

Unit 3: The Constitution, American Ideals, and the American Experience Copied from: 7th Grade Social Studies , Copied on: 07/29/21

Content Area: **Social Studies**
Course(s): **Social Studies 7**
Time Period: **Marking Period 2**
Length: **22 Blocks**
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Core Instructional & Supplemental Materials including various levels of Texts

[iCivics](#)

[Learning For Justice](#)

[Facing History](#)

[Junior Scholastic](#)

[Human Rights Education](#)

[National Museum of American History](#)

[US History](#)

[Justice In The Classroom](#)

[The Free Speech Center](#)

[The Bill of Rights Institue](#)

Topic - Unit Description

In this unit students will explore what is considered to be the American ideal, justice and fairness, equality, the Constitution and human rights including: freedom of speech, assemble, right to petition, freedom of religion, and how the Constitution relates to human rights.

Alignment to Core Content Standards

SOC.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.
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. Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
SOC.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.
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. Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
SOC.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.

SOC.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.

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.

SOC.6.3.8.CivicsPR.3

Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

SOC.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

SWBAT Understand:

- American ideals
- Justice and fairness
- Equality
- The constitution and human rights including: freedom of speech, assble, right to petition, and freesom of religion

Essential Questions

How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Inquiry Questions

How well has the U.S. met the fundamental principles established in the Constitution?

Supporting Questions

- How has extending the right to vote supported the concept of the consent of the governed?
- What are examples where the rule of law has prevented abuse of authority (e.g. impeachment)?
- What are examples where federalism or checks and

balances has prevented abuse of power by the national government?

How do we ensure that people are treated fairly?

- What are examples where the U.S. has expanded or limited Individual rights?
- What is the best definition of “fairness”?
- How do textbook definitions of justice compare with what we brainstormed in class?
- What is “due process” and how does it protect individual rights?
- How should criminal actions be fairly addressed?
- What does the 14th Amendment mean by “equal protection under the law”?

To what extent has the American experience succeeded in ensuring that “all men (people) are created equal”?

- What is equality of opportunity?
- What is “affirmative action”?
- Is there equality of opportunity in the United States?
- How can we promote equality of opportunity?
- How can we ensure respect for diversity of ethnicity, race, religion, disabilities, gender or sexual orientation while promoting equality of opportunity?
- How does the First Amendment protect free expression?
- Why is freedom of speech important for sustaining a democracy?

Should there be limits on freedom of speech or the ability of protest and petition the government?

- What are examples of the “right to assemble and petition the government” being used to protect individual rights and/or prevent abuse of authority?
- What are the relevant court cases about freedom of expression and how do they apply to contemporary events?

Should there be restrictions on free speech in social media?

- How has social media changed public discourse and what problems has it created?
- How can we address the spreading of propaganda and lies in social media?

How do we best balance conflicts between

- What is the difference between “the establishment of

religious beliefs and the protection of the rights of others?

How well has the U.S. balanced the need for order (“domestic tranquility”) and the protection of individual rights (“liberty”)?

religion” and the “free exercise of religion”?

- What are the relevant court cases regarding freedom of religion and how do they apply to contemporary events?
- What is “liberty”?
- What is “domestic tranquility”?
- What is “privacy”?
- What are the relevant court cases involving the Fourth Amendment and how do they apply to past and current events?
- How has the U.S. balanced the need for order and the protection of individual rights during times of peace and times of war?

Learning Activities & Key Concepts and Skills

[You've Got Rights!](#)

[Individual rights protected in the U.S. Constitution](#)

[Do I have a right?](#)

[Stand Up](#)

[Human Rights Education](#)

[Thinking About Impeachment Like A Historian](#)

[Due Process Defined](#)

[Crime & Due Process](#)

[The Rule of Law: Due Process](#)

[The Rule of Law in American Govt: Due Process](#)

[First Amendment In The Classroom](#)

[First Amendment Resources](#)

[Free Speech - Junior Scholastic](#)

[Freedom of Speech](#)

[Freedom of Religion](#)

[The 1st Amendment & Freedom of Religion](#)

[Teaching About Freedom of Religion](#)

[Religious Liberty: Landmark Supreme Court Cases](#)

[Your Right To Equality In Education](#)

[The Consitution - PBS](#)

[To Sign or Not To Sign? \(The Consitutttion\)](#)

[Constitution Scavenger Hunt](#)

[Teaching Democracy](#)

[Teaching Six Big Ideas in the Constitution](#)

[Race & Citizenship](#) Pages 55-57

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

Alternative:[Journalism for Justice](#)

Interdisciplinary Connections

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.
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 dangling modifiers.

Career Readiness, Life Literacies, and Key Skills

PFL.9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
PFL.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.
PFL.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.
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
TECH.9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
TECH.9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.

Holocaust & Amistad

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.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.
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. Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
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.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.
SOC.6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
SOC.6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.
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.6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
SOC.6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
SOC.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

LGBTQ & Persons with Disabilities:

Stand Up

- How would society be affected if no one took responsibility for standing up for others?
- Can progress take place without action?

Resources:

[Learning For Justice](#)

Technology Integration (8.1, 8.2 Computer Science & Design Thinking)

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.

Career Education (CRP)

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater

good.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the

workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- 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