

Unit 4: Civics & Government-It's Birth, Changes and Development Leading to Success

Content Area: **Social Studies**

Course(s):

Time Period: **Trimester 3**

Length: **8 Weeks**

Status: **Published**

Brief Summary of Unit

Students will uncover what makes a government both strong and successful!

Standards

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| 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.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.C.3.b | Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time. |
| 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. |

Transfer

Essential Questions

- • How can government be set up, organized, altered, and maintained in order for success of

society?

- • How do citizens - both individually and collectively – influence government?
- • How does government allow for change over time?
- • How does the Constitution influence our everyday lives?
- • Is the Constitution a "living document?"
- • What is compromise?
- • What role did geography play in deciding the debate on representation in Congress?
- • What role does conflict play in collaboration? (21st Century Learners)
- • What was our first form of government?
- • Who should make the rules?
- • Why do we have rules and laws? (September)

Essential Understandings

- • African-Americans, women, and Native Americans were not included in the basic principles at that time.
- • compromise is necessary to grow successfully.
- • conflict resolution can involve tension, compromise, cooperation, and change.
- • organizations/political parties formed based on beliefs.
- • people feared a strong national government, they felt their rights' were on the line, and felt an imbalance of power.
- • people from diverse cultures collaborate to find solutions to challenges and develop systems to manage conflict and create order.
- • society needs rules and laws to function successfully.
- • the Constitution describes how the U.S government is organized and how it defines and limits the power of government.
- • the Constitution is a living document and can be amended to protect individual rights as society changes.
- • the values and principles the Declaration of Independence expresses are recognized and protected by our government.

Students Will Know

- • how the Bill of Rights impacts the lives of American citizens.
- • how the Constitution set up the government of the United States.
- • the purpose and the essential characteristics of the Constitution.
- • the system of checks and balances.
- • details of the Northwest Ordinance and its positive affects.
- • geography played a major role in representation.
- • how the Constitution can be altered as society changes.
- • how the Government worked under the Articles of Confederation – its limit of power and the

power of the states.

- • the powers and functions of the three branches of government .
- • the definition of democracy and discuss how it is different from other forms of government.
- • the definition of government and explain the need for it in society (Shay's Rebellion).
- • the importance of the Great Compromise.
- • the powers granted to citizens, the states, and the federal government.

Students Will Be Skilled At

Evidence/Performance Tasks

- • explain how Shay's Rebellion was similar to or different from the actions of the Patriots during the Revolution.
- • notice and name what belongs in a good editorial and write a newspaper editorial as if it were the 1780's. Tell readers why the Constitution should be ratified.
- • role- play real life situations in which people must adapt and compromise.
- • Simulation: You have selected by your principal to go to the elementary school and deliver a brief presentation to the lower grades on how our government works. Debrief the three branches of government and how government works.
- • take on a role of a farmer and write a conversation between a livid farmer and a news reporter.
- • using We the People: Citizen and the Constitution, research a Supreme Court case involving the Bill of Rights. Report on what you learned.

Learning Plan

- • Become an expert on the Constitution. How did compromise lead to its creation? What effects has it had thus far in society?
- • Compare and contrast the powers of the state with the limited powers of the central government.
- • Create a chart to show how the Constitution divides power between the states and the federal government.
- • Divide the class into small groups based on their interests. Tell each group that they are to form a club and must come up with a club constitution and a statement explaining the purpose for the club. Have a representative from each group present the club constitution to the rest of the class.
- • Evaluate what makes a good rule and set up a classroom structure of positive behaviors/outcomes necessary for a successful year(September)
- • Have students look at the actual Constitution and Bill of Rights (primary document); create a poster by choosing one amendment in the Bill of Rights. Students should include how it is actually written, a fifth-grade translation, an illustration, and examples on how it is reflected in society today.
- • Identify the symbols of the United States and explain how symbols express patriotism and pride.
- • Imagine you are a delegate at the Constitutional Convention. Write a letter to your family explaining the role of compromise at the Constitutional Convention.

- • Introduce the Preamble to the Constitution by reading David Catrow's, *We the Kids*. Define what a "preamble" is. Assign a project to identify the goals of the preamble. Break down the preamble into eight phrases. Paraphrase each phrase and illustrate it, providing examples of how it impacts and/or is reflected in society today.
- • List the attributes of prominent delegates of the Constitutional Convention, choose one, take on their role, and write a letter back home to your wife telling the details of the convention and debates, especially Virginia and New Jersey's plans.
- • Make a "Wanted Poster" (sketches) of important people of this time. List their attributes and what they're "wanted" for.
- • Research the three branches of the federal government and create a manual showing how many members there are, who is included, their terms in office, and the powers they hold. Use a character education chart as the basis for discussion. Which of those qualities are important in being an effective leader? Justify your responses.
- • Summarize in flow chart form the process by which the delegates who met in Philadelphia came to write an entirely new Constitution.
- • Use problem-solving skills (along with *We the People: The Citizen and the Constitution*) to calculate the estimated population of the 13 states. Identify seven small states from least to greatest and six large states. Use a graph to figure population and calculate the number of representatives each attained as per population. Discuss the ideas and suggested compromises of the Great Compromise based on the estimated findings. Make a decision based on the findings during a mock-simulation of the Constitutional Convention.
- • Write a brief essay justifying the actions of the farmers or soldiers during Shay's Rebellion.

Materials

- • Ben's Guide to Government
- • Constitution Day Activities
<http://www.archives.gov/education/lessons/constitutionday/game.html>
- • <http://civicsed.rutgers.edu>
- • *The US Constitution and You* by: Syl Sobel
- • Unitedstreaming.com, Sh!!! We're writing the Constitution
- • *We the Kids*, By David Catrow
- • *We the People: The Citizen and the Constitution* (3rd edition Center for Civic Education)
- • *We the People: The Story of Our Constitution* by; Lynn Cheney
- • wtpcompanion.civiced.org
- • www.centeroncongress.org
- • www.icivics.org
- • www.law.cornell.edu/

Suggested Strategies for Modifications

- • Allow students choice of genre for written outcomes.
- • Break assignments down to aid in organization and focusing on task at hand.
- • Incorporate Technology where applicable.

- • Pair lower-level students with a buddy.
- • Provide higher level student(s) with opportunity for enrichment (CHALLENGE BY CHOICE).
- • Refer to any special education students IEP/504 plans for modifications to be made to this lesson.