Unit 4: The Constitution

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 4**
Length: **March - Early May**
Status: **Published**

Unit Overview

Having won the war for independence, the former colonists were faced with the challenge of creating a new government for their country. Due to the colonial distrust of a strong central government the new country continued to face many difficulties in establishing itself.

Standards

SOC.6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
SOC.6.1.8.A.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.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
SOC.6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
SOC.6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
SOC.6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
SOC.6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
SOC.6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
SOC.6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
SOC.6.1.8.CS3	Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Essential Questions

- What causes conflict between groups of people?
- What causes people to revolt against power?
- How far are people willing to go in order to achieve freedom?

- Where does power reside in the relationship between people and government?
- Why was the U.S. Constitution a revolutionary idea?

Application of Knowledge: Students will know that...

- Shay's Rebellion demonstrated the need for a stronger federal government.
- the Articles of Confederations purposely created a weak central government because the states.
- the Bill of Rights are the first ten rights outlined in the Constitution.
- the first two political parties were the Federalists and the Democratic-Republicans.
- the Northwest Ordinance encouraged westward expansion.

Application of Skills: Students will be able to...

- define the following terms: territories, statehood, legislative branch, executive branch, judicial branch, amendment, republic, democracy, checks and balances, veto, and political party
- describe the basic structure of the US Constitution.
- explain the process of compromise in creating the US Constitution
- explain the relationship of the states under the Articles of the Confederation.
- identify the roles of major figures associated with the Constitutional Convention.
- summarize the arguments for and against the US Constitution.

Assessments

- Diagnostic: Making a Prediction - Ask students to predict the problems delegates would face in creating a new national government.

- Formative: Point of View - Compare and contrast the differing viewpoints Americans had of the Constitution.

- Formative: Compromise - In their own words students will explain the Great Compromise.

- Formative: Evaluate - Students will read statements about the Articles of Confederation and evaluate if they are true or false.

- Summative: Constitution Test - Test encompassing the problems America faced in the years directly after the Treaty of Paris, including the creation and ratification of the Constitution.

Suggested Activities

- Throughout the unit, students will create an interactive notebook.

- Thinking about the Constitution: checks and balances worksheet
- Ratifying the Constitution: The process of creating the Constitution worksheet
- Create a foldable with four tabs: 1781, 1787, 1788, 1791; students will write what key events happened in each year in the formation of the U.S. government
- Create a cause and effect graphic organizer; for causes students will write the government powers of the Articles of Confederation and for effects students will write events that resulted because of these powers
- Use population data to illustrate how settlers moved west under the rules of the Northwest Ordinance

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Complete a graphic organizer explaining the powers of each branch of government.

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: territories, statehood, legislative branch, executive branch, judicial branch, amendment, republic, democracy, checks and balances, veto, and political party

Content specific modifications to extend learning for gifted students may include:

- Write an editorial arguing for or against ratifying the Constitution.
- Research the "Federalist Papers", then write an editorial arguing for or against ratifying the Constitution which includes references to the "Federalist Papers"

Integrated/Cross-Disciplinary Instruction

Students will use their persuasive writing skills in writing an editorial supporting the U.S. ratification of the Constitution. The editorial structure, correct use of transition words, and grading scale should conform with guidelines established in Language Arts.

Resources

- Macmillan/McGraw-Hill Our Nation textbook (c)2005
- Macmillan/McGraw-Hill Our Nation Practice and Activity Workbook isbn:0021503907
- Discovery Education
- Liberty Kids
- BrainPop

- Schoolhouse Rock
- http://interactivesites.weebly.com/social-studies.html
- Readworks

21st Century Skills

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.CRP2.1	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.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.