Unit 7: Create your own Country

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

Unit Overview

This unit helps students explore key features that shape the government, history, and economy of a country through the creation of their own country. Students will delve into aspects of civics in order to build a rationale for the way in which they created their country. Students will be expected to first, literally, shape their country by creating a map of its geography. Then, students need to determine historical foundations for their country, which will be influenced by the country's geographical features. Then, students will need to determine a governmental structure for their country and define what exactly that means for the country's citizen. Students will need to define how the government functions. Finally, students will need to clearly express the information that they have determined for their country.

Standards

LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
SOC.6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
SOC.6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
SOC.6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
SOC.6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.A.14.e	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

SOC.6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
SOC.6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
SOC.6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
SOC.6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.
SOC.6.1.12.D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide.

Essential Questions

- How does geography impact the development of culture and a nation's government?
- How does the type of government effect its citizen's?
- How is a flag representative of the nation's values?

Application of Knowledge: Students will know that...

- A bill must successfully pass through the House of Representatives, Senate, and President in order to become a law.
- Federalism allows that federal government and state government to share power in order to prevent one from gaining too much power.
- The Bill of Rights establishes the basic freedoms that Americans enjoy today
- The Executive Branch is composed of the President and Cabinet. Its function is enforce laws.
- The Judicial Branch is composed of the Supreme Court. Its function is to interpret the laws and check their constitutionality.
- The Legislative Branch is composed of the Senate and House of Representatives. Its function is to create laws
- The President has the power to approve or veto bills passed by Congress. Congress has the power to override vetoes with a two-thirds majority vote
- The US Constitution establishes the format for the current federal government and can only be changed through amendments
- When considering a law, congressmen take into account the needs and desires of their constituents.

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

- Compare and contrast the selection process for government officials in each of the branches.
- Deconstruct the US Constitution to identify the purpose, function, and organization of each branch.
- Define economics-related vocabulary. such as natural resources, labor, capital, Gross Domestic Product, standard of living, specialization, division of labor, profit, and capitalism.
- Differentiate between the powers of the federal, state, and local government

Assessments

- Pre-assess student knowledge of different type of governments and the ways in which those governments function including the U.S. government. Use this knowledge to develop a plan for how much background knowledge needs to built prior to students embarking on the overarching "Create Your Own Country" project.
- Formatively assess using a variety of methods throughout the unit including:
    - ticket-to-leave
    - turn and talk
    - quizzes
    - short student responses
    - classwork
- "Create Your Own Country" project - assess using rubric

Suggested Activities

- Students will work collaboratively in order to research and develop their own country. The country should include the follow aspects:
    - Name
    - Description of the country
    - Government type with description
    - Summary of the function of the government
    - Description of what life is like for the average citizen including how it relates to the government type
    - Creation of a flag with a description about how the components relate to the country's origins or values

In order to build background knowledge for students in understanding the foundations of a country and the inner-workings of a government, the teacher may want to utilize any of the following activities:

- Civics Foldable Activity: Students will create a fold-able to study from about the four main functions of Government and examples of each.
- Levels of Governments Lego Activity: Using Large Scale Lego Blocks, students will "build" governments with different levels and functions and will test them to see if they stand up to different issues.
- Good Citizen Sheets: A handout of attributes and qualities that a Good Citizen might have. Students choose their top five and write reasons for each.

- Steps to Citizenship Stations/Questions: Small groups go through the immigration process of becoming an American Citizen and learn about the difficult journey an immigrant has.
- Large v. Small Poster: A student-made poster that details one of the two possible plans for US government, the Virginia or New Jersey Plan. Students must detail and outline the plans and present these to the class.
- The Constitution Preamble Scramble: Stations and Questions - Stations and questions that break down the Constitution, the Principles of Government and how the "Law of the Land" applies to the American people today.
- We the People… School House Rock Video - A short video that outlines the Preamble of the Constitution.
- Law Making Role Play/Evaluation: Students will choose roles and assume the different positions in the US government. Then, they will go through a law-making process to try to create a law for the class. Active reflection after the process will bookend the simulation.
- Checks and Balances Examples - A diagnostic assessment about the Branches of Government and how each checks and balances the other branches.
- Executive Branch Notes/Stations/Exit Card - Series of stations that students will look at in small groups.
- Legislative Readings & Senate Powers Worksheet Packet - Worksheets based on the law-making body and how it make laws.
- I'm Just a Bill Video Responses - Using School House Rock, watch "I'm Just a Bill" and juxtapose it to their prior law making simulations.
- Judicial Branch Reading For Meaning - A reading on the history of the court system, how it has been improved and Reading for Meaning Statements that correlate with the reading

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - mixed ability grouping

Differentiation for ELL's:

- General modifications may include:

    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: civilization, government, geography, leader, economy

Differentiation to extend learning for gifted students may include:

- Act as a leader of the group and help facilitate group discussion, keep group-members motivated and on-task, and organize the final product.

Integrated/Cross-Disciplinary Instruction

Use Editor to list ways in which other content areas can be linked to the knowledge and skills of this unit.

Resources

Use the editor section or documents section to link to any pertitent documents or website or other resources that would facilitate the implementation of this unit.

21st Century 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.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.CRP6.1	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.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.CRP12.1	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.