# Unit 3: The Constitution, American Ideals, and the American Experience

Content Area: **Social Studies**
Course(s): **Social Studies 7**
Time Period: **Marking Period 2**
Length: **22 Blocks**
Status: **Published**

## Core Instructional & Supplemental Materials including various levels of Texts

iCivics

Junior Scholastic

National Museum of American History

US History

Justice In The Classroom

The Free Speech Center

The Bill of Rights Institue

PBS

National Constitution Center

National Archives

## Topic - Unit Description

This unit will focus on what is considered to be the American ideal, justice and fairness, equality, the Consititution and human rights including: freedom of speech, assemble, right to petition, freedom of religion, and how the Consititution relates to human rights.

## Alignment to Core Content Standards

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| 6.1.8.CivicsPI.3.a | Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. |
| 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. |
| 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. |
| | Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. |
| 6.1.8.CivicsHR.3.a | Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts). |
| | Social and political systems have protected and denied human rights (to varying degrees) throughout time. |
| 6.1.8.CivicsHR.3.b | Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. |
| 6.1.8.CivicsHR.3.c | Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. |
| | Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface. |
| 6.1.8.CivicsDP.4.a | Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period. |
| | Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. |
| 6.1.8.CivicsHR.4.a | Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. |
| | Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface. |
| 6.1.8.HistoryUP.5.a | Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. |
| 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). |
| 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. |

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| 6.3.8.CivicsPR.3 | Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). |
| 6.3.8.CivicsPR.5 | Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. |

## Enduring Understandings

EU1: The Framers of the Constitution found a way to agree on the following basic principles: "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

EU2: Due process is the legal requirement that requires the state to respect all the legal rights owed to a person. Due process balances the power of the state and protects the individual person from the power of the state.

EU3: The quotation "all men are created equal" is part of the sentence in the U.S. Declaration of Independence, which Thomas Jefferson penned in 1776 during the beginning of the American Revolution that reads, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness".

EU4: The First Amendment guarantees freedoms concerning religion, expression, assembly, and the right to petition. It forbids Congress from both promoting one religion over others and also restricting an individual's religious practices. It guarantees freedom of expression by prohibiting Congress from restricting the press or the rights of individuals to speak freely. It also guarantees the right of citizens to assemble peaceably and to petition their government.

EU5: The principle of religious liberty should extend to all people, not only ones who come from a specific set of religious beliefs.

EU6: The Preamble to the Constitution is an introductory, succinct statement of the principles at work. "We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

## Essential Questions

| Essential Question(s) | Unit | Inquiry Questions | Supporting Questions |
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| How have economic, | American Ideals | How well has the U.S. met the fundamental | • How has extending the right to vote supported the concept of the consent of the |

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| political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? | | principles established in the Constitution? | governed?<br>• What are examples where the rule of law has prevented abuse of authority (e.g. impeachment)?<br>• What are examples where federalism or checks and balances has prevented abuse of power by the national government?<br>• What are examples where the U.S. has expanded or limited Individual rights? |
| | Justice/Fairness | How do we ensure that people are treated fairly? | • What is the best definition of "fairness"?<br>• How do textbook definitions of justice compare with what we brainstormed in class?<br>• What is "due process" and how does it protect individual rights?<br>• How should criminal actions be fairly addressed? |
| | Equality | To what extent has the American experience succeeded in ensuring that "all men (people) are created equal"? | • What does the 14th Amendment mean by "equal protection under the law"?<br>• What is equality of opportunity?<br>• What is "affirmative action"?<br>• Is there equality of opportunity in the United States?<br>• How can we promote equality of opportunity?<br>• How can we ensure respect for diversity of ethnicity, race, religion, disabilities, gender or sexual orientation while promoting equality of opportunity? |
| | The Constitution and Human Rights: Freedom of Speech, Assembly, and Right to Petition | Should there be limits on freedom of speech or the ability of protest and petition the government?<br><br>Should there be restrictions on free speech in social media? | • How does the First Amendment protect free expression?<br>• Why is freedom of speech important for sustaining a democracy?<br>• What are examples of the "right to assemble and petition the government" being used to protect individual rights and/or prevent abuse of authority?<br>• What are the relevant court cases about freedom of expression and how do they apply to contemporary events?<br>• How has social media changed public discourse and what problems has it created?<br>• How can we address the spreading of |

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| | | | propaganda and lies in social media? |
| | The Constitution and Human Rights: Freedom of Religion | How do we best balance conflicts between religious beliefs and the protection of the rights of others? | • What is the difference between "the establishment of religion" and the "free exercise of religion"?<br>• What are the relevant court cases regarding freedom of religion and how do they apply to contemporary events? |
| | The Constitution and Human Rights: Liberty versus "Domestic Tranquility" | How well has the U.S. balanced the need for order ("domestic tranquility") and the protection of individual rights ("liberty")? | • What is "liberty"?<br>• What is "domestic tranquility"?<br>• What is "privacy"?<br>• What are the relevant court cases involving the Fourth Amendment and how do they apply to past and current events?<br>• How has the U.S. balanced the need for order and the protection of individual rights during times of peace and times of war? |

## Skills, Learning Objectives & Learning Activities

| Skill | Topic | Learning Objectiv |
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| Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.<br><br>Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period. | American Ideals | • Explain hov contracted c<br>• Identify the altered U.S.<br>• Evaluate ob<br>• Determine v various time been able to<br>• Identify vot citizens to p and local go<br>• Examine ho expanded o<br>• Recognize t policies are different sta<br>• Describe cu voting and t |

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| Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic | Justice/Fairness | • Describe th process of l<br>• Identify the the case.<br>• Describe th and analysis<br>• Identify the decision.<br>• Analyze fai |
| 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. | | |
| Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. | Equality | • Predict wha were missin<br>• Identify key Rights and t 26th Amend<br>• Recall the s guarantees a<br>• Determine i covered by<br>• Determine i from the Co |
| Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. | | |
| Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). | | |
| Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). | The Constitution and Human Rights: Freedom of Speech, Assembly, and Right to Petition | • Identify tha by the First<br>• Define hate<br>• Describe di are and are Amendmen Court.<br>• Explain hov ruled regard Amendmen<br>• Identify and |

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| | | written texts |
| Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). | The Constitution and Human Rights: Freedom of Religion | • Understand<br>• Examine the someone be do.<br>• Identify way accepting of |
| Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. | | |
| Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.<br><br>Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. | The Constitution and Human Rights: Liberty versus "Domestic Tranquility" | • Identify con by the Bill o 15th, 19th, a<br>• Recall the s guarantees a<br>• Recognize c constitution |

## Assessments

**Formative:** Justice Activity, Landmark Supreme Court Cases Webquest, Reserach Project Checkpoints, Human Rights Collage, Journal Entries/Reflections, Choiceboard activity

**Summative:** Research Project & We the People: The Citizen and the Constitution and/or other simulated legislative hearing or judicial hearing about current day issues

**Benchmark:** Unit 3 Test

## Interdisciplinary Connections

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| LA.RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| LA.RH.6-8.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| LA.RH.6-8.3 | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| LA.RH.6-8.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| LA.RH.6-8.5 | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| LA.RH.6-8.6 | Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |
| 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.RH.6-8.9 | Analyze the relationship between a primary and secondary source on the same topic. |
| LA.RI.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| LA.RI.7.3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| LA.RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| LA.RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| LA.RI.7.6 | Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |

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| LA.RI.7.8 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| LA.RI.7.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| LA.W.7.1.A | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
| LA.W.7.1.B | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| LA.W.7.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
| LA.W.7.1.D | Establish and maintain a formal style/academic style, approach, and form. |
| LA.W.7.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |
| LA.W.7.2.A | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). |
| LA.W.7.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| LA.W.7.2.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| LA.W.7.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.W.7.2.E | Establish and maintain a formal style academic style, approach, and form. |
| LA.W.7.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| LA.W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| LA.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| LA.W.7.8 | 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. |
| LA.SL.7.2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| LA.SL.7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| LA.L.7.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.7.1.A | Explain the function of phrases and clauses in general and their function in specific sentences. |
| LA.L.7.1.B | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| LA.L.7.1.C | Place phrases and clauses within a sentence, recognizing and correcting misplaced and |

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| | dangling modifiers. |

## Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

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| 9.1.8.CR.3 | Relate the importance of consumer, business, and government responsibility to the economy and personal finance. |
| 9.1.8.EG.3 | Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. |
| 9.1.8.EG.7 | Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. |

## Holocaust & Amistad

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| 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. |
| 6.1.8.CivicsPD.3.a | Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. |
| | The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. |
| 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. |
| | Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. |
| 6.1.8.CivicsHR.3.b | Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. |
| 6.1.8.CivicsHR.3.c | Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. |
| 6.1.8.HistoryUP.3.b | Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. |
| 6.1.8.HistoryCC.4.b | Explain the growing resistance to slavery and New Jersey's role in the Underground |

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| | Railroad. |
| 6.1.8.HistoryCC.5.c | Assess the human and material costs of the Civil War in the North and South. |
| 6.1.8.HistoryUP.5.a | Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. |
| 6.1.8.HistoryUP.5.b | Examine the roles of women, African Americans, and Native Americans in the Civil War. |
| 6.1.8.HistoryUP.5.c | Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. |
| 6.2.8.CivicsHR.2.a | Determine the role of slavery in the economic and social structures of early river valley civilizations. |

## Persons with Disabilities & LGBTQ

**Persons with Disabilties & LGBTQ**

This unit addressed equality. Read a current events article and discuss how equality as evolved since the time of our founding fathers.

**Resources:**

Read a current event article

## Computer Science & Design Thinking

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

## Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals *(online simulations)*

- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns