

Unit 2: Civics/The Constitution- American Ideals, Experiences, and Early Presidents (Weeks 10-19)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Weeks 10-19**
Status: **Published**

UNIT RATIONALE

The United States of America is unique among nations in that it was founded upon an idea. What unites us as Americans is our shared commitment to those ideas and ideals. Any analysis of the structure of American government requires that students first understand the foundational concepts that are the rationale for a constitutional democracy. This unit will ask students to explore the key concepts and principles upon which the government of the United States was established.

ESSENTIAL QUESTIONS

How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and the respect for human dignity?

STANDARDS

21st Century Standards

CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters [®] and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 6-8 - Social Studies (2020)

6.1.8.CivicsPI.3.a:

Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

6.1.8.CivicsPI.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.

6.1.8.CivicsDP.3.a:

Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.CivicsHR.3.a:

Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).

6.1.8.CivicsHR.3.b:

Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.CivicsHR.3.c:

Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

6.1.8.HistoryUP.3.b:

Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.CivicsDP.4.a:

Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.

6.1.8.CivicsHR.4.a:

Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8.HistoryUP.5.a:

Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.2.8.CivicsDP.4.a:

Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

6.3.8.CivicsDP.2:

Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).

SOC.6.1.8.CivicsPI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
SOC.6.1.8.CivicsPI.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.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
SOC.6.1.8.CivicsHR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government

	during the Early Republic (i.e., Alien and Sedition Acts).
SOC.6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
SOC.6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
SOC.6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
SOC.6.1.8.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
SOC.6.1.8.HistoryCC.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.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
SOC.6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
SOC.6.1.8.CivicsDP.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
SOC.6.1.8.CivicsHR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
SOC.6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
SOC.6.2.8.CivicsDP.4.a	Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
SOC.6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.
SOC.6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
SOC.6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
SOC.6.3.8.CivicsPR.2	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.

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

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.

CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
TECH.8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

PRE-ASSESSMENTS

Read and explain the principles spelled out in the Preamble of the Constitution.

INSTRUCTIONAL PLAN

MODULE 1

Topic 1- Historical Foundations of the American Republic

Students will discuss to what extent did the founding documents (Declaration of Independence, Constitution Bill of Rights) articulate and establish/ensure American Ideals?

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>WALT: Explain what led to the Declaration of Independence.</p> <p>WALT: Explain why the Declaration of Independence was written.</p> <p>WALT: Describe how the Constitution addressed the problems of the Articles of Confederation</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Using Prior Knowledge/Previewing • Predicting • Identifying the Main Idea and Summarization • Questioning • Making Inferences • Visualizing • Story Maps • Retelling • Teaching other students
<p>Success Criteria</p>	<p>Students will be able to describe the events leading up to the American Revolution and the need for the Declaration of Independence</p> <p>Students will explain the 4 parts of the Declaration of Independence and the audience and purpose of the document.</p> <p>Students will explain the problems with the Articles of Confederation and how the Constitution was designed to fix those problems.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Vocab Pretest • Writing Journals/Prompts • Entrance/Exit slips

- Student conferences
- Class discussions
- Observation
- RACE responses

Activities and Resources

[American Revolution Notes](#)

The Patriot- Movie Discuss Questions
 Colony Map Activity
 Articles of Confederation Simulation
 Trying A New Government- iCivics

Suggested Modifications

English Language Learners

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

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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,

MODULE 2

Topic #2- Form a More Perfect Unit

Students will evaluate how each American ideal has grown and expanded to be more inclusive. As we continue to struggle in fulfilling the potential of the American ideals, students will be encouraged to identify additional areas of growth toward a "more perfect union."

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

WALT: Explain how the ideals spelled out in the Constitution guide the government to create a "more perfect union."

WALT: Demonstrate how expanding the right to vote fulfills the consent of the governed idea.

WALT: How has the Rule of Law prevented the abuse of authority.

Student Learning Strategies

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
- Questioning
- Making Inferences
- Visualizing
- Story Maps
- Retelling

	<ul style="list-style-type: none">• Teaching other students
Success Criteria	<p>RACE response explaining how the ideals spelled out in the Constitution exist today in our government. Demonstrate examples of groups of people who were let of of the "consent of the governed" and how our country has moved to fix that. Explain the importance of Rule of Law and give examples of putting it into practice.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Vocab.com Pretest• Writing Journals/Prompts• Entrance/Exit slips• Student conferences• Class discussions• Student Conferences• Observation• RACE responses
Activities and Resources	<p>A More Perfect Union How did the Constitution Establish a More Perfect Union?</p> <ul style="list-style-type: none">• The Constitution's Cover Letter- DBQuest•

Close Read of the Preamble of the Constitution

- I Civics- America's Founding Principles

Introduction to the Principles of Democracy

How has extending the right to vote supported the concept of the consent of the governed?

- Expansion of franchise to men in 1830s:

C-SPAN Classroom: Video Clip: Who Could Vote in the Early United States? ◦ C-SPAN Classroom The Expansion of Voting Rights charts and video links

PBS Learning Media: **History of U.S. Voting Rights | Things Explained**

- Fifteenth Amendment ◦ PBS Learning Media: The 15th Amendment Challenges the Women's Movement Carrie Chapman Catt

PBS Learning Media: The 15th Amendment and the Battle Over Voting Rights (PBS Learning Media)

- Women's Suffrage

PBS Learning Media: She Resisted:

I Civics.com- **Women's Suffrage**

Early Women in Congress

Alice Paul- Alice Paul Institute

Library of Congress- NJ Women Gain and Lose the vote.

- How has the rule of law prevented the abuse of Authority?

US v. Nixon- I Civics

Suggested Modifications

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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,

MODULE 3

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization

- Questioning
- Making Inferences
- Visualizing
- Story Maps
- Retelling
- Teaching other students

Topic 3- Establish Justice

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<ul style="list-style-type: none"> • Explain Justice and Fairness and how it is important for the citizens of the US. • Analyze the treatment of various groups throughout US history (Native Americans, women, African Americans, etc). • Explain Due process and how it protects American citizens. • Explain and give examples of equal protection under the law.
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Using Prior Knowledge/Previewing • Predicting • Identifying the Main Idea and Summarization • Questioning • Making Inferences • Visualizing • Story Maps • Retelling • Teaching other students
<p>Success Criteria</p>	<ul style="list-style-type: none"> • Illustrate examples of citizens struggling for Justice and Fairness in treatment from the US government. • Give examples of how various groups journeyed to get better/equal treatment under the law.

- Analyze various scenarios to determine whether or not due process was provided for the citizens in the examples.
- Analyze scenarios to identify equal protection under the law.

Formative Assessment (drives instructional decisions)

- Vocab.com
- Writing Journals/Prompts
- Entrance/Exit slips
- Student conferences
- Class discussions
- Observation
- RACE responses

Activities and Resources

ESTABLISH JUSTICE
What is Justice or Fairness?

- [Background Article](#)
- Culture and Dignity.com- Activity
- [What is Fairness or Justice? Activity](#)

To what Extent has the US established justice

for all?

How fairly has the US treated Native Americans?

- [Indian Removal Act 1830](#)
- [Trail of Tears- Cherokee fight against removal](#)
- [Train of Tears- Are the Cherokee an Independent Nation?](#)
- [Cherokee Removal- historical role play activity](#)
- [Choosing a Native American Policy- Simulation](#)

How fairly has the US treated African Americans?

Letters From A Birmingham Jail

The Children's Crusade- viewing guide

- [Slavery and the American Founding](#)

- [3/5 Compromise- civics](#)

[Exploring American Abolition](#)

- [Scottsboro Viewing Guide- PBS video](#)
- [Poll Taxes](#)
- [Literacy Test](#)
- [Grandfather Clause](#)

How fairly has the US treated (open to any

group- think current events)

What is Due Process and how does it protect individual rights?

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[Due Process and the Constitution](#)

-

[What is due process and why is it important?](#)

What does the 14th Amendment mean by “equal protection Under the law?”

-

[The Reconstruction Amendments](#)

-

[What does Equal Protection Mean?](#)

-

Affirmative Action- [Mock Trial and Case study](#)

Suggested Modifications

English Language Learners

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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

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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.

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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

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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,

MODULE 4

Topic 4: " Insure Domestic Tranquility.... and .. Provide for the Common Defense."

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

Define and give examples of domestic tranquility.
Explain the importance and Habeas Corpus protects the citizens from the government.
Explain the importance and reasoning behind the peaceful transfer of power.

Student Learning Strategies

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
- Questioning
- Making Inferences
- Visualizing
- Story Maps
- Retelling
- Teaching other students

Success Criteria

Illustrate examples of the government working towards domestic tranquility.
Give examples of The Writ of Habeas Corpus being

applied to safeguard American citizens.
Explain the importance of tradition behind the peaceful transfer of power in our government.

Formative Assessment (drives instructional decisions)

- Vocab [Pretest](#)
- Writing Journals/Prompts
- Entrance/Exit slips
- Student conferences
- Class discussions
- Observation
- RACE responses

Activities and Resources

INSURE DOMESTIC TRANQUILITY AND PROVIDE FOR THE COMMON DEFENSE
What is domestic tranquility?

- [How do you ensure domestic tranquility?](#)

The importance of Habeos Corpus
- [Habeos Corpus](#)

- [The Writ of Habeau Corpus](#)

How does the 4th Amendment Protect Privacy Rights?

- [Privacy and the 4th Amendment](#)

- [What is a hate Crime?](#)

Political stability and Peaceful transfer of power

- **Peaceful transfer of Power- icivics info graphic**
- **Jan 6 hearings**

Suggested Modifications

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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

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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.

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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,

MODULE 5

Topic 5: Promote the General Welfare

Student Learning Intentions (SLI) WALT: (We are learning to...)	Explain the idea of "Promoting the General Welfare" Explain and describe the 1st amendment.
Student Learning Strategies	<ul style="list-style-type: none">• Using Prior Knowledge/Previewing• Predicting• Identifying the Main Idea and Summarization• Questioning• Making Inferences• Visualizing• Story Maps• Retelling• Teaching other students
Success Criteria	Explain and identify examples of governmental programs and policies that promote the general welfare. Analyze the importance of the 1st amendment and give examples of citizens being protected by it.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Vocab Pretest• Writing Journals/Prompts•

Entrance/Exit slips

- Student conferences
- Class discussions
- Observation
- RACE responses

Activities and Resources

"promote. . .the General Welfare, and secure the Blessings of Liberty"

-What does "promote the general welfare" mean? How does the government promote the general welfare or common good?

- What is General Welfare?- [Activity](#)
- What is liberty?- [Activity](#)
- What is freedom of expression? Why is it so important? When should it be limited?
- [First Amendment Freedom of Expression- NJ Civic Center](#)
- Zenger Case- [video bellringer](#)
- [1st Amendment Plan of study](#)
- "My Five Freedoms" [Activity](#)
- First Amendment [Court Cases](#)

- **Sedition Acts- [Activity](#)**

What is the difference between “the establishment of religion” and the “free exercise of religion”? How do we balance religious beliefs v. the common good?

- **How does the first Amendment Protect freedom of religion- [activity](#)**

How can we balance individual rights and the general welfare when these important concepts are in conflict?

Individual Liberty and the common Good- [Bell Ringer](#)

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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

Suggested Modifications

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

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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,

MODULE 7

Topic 7- Civic Engagement and Democracy

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

WALT: Identify what can individuals do to help ensure that the American experiment with democracy continues
WALT: Explain how civic participation helps our democracy evolve.
WALT: illustrate the benefits of civic participation in a democracy.

Student Learning Strategies

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
- Questioning
- Making Inferences
- Visualizing
- Story Maps
- Retelling
- Teaching other students

Success Criteria

Students will explain how early presidents helped to ensure the American experiment with democracy

	<p>was successful.</p> <p>Students will identify people in our community that are actively involved in the democratic process.</p> <p>Students will illustrate the benefits of civic participation in a democracy.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Vocab Pretest • Writing Journals/Prompts • Entrance/Exit slips • Student conferences • Class discussions • Observation • RACE responses
<p>Activities and Resources</p>	<p>Investigation Activity- who was George Washington and who was John Adams</p> <p>John Adams mini series- the president years-viewing guide</p> <p>Writing Letters to community "activists"</p>
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>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</p>

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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REFLECTIONS

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

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

ELA.L.SS.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
ELA.L.SS.8.1.B	Form and use verbs in the active and passive voice.
ELA.L.SS.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
ELA.L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
ELA.L.SS.8.1.E	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
ELA.L.SS.8.1.F	Use an ellipsis to indicate an omission.
ELA.L.SS.8.1.G	Recognize spelling conventions.
ELA.L.VL.8.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
ELA.L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
ELA.L.VI.8.4.B	Use the relationship between particular words to better understand each of the words.
ELA.W.AW.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.
ELA.W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.