

Unit 1: Civics and the US Constitution (Weeks 1-9)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

ESSENTIAL QUESTIONS

- How did the Constitution establish the government of the United States?
- How did the *Great Compromise* lead to the creation of the Constitution?
- What are the three branches of government and how do they separate with their own powers and functions?
- How does the Bill of Rights guarantee key rights to citizens of the United States?
- How does the Constitution grant different powers to citizens, the federal government, and the states?

UNIT RATIONALE

The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society. Participation requires learning about public issues and determining how and when to take action to address them. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings. Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Civic-mindedness is grounded in democratic principles and promotes civic virtues. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.

PRE-ASSESSMENTS

Pre-assessment: Make a copy before administering.

[Pre-Assessment Master Copy](#)

Building Background Knowledge:

1) After pre-assessment, watch BrainPop video "[Causes of the American Revolution](#)"

INSTRUCTIONAL PLAN

MODULE 1

AAP: https://drive.google.com/drive/folders/1TCbM_2v-Ut4yEWfH-tZBJwYLgWMOGflv

LGBT/Disabled Americans Folder: <https://drive.google.com/drive/folders/10SYTqd0QHgAsj6BAT-w0HSfA5IOm-ye3>

Crosswalk Folder: <https://collsk12.oncoursesystems.com/#curriculum>

Articles of Confederation

Student Learning Intentions (SLI) WALT: (We are learning to...)	Standard 6.1.5 Civics PD.3 I am learning that people from diverse cultures collaborate to find solutions to community, state, and national problems Standard 6.1.5 Civics DP.2 I am learning that the Colonists wrote the Article of Confederation in response to violations of our civil rights. Standard 6.1.5 Civics.HR.4 I am learning to identify actions that are unfair, such as bullying and identify solutions to solve problems from different perspectives.
Student Learning Strategies	Turn and talk. Working with partners. Active Listening.
Success Criteria	I can explain why it's important for people to collaborate to solve problems.

I can identify how the Articles of Confederation addresses the civil rights of the colonists.

I can identify an unfair action and propose a solution.

Formative Assessment (drives instructional decisions)

Discussion Question: How did the Colonists try to solve the problem of unfairness when writing the Articles of Confederation?

Activities and Resources

Lesson: Articles of Confederation

Teach:

- Watch BrainPOP video on [Articles of Confederation](#)
 - Students turn and talk to discuss video

 - Discussion on linking causes of the American Revolution to the Articles of Confederation & the colonists rights
- Guided Practice
- Pick a student. Pose the question: What do you want to do for recess?
 - Discuss the fairness of asking just one student. What would be more fair?

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How do we identify unfair actions in the classroom and find a solution?

Independent Work:

- Students complete [primary source activity](#).

- Work in partnerships to read excerpts of Articles of Confederation and answer questions

Wrap-up:

- How did the Colonists try to solve the problem of unfairness when writing the Articles of Confederation? (complete wrap up as exit tickets, written response, small group discussion, etc)

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also

Suggested Modifications

very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.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.

SOC.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).

SOC.6.1.5.CivicsHR.4

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

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>6.1.5 Civics CM.3:</p> <p>I am learning about behaviors that promote collaboration and problem solving.</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Boxes & Bullets • Graphic Organizers • Active Listening • Turn and Talk • Nonfiction Signposts • Working with partners
<p>Success Criteria</p>	<p>I can identify the behaviors of the Delegates of the Constitution Convention that helped them solve problems.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Complete wrap up as exit tickets, written response, small group discussion, etc</p> <p>Discussion Question: What character traits of the Delegates allowed them to work together to solve problems?</p>
<p>Activities and Resources</p>	<p>Lesson: The Constitutional Convention</p> <p>Teach:</p> <ul style="list-style-type: none"> • Hook: Have you ever thought you solved a problem, but realized that you needed to try a different way? <p>Guided Practice</p> <ul style="list-style-type: none"> • Watch BrainPop's Constitutional Convention • Students turn and talk to discuss video with

teacher directed questions like:

- "How did the Founding Fathers recognize a problem with Articles of Confederation"
- "What did the Founding Fathers decide to do"
- It's okay if a solution doesn't work at all, but it doesn't mean you give up, you try again

Independent Work:

- Students complete BrainPOP's Constitutional Convention [Challenge](#).

Wrap-up

- What allows you to find solutions to problems? (complete wrap up as exit tickets, written response, small group discussion, etc)

Teacher Professional Text:

[This Day In History: Constitutional Convention Delegates Arrive](#)

[This Day in History: Constitutional Convention Convenes](#)

Suggested Modifications

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SOC.6.1.5.CivicsCM.3

Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

MODULE 3

The Great Compromise & 3/5 Compromise

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>6.1.5 CivicsPI.1:6 I am learning about ways people benefit and are challenged by working together.</p> <p>Standard 6.1.5 Civics.HR.4 I am learning to identify actions that are unfair, such as bullying and identify solutions to solve problems from different perspectives.</p>
Student Learning Strategies	<ul style="list-style-type: none">• Boxes & Bullets• Graphic Organizers• Active Listening• Turn and Talk• Nonfiction Signposts• Working with partners
Success Criteria	<p>I can identify how the southern and northern delegates compromised.</p> <p>I can identify an unfair action and propose a solution.</p>
Formative Assessment (drives instructional decisions)	<p>Complete wrap up as exit tickets, written response small group discussion, etc</p> <p>Discussion Question: How did the northern and southern Delegates compromise?</p>

Lesson: The Compromises within the Constitution
The Great Compromise
 $\frac{3}{5}$ Compromise

Teach

- What character traits help us solve problems?
(Develop a chart/list of brainstormed traits)
 - Willing to compromise/persistence/active listening

- On whiteboard, write "The Great Compromise" and " $\frac{3}{5}$ Compromise"

Guided Practice

- Distribute copies of ["Conceived of Compromises: Creating the U.S. Constitution"](#)
 - Emphasize the portions that pertain to The Great Compromise & $\frac{3}{5}$ Compromise

Independent Work

- Summarize the two compromises.
 - Students can work in partnerships

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Activities and Resources

Students could summarize on *Google Classroom*

- Lead a classroom discussion on the *Great Compromise* and the *Three-Fifths Compromise* (Key details)
 - If providing notes for students on the *Great Compromise* - more information is found in the student textbook on pg. 391-392.
 - The Virginia Plan was introduced by Edmund Randolph.
 - The New Jersey Plan was introduced by William Patterson.
 - Roger Sherman and others presented the *Connecticut Compromise*
 - Would become known as the *Great Compromise*

○ If providing notes for students on the Three-Fifths Compromise - more information is found in student textbook on pg. 393.

▪ Three-Fifths Compromise meant that a state could count three-fifths of its enslaved residents in determining the number of representatives in Congress

▪ Gouverneur Morris led the opposition to slavery

Wrap-up

• How did the northern and southern Delegates compromise? (complete wrap up as exit tickets, written response, small group discussion, etc)

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SOC.6.1.5.CivicsHR.4

government.

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

MODULE 4

Branches of Government

Lesson will take multiple sessions to complete.

One day per branch, plus one wrap-up day.

Student Learning Intentions (SLI) WALT:
(We are learning to...)

6.1.5.Civics PI.6:

I am learning how The Constitution shares power among the three branches of government.

6.1.5 Civics PI.8:

I am learning about the system of checks and balances.

6.1.5 Civics HR.1

I am learning about the freedoms given to colonists in the Constitution.

Student Learning Strategies

- Boxes & Bullets
- Graphic Organizers
- Active Listening
- Turn and Talk
- Nonfiction Signposts
- Working with partners

Success Criteria

I can identify the three branches of government.

I can explain the powers of each branch of government.

I can identify the checks and balances in the Constitution.

I can identify the freedoms guaranteed by the

constitution.

Formative Assessment (drives instructional decisions)

Complete wrap up as exit tickets, written response, small group discussion, etc

Discussion Question: What are the powers of the legislative branch?

Discussion Question: What are the powers of the executive branch?

Discussion Question: What are the powers of the judicial branch?

Activities and Resources

Lesson : Legislative, Executive, Judicial Branch

Teach:

- Introduce lesson by showing BrainPOP's [Branches of Government](#) movie.
 - Students should turn and discuss the key points of the movies.

Guided Practice

- On whiteboard, write legislative branch, executive branch, and judicial branch
 - Teacher prepares handout of Constitution that is specific to each branch (Text R27-R39)
 - Students highlight key roles and responsibilities of each branch

Independent Work - Final Day Activity

- Constitutional Power Cards ([Handout A](#)) and Constitutional Power Cards Illustrations ([Handout B](#))
- [Handout C](#) - Constitutional Situations

Wrap-up:

- What are the three branches of government? Name at least two powers of each branch of government. (complete wrap up as exit tickets, written response, small group discussion, etc)

Teacher Professional Text:

[The Electoral College](#)

Social Studies: The United States: Making a New Nation by Michael Berson: pg. 398-403 & 412-419

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SOC.6.1.5.CivicsPI.6

Distinguish the roles and responsibilities of the three branches of the national government.

SOC.6.1.5.CivicsPI.8

Describe how the United States Constitution defines and limits the power of government.

SOC.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).

MODULE 5

Immigration & US Citizenship

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>6.1.5 Civics PR.2 I am learning about how people become a US Citizen.</p> <p>6.1.5.HistoryCC15 I am analyzing the US Constitution as a historical document.</p>
Student Learning Strategies	<ul style="list-style-type: none">• Graphic Organizers• Active Listening• Turn and Talk• Working with partners
Success Criteria	<p>I can describe the process of naturalization in the US.</p> <p>I can explain two ways to become a US Citizen.</p>
Formative Assessment (drives instructional decisions)	<p>Complete wrap up as exit tickets, written response, small group discussion, etc</p> <p>Discussion Question: What are two ways to become a US citizen?</p>
Activities and Resources	<p>Lesson: Immigration and US Citizenship</p> <p>Teach:</p> <ul style="list-style-type: none">• Introduce lesson by showing BrainPop's video "Citizenship" <p>Guided Practice</p> <ul style="list-style-type: none">• Co-construct a class chart about the two Paths to becoming a US Citizen. <p>Independent Work</p>

- Take the [United States Citizenship and Immigration Quiz](#) to see if you could become a citizen.

Wrap-up

- What are two ways to become a US Citizen? (complete wrap up as exit tickets, written response, small group discussion, etc)

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have

accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding,

to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens.

Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.5.CivicsPR.2

Describe the process by which immigrants can become United States citizens.

SOC.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).

MODULE 6

Lesson: Bill of Rights

Student Learning Intentions (SLI) WALT:
(We are learning to...)

6.1.5 Civics PI.7

I am learning how the national and state governments share power. (Amendment 10)

6.1.5.HistoryCC15

I am learning to analyze the Bill of Rights.

6.1.5 Civics HR.1

I am learning about the Bill of Rights

Student Learning Strategies	<ul style="list-style-type: none"> • Boxes & Bullets • Graphic Organizers • Active Listening • Turn and Talk • Nonfiction Signpost • Working with partners
Success Criteria	<p>I can explain how the 10th Amendment protects the states' powers.</p> <p>I can identify the role of the Bill of Rights in past and present government.</p> <p>I can explain at least 3 freedoms guaranteed by the Bill of Rights.</p>
Formative Assessment (drives instructional decisions)	<p>Complete wrap up as exit tickets, written response, small group discussion, etc</p> <p>Discussion Question: How does the 10th Amendment protect state powers? Explain at least 3 freedoms guaranteed by the Bill of Rights.</p>
Activities and Resources	<p>Lesson: Bill of Rights</p> <p>Teach:</p> <ul style="list-style-type: none"> • Begin by showing BrainPOP's The Bill of Rights video. ○ Students turn and discuss. <p>Guided Practice:</p> <ul style="list-style-type: none"> • Information is found on pg. 407 in student textbook.

- Added to protect rights of people in 1791
- Protects the right of the people in the minority

Independent Work:

- Share the [primary source document](#)
- Students can work with partners to read and answer the questions.

Wrap-up:

How does the 10th Amendment protect state powers? Explain at least 3 freedoms guaranteed by the Bill of Rights
(complete wrap up as exit tickets, written response, small group discussion, etc)

Teacher Professional Text:

[The Bill of Rights](#)

Social Studies: The United States: Making a New Nation by Michael Berson: pg. 404-409

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing

the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues

need to be close to the instruction which often means near the front.

SOC.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).

SOC.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).

MODULE 7

Lesson: Compare and Contrast Present Day Governments to the United States Government

This lesson will take multiple sessions.

Student Learning Intentions (SLI) WALT:
(We are learning to...)

6.1.5.HistoryCC15

I am learning to analyze the US Constitution.

6.1.5.Civics.P1.9

I am learning to research and compare different governments

Student Learning Strategies

- Boxes & Bullets
- Graphic Organizers
- Active Listening
- Turn and Talk
- Nonfiction Signposts
- Timeline

Success Criteria

I can identify the role of the Constitution in past and present government.

I can research different governments.

I can compare the US government with that of another country.

I can contrast the US. government with that of another country.

Formative Assessment (drives instructional decisions)

Turn and Talk
Progress Checks

Lesson: Compare and Contrast Present Day Governments to the United States Government

Teach

- We have learned a lot about the US government. What do you know about other countries' laws and customs?
- Students Turn and talk about other countries.

Students will conduct research to compare the US government, customs, and laws with other governments, such as Russia, China, England.

Teachers may choose to have students present research as a slide show or other media.

Guided Practice

- Together, research the US: [US Government](#) (National Geographic for Kids - three branches of government), Customs & Laws ([Britannica](#))

Independent Work:

- Using the same categories, have students research another country (partners or groups) and compare & contrast what they learn about their chosen country to the United States.

Resources:

UK Laws and government: [UK Parliament](#))

Russia: Customs & Laws ([Britannica](#))

China: Customs & Laws ([Britannica](#)), China: Government: [National Geographic for Kids](#)

Japan: Customs & Laws ([Britannica](#))

Wrap-Up:

- Students will share what they have learned about their chosen country with the class (jigsaw)

Other Resource: Epic Books: Exploring Countries

Activities and Resources

Suggested Modifications

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.5.CivicsPI.9

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

SOC.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).

REFLECTIONS

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLs) - Grades 3-5 - Social Studies (2020)

6.1.5.CivicsPI.1:

Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

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.6:

Distinguish the roles and responsibilities of the three branches of the national 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.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.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.3:

Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

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).

SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.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.
SOC.6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.
SOC.6.1.5.CivicsPI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
SOC.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.
SOC.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).
SOC.6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
SOC.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).
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.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).

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.K-12.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.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.3	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.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LA.K-12.NJSLSA.W6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.