

2- Citizen vs. Subject: Formation of the U.S. Constitution

Content Area: **Social Studies**
Course(s): **Social Studies 7 - Civics**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

This unit will investigate the challenge and triumphs to fulfilling our American ideals. The unit will begin with an examination of the goals highlighted in the Preamble of the Constitution. By tracing the preamble through American history, students will assess the effectiveness of our early citizens in meeting the goals of the Constitution. Students will evaluate how each American ideal has grown and expanded to be more inclusive. As we continue to struggle in fulfilling the potential of the American ideals, students will be encouraged to identify additional areas of growth toward a "more perfect union."

Essential Questions:

1. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality and respect for human dignity?
2. Is the Constitution a "living document"?

Enduring Understandings:

1. One of the greatest successes of the American experience is demonstrating to the world that citizens could establish a government based on a social contract with the "consent of the governed". A founding generation drafted a Constitution that joined political ideas and practical experience, making real what had previously only been a theory.
2. The United States Constitution and Bill of Rights were designed to provide a framework for the United States system of government, while also protecting individual rights based on the consent of the governed.
3. The guarantees in the Bill of Rights reflect the nation's commitment to personal freedom and to the principle of limited government.

Standards/Indicators/Student Learning Objectives (SLOs):

SOC.6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
SOC.6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
SOC.6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
SOC.6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
SOC.6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
SOC.6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Lesson Titles:

- Formation of the U.S. Constitution
- Citizen vs. Subject
- Bill of Rights and Amendment Process

Career Readiness, Life Literacies, & Key Skills:

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Inter-Disciplinary Connections:

LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Slavery in America
- Vestiges of Slavery in this Country

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

Summative Assessment:

- Alternative Assessment
- Benchmark

Benchmark

- Skills-based assessment
- Reading responses
- Writing responses

Alternative Assessment

- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations

- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

Resources & Materials:

- Textbook "The American Journey"
- "Young People's History of the United States"
- Achieve 3000
- YouTube
- EdPuzzle
- Quizlet (*vocabulary*)
- iCivics/iCivics Lesson(s): The Constitution's Cover Letter Lesson DBQuest, You've Got Rights!, Do I Have a Right?, Citizen Me, Amendment Mini-Lesson

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Formation of the U.S. Constitution (**Blooms: Remembering, Understanding, Applying, Analyzing**)
 - Why was the Constitution written?
 - How is it structured?
 - What purpose does it serve?
 - How can it be changed?
- Citizen vs. Subject (**Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating**)
 - What are the major differences between being an Monarchy's subject versus a Democratic citizen?
 - How do these differences help to shape the ideas, beliefs, and rights described in the Constitution?
- Bill of Rights + Amendment Process (**Blooms: Remembering, Understanding, Applying, Analyzing**)
 - Was the Bill of Rights necessary?
 - How does the Bill of Rights protect rights?
 - What rights does the Bill of Rights protect?
 - How is the Constitution amended?

Formative Assessment:

- Anticipatory Set
- Closure

- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel

- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Computer Science and Design Thinking Standards

CS.6-8.8.2.8.ITH.2

Compare how technologies have influenced society over time.