggested starting points as you choose appropriate instructional content for your students. Teachers, as part of their PLT/PLC, are ultimately in the best position to make the best selections and instructional choices for their students.** | | | | | | | |
| **Day 1** | | **Day 2** | **Day 3** | | **Day 4** | | **Day 5** |
| differing viewpoints on the scope and power of governments | | differing viewpoints on the scope and power of governments | differing viewpoints on the scope and power of governments  **Assessment Evidence** | | democratic ideals expressed in governments | | democratic ideals expressed in governments |
| **Day 6** | | **Day 7** | **Day 8** | | **Day 9** | | **Day 10** |
| democratic ideals expressed in governments | | democratic ideals expressed in governments | democratic ideals expressed in governments | | democratic ideals expressed in governments  **Assessment Evidence** | | democratic ideals are evident in historical documents and using primary and secondary sources to interpret various historical perspectives |
| **Day 11** | | **Day 12** | **Day 13** | | **Day 14** | | **Day 15** |
| democratic ideals are evident in historical documents and using primary and secondary sources to interpret various historical perspectives | | democratic ideals are evident in historical documents and using primary and secondary sources to interpret various historical perspectives | democratic ideals are evident in historical documents and using primary and secondary sources to interpret various historical perspectives | | democratic ideals are evident in historical documents and using primary and secondary sources to interpret various historical perspectives  **Assessment Evidence** | | **Assessment Evidence** |
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