Unit 2: The Development of Our Republican System

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 2**
Length: **13 Weeks**
Status: **Published**

Summary

In the fifth grade Social Studies course, students will study the development of our republican system. The course begins by examining the reasons for the American independence movement and the factors that ultimately led to its success. Students will then study how the founders developed the Constitution at the Philadelphia Convention and how this document serves as the law of the land. Students' study of our republic continues as they examine how the founders sought to develop a free market system and how our economic system has changed and developed over time. The course ends with an examination of our civic values today; students will complete a civic action project where they will identify, research, and propose a course of action to address an issue affecting their school, local, state, or national community.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a claim and support it with evidence, both in writing and orally
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects

This unit is part of the larger aforementioned course sequence and specifically focuses on the Constitution where students will understand that our republican system depends on citizens' continued engagement as a civic responsibility. By the end of this unit, students will be able to explain how the republican system was designed to be elastic and respond to changes over time allowing it to endure for many generations.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

Revision Date: August 2021

Standards

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected

representatives and how they interact with citizens at local, state, and national levels

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of

assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.

6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures

6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights)

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

LA.RI.5.3 - [Progress Indicator] - Explain the relationships or interactions between two or more individuals, events, ideas, or

concepts in a historical, scientific, or technical text based on specific information in the text.

LA.RI.5.4 - [Progress Indicator] - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

LA.RI.5.9 - [Progress Indicator] - Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LA.W.5.2 - [Progress Indicator] - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LA.W.5.7 - [Progress Indicator] - Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional

materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender, race and ethnicity, and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Essential Questions and Enduring Understandings

Essential Questions:

- In what ways is the Constitution a living document?
- How do the articles and amendments of the Constitution secure our rights as citizens?
- To what extent are further changes needed in our republican system?
- To what extent does the Constitution influence our economic system?

Enduring Understandings:

- The Constitution continues to be interpreted and amended over time demonstrating its elasticity.
- In our representative democracy, we elect people who are supposed to represent our interests; if we feel they have not fulfilled that responsibility, we have the power to then vote them out of office.
- The government structure outlined in the Constitution and the Bill of Rights historically and presently serves as a model for other republics.

Objectives

Students will know:

- to what extent the government was effective under the Articles of Confederation
- the limited federal power that existed under the Articles of Confederation
- how the Constitution established the government of our country and to what extent it is successful.
- the Constitution is a "living" document that can be amended to protect individual rights as society evolves.
- the responsibilities of elected representatives and how they interact with citizens at local, state, and national levels.
- how the Bill of Rights was added to protect our individual rights and freedoms.

Students will be skilled at:

- assessing the weaknesses in the Articles of Confederation and explaining how they were ultimately addressed in the Constitution
- examining and listing the key powers of the three branches of government created by the Constitution.
- identifying which branch(es) of the government has the power to act in certain situations to create a system of checks and balances.
- comparing and contrasting issues that the delegates to the Constitutional Convention agreed on and those they debated.
- explaining how freedoms are protected in the Bill of Rights.
- sequencing events and explaining causal relationships.
- explaining how the U.S. free market economy works.

Learning Plan

The learning plan includes, but is not limited to the following:

- Note: This unit references TCI lessons 14, 15, and 17 (16 is addressed in the next unit)
- Introduce unit by sharing Amanda Gorman's poem, "The Hill We Climb" from President Biden's Inauguration. Ask the compelling question, "How did the Constitution and Bill of Rights provide Americans a foundation for political and economic success?" Share image and recitation of poem (via TCI). Discuss and revisit after each lesson.
- As an introductory lesson or "hook," teach students about the weaknesses of the Articles of Confederation by voting on a class mascot (TCI). Group students into thirteen groups and pass out voting cards. Vote on a mascot based on this process: One group nominates a mascot, another group must second the nomination, discuss the merits of the nominated mascot, vote to approve or reject. The winning mascot must receive nine or more votes. If the mascot is rejected, repeat process. Debrief on the voting process. Discuss: How did you feel? What was easy/difficult? How would you improve the process?
- Have a class discussion on the introductory lesson they just experienced. Compare and contrast their experience and how it is similar to ONE of the weaknesses of the Articles of Confederation, which was the first document that laid out how our first government worked. For example: In order for a proposed law to be enacted (made into law) 9 of the 13 states were required to vote in favor of it, which made for many disagreements.
- Introduce unit vocabulary: Articles of Confederation, cabinet, checks and balances, compromise, Constitution, Constitutional Convention, constitutional republic, executive branch, impeach, legislative branch, rule of law, veto (online vocabulary cards and support available on TCI). Encourage students to notice the words in their reading and utilize them in their own writing. Possible suggestions: use the Frayer Model Strategy to create pictures illustrating the meaning of each vocabulary word, assign students to create a skit or short speech that uses vocabulary words.
- Analyze the Articles of Confederation by creating color-coded cause and effect task cards of the weaknesses of the Articles of Confederation. The cards should be color-coded to help students differentiate between cause and effect. Students can work cooperatively or independently to find each governmental weakness and match it with its corresponding effect.
- Whole class check for understanding: Drag and Drop true statements about the Articles of Confederation (TCI online)
- Watch the video "Creation of the Constitution" (TCI) as a class and then work with a partner to answer discussion questions. Read sections 2-5 (TCI), complete table and create a graphic organizer to show how the U.S. government functions.

- Watch video: Philadelphia and the Constitutional Convention to introduce the Constitutional Convention.
- Critical thinking exercise (lesson nine from with *We the People: The Citizens and the Constitution*): Calculate the estimated population of the thirteen states. Identify seven small states from least to greatest and six large states. Use the 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 estimated findings. Make a decision based on the findings during a mock-simulation of the Constitutional Convention.
- Role play as members of the Constitutional Convention. Assign students to be delegates that play key roles at the convention. Have students research these roles and act out the debates regarding the NJ Plan vs the VA Plan which led to the Great Compromise. For example: "My name is William Paterson. I am 42 years old and a delegate from NJ. I fought for the rights of small states. At the 1787 convention I proposed a plan under which all states would have equal representation in Congress. It was called the New Jersey Plan or the Paterson Plan. In the Constitution's final draft, my plan was implemented with the creation of the Senate" -or- Create a social media profile/sketch of important people that attended the convention. List their attributes.
- Introduce the Three Branches of Government by watching Schoolhouse Rocks Video: Three- RIng Government.
- Read to learn about the Three Branches of Government (TCI). Follow up with a Three Branches "Class Sort". Post three pieces of chart paper around the room labeled with each branch. Prepare and cut apart word and photo descriptors. Students should receive random word cards/photos and move around to find and place the correct placement. Students will then come back together to discuss the accuracy of the sort.
- Check for Understanding (TCI) of each branch of government.
- Play "Three Branches of Government" (similar to Rock, Paper, Scissors) to understand checks and balances.
- Listen/View SchoolHouse Rock Video: I'm Just a Bill to learn how a bill becomes a law and how the three branches of government work together.
- Define the term preamble. Introduce the Preamble to the Constitution by reading David Catrow's *We the Kids*. Focus on his introduction prior to reading the picture book. Have a discussion as to "Who" are "We the People"? For example: "We the People" in 1787 excluded more than half the population, including African Americans and women. Utilize TCI to read and assist with this discussion.
- Assign a project to identify the goals of the Preamble. Chunk the preamble into eight phrases. Have students "paraphrase" or define each phrase and illustrate each. Be sure they provide examples of how it impacts and/or is reflected in society today. For example, "We the People" should be defined as ALL people and may be depicted in a picture including people with many different attributes or identities.
    - Explore our Federal System of Government (TCI) as a result of the Great Compromise. Research and take notes in a triple t-chart: state, federal, and shared powers.
    - Optional Extension: Research the officials who represent you on the local, state, and federal level.

        1. Federal: the president, your state's two senators, and your district's representative in the House of Representatives.
        2. State: the governor and your district's representatives in the state legislature.
        3. Local: the mayor and representatives, such as city council members or Board of Education members

- Explore the Northwest Ordinance and the process of statehood (TCI)
- Explore different viewpoints: Federalists vs Anti-Federalists View of Government (TCI)
- Complete the Whose Voice Was Heard? activity. Compare and contrast voting rights throughout history (TCI). Research and record using a graphic organizer of voting rights when the Constitution was written in 1787 and how it evolved overtime, including Andrew Jackson's presidency, the 15th & 19th Amendment and the basic requirements to be eligible to vote today.
- Analyze the laws of the land by comparing NJ's constitution to the Constitution. Research NJ's constitution - find the section that deals with rights and compare and contrast it with the Bill of Rights of the U.S. Constitution (TCI)
- Define the term "amend." Explain that the first ten Amendments or changes to our Constitution were added to protect our basic rights and freedoms. This is known as the Bill of Rights. Discuss each amendment. Take notes in the interactive notebook.
- Introduce unit vocabulary: amendment, Bill of Rights, civil, due process, jury, prejudice, ratify (online vocabulary cards and support available on TCI). Encourage students to notice the words in their reading and utilize them in their own writing. Possible suggestions: use the Frayer Model Strategy to create pictures illustrating the meaning of each vocabulary word, assign students to create a skit or short speech that uses vocabulary words.
- Suggested Bill of Rights Activities:
    - Rewrite the Amendments in Modern Language
    - Match the Amendment to the scenario!

    - Let's Hear Your Voice!
    - Critical Thinking Activity: Are these actions by governments fair?
    - Be the Voice of Change! Write a Petition Think of an issue that needs to be addressed at your school, community, local, state or national level. (Adjust accordingly for your class)
    - Use appropriate current events in local, state and national news. Discuss whether rights were respected or not. Explain how when people feel like their rights have been violated, they can bring the case to court, and some cases are determined by the Supreme Court. Provide examples of modern cases tied to the Bill of RIghts.
    - Cooperative Learning Activity - A new planet has asked your help in establishing a Bill of Rights using your country's as a model. Although, they only want 5 out of the 10! Your job is to work collaboratively with your group to choose which five are the most important. Order each right by its level of importance, including all 10. The bottom five (least important) must include an explanation as to what would happen if this right was taken away. This may cause students to "rethink" the order of importance (students often do not realize how much their life would change without one right or another). Conduct whole class follow up discussion - allow students to compare and contrast their lists and speculate as to how life would be different if any of their rights were taken away.
    - Create a mini book or slideshow of each amendment. Include the amendment and why it is important.
    - Use Google Applied Digital Skills to create a collaborative, interactive "If/Then" story for the amendments.
- Explore "Changing the Constitution Throughout the Years" (TCI). Ask students to consider: how can the Constitution be changed? Example: Civil War Amendments and Voting. Study a historical court case and how it led to amending of the Constitution.
- Ask students to consider - should U.S. Constitution be an international model? Examine excerpts from other countries' constitutions to consider the US Constitution's influence (example: France, Switzerland, Australia, Nigeria)
- Analyze original paper money created by NJ (TCI). Use questions from TCI teacher online portal to hold a discussion of the image. Ask students to consider - what is money used for? Brainstorm problems that occurred because each original state had their own form of money.
- Introduce unit vocabulary: consumer, demand, free market economy, interest, producer, specialization, supply, tariff (online vocabulary cards and support available on TCI). Encourage students to notice the words in their reading and utilize them in their own writing. Possible suggestions: use the Frayer Model Strategy to create pictures illustrating the meaning of each vocabulary word, assign students to create a skit or short speech that uses vocabulary words.
- Using TCI, read "A Free Market Economy." Discuss vocabulary and what a free market economy is. Use the check for understanding example of supply and demand. Students should understand what items would be in high demand during a "rainy time of year." As a follow up, pose other phenomena and ask students how it would affect supply and demand of different goods or services (ex: holidays, the pandemic, a wildfire)
- Compare and contrast Jefferson and Hamilton's views of a free market economy and taxation (TCI) - ask students to consider whose views they most align with and why.
- Discuss Article I, Section 8: The Constitution and Money. Ask students to consider - what powers does Congress have? Why is this important?
- Utilize the United States Mint online website to learn more about the history of our country's money through activities, games, and videos.
- Read, Social Studies Stories: The Rise of Cotton in the South (TCI). Discuss the benefits as well as the "Cost of Cotton" and the negative impact the rise of cotton had on the South.
- Explore - Making Economic Choices: Opportunity Costs, Benefits, and Incentives (TCI). Discuss what economic factors may affect economic choice? Write a description of a choice that you or your community might make, and explain the economic factors that may influence the decision.
- Optional Culminating Project - Have students examine "American's Creed" by William Typer Page (full text: "I believe in the United States of America, as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.) Explain to students that this was adopted as a resolution by the U.S. House of Representatives on April 3, 1918 (near the end of World War I - more information found here). Ask students to break up the text into different segments and to illustrate what that segment means to them. Alternatively, students can be assigned a single segment and illustrate their interpretation - once complete, all segments can be strung together to present a visual interpretation of the "American's Creed."

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

TCI - Unit 4: Civics and Economics in America

Lesson 14 The Constitution - reading and activities

Lesson 15 The Bill of Rights- reading and activities

Lesson 17 Shaping America's Economy - reading and activities

Any additional resources that are not included in this list will be presented to and reviewed by the building principal or the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative: Teacher observations during lessons, student responses during lessons, exit tickets, Social Studies notebook questions and answers, TCI Checks for Understanding

Summative: Social Studies notebooks, TCI Assessments: The Constitution, The Bill of Rights, Shaping America's Economy, teacher-created vocabulary assessments, American's Creed culminating

assessment

Alternative: Oral presentation with visual model, such as a Google slideshow, to demonstrate understanding of concepts; drawing models for vocabulary; curation projects

Benchmark: Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Integrated Accommodations and Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.
- Mark texts with a highlighter.