

# Unit 2: Liberty v. Order

Content Area: **Social Studies**  
Course(s): **Civics**  
Time Period: **Semester 2**  
Length: **4 Weeks**  
Status: **Published**

## Standards

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SOC.6.1.12.HistoryUP.2.c	<p>Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).</p> <p>Historical sources and evidence provide an understanding of different points of view about historical events.</p>
SOC.6.1.12.HistorySE.2.a	<p>Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.</p> <p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>
SOC.6.1.12.CivicsDP.4.a	<p>Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.</p>
SOC.6.1.12.CivicsDP.4.b	<p>Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).</p> <p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p>
SOC.6.1.12.HistoryUP.5.a	<p>Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p>
SOC.6.1.12.CivicsDP.6.b	<p>Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p>
SOC.6.1.12.CivicsPR.6.a	<p>Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p>
SOC.6.1.12.CivicsPI.13.a	<p>Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.</p> <p>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p>
SOC.6.1.12.GeoPP.13.a	<p>Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.</p>
SOC.6.1.12.GeoPP.13.b	<p>Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.</p>
SOC.6.1.12.HistoryCC.13.a	<p>Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p>
SOC.6.1.12.HistoryCC.13.c	<p>Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.</p>

Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

## Enduring Understandings

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1. Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.
2. Should the government be obligated to protect the safety or freedoms or both of its citizens and should the citizens give consent to the government over aspects of their lives?
  - Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
  - Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
  - Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

## Essential Questions

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1. How has judicial review served an important role in the clarification of civil liberties for all Americans including African Americans, Asian American/Pacific Islanders, Americans with Disabilities, LBGTQ+, women, socioeconomic status differences, religious beliefs?
2. How have the courts used the 14th Amendment and the commerce clause to clarify issues involving civil rights and civil liberties?

## Knowledge and Skills

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1. Substantive civil liberties vs. Procedural civil liberties
2. Overview of how Supreme Court "makes law" in areas of civil liberties through judicial interpretation/judicial review - 1st amendment rights
3. Impact of the 14th Amendment on the constitutional development of rights and liberties. Due process regardless of status, including for all Americans including African Americans, Asian American/Pacific Islanders, Americans with Disabilities, LBGTQ+, women, socioeconomic status differences, religious beliefs

4. Supreme Court cases: Plessy, Brown, Korematsu, Obergefell, more
5. Bill of Rights including freedom of expression
6. Civil liberties Supreme Court cases addressing student's rights in schools - debate on issues that impact **New Jersey** and students - compare and contrast to rights in school/in locus parentis

## **Transfer Goals**

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1. Students will be able, in the long run, to independently participate actively and effectively as an informed citizen of a democracy.
2. Students will be able to independently synthesize how the Constitution has been clarified through policy creation and case law to protect the liberties and rights of all citizens.

## **Resources**

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Digital Sources:

[iCivics - Engaging Students in Meaningful Civic Learning](#)

[C3 Teaching - College, Career and Civic Life](#)

[New Jersey Department of State](#)

[US Government Services and Information](#)

[Bill of Rights Institute](#)

[The Choices Program - Brown University](#)

[Civics 101 - Podcast Platform](#)

[PBS News Hour](#)

Supplemental Resources:

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

[OYEZ \(Supreme Court Cases\)](#)

[US Citizenship and Immigration Services](#)

[Constitutional Rights Foundation](#)

## **Assessments**

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<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

## **Modifications**

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<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit>