

Unit 5: Creating a Republic (Grade 7)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **6 weeks**
Length: **April**
Status: **Published**

Unit Overview

Students will be able to learn about the how the Thirteen original states were, at first, a loose confederation, the Constitutional Convention, the ideas behind the Constitution, and ratification and the Bill of Rights.

Transfer

Students will be able to independently use their learning of the creation of the American republic to better understand how the rules and laws of the United States we live in now came into existence and the reasons behind the Constitution. This will enable them to have a better understanding about the history and development of the country.

Meaning

Understandings

Students will understand that...

-after the Revolutionary War, the original states were a loosely organized confederation with economic problems that needed to be solved

-The Constitutional Convention was held in order to come up with a system to unite the United States into a more proficient nation

- the ideas behind the Constitution were arrived at through various episodes of negotiation among states with wide-ranging interests
- ratification and the Bill of Rights were not easily established but ultimately were added to protect our rights as United States' citizens

Essential Questions

Students will keep considering...

- 1.) (Solving Problems): Choose one of the problems the nation faced in 1787. Then, write a letter to a delegate to the upcoming Philadelphia Convention. Suggest one idea to solve that problem.
- 2.) (Drawing Inferences): Some historians call slavery the "unfinished business" of the 1787 Convention. Write a paragraph explaining why.
- 3.) (Applying Information): The Magna Carta states, "Neither we nor our [representatives] shall take... wood which is not ours, against the will of the owner of the wood." Write a paragraph explaining how this principle applies to the United States.
- 4.) (Drawing Conclusions): Analyze the views of George Mason and Alexander Hamilton about the Bill of Rights. Explain how the influence of both shaped the Bill of Rights as it now exists.

Application of Knowledge and Skill

Students will know...

Students will know...

- 1.) Explain why state governments wrote constitutions
- 2.) list the weaknesses of the Articles of Confederation
- 3.) describe the process the articles created for admitting new states

- 4.) explain why many Americans called for changes in the Articles
- 5.) identify the leaders of the Convention
- 6.) Explain the main differences between the two rival plans for the new Constitution
- 7.) describe the compromises the delegates had to reach before the Constitution could be signed
- 8.) Explain what American leaders learned from studying Ancient Rome
- 9.) Identify the traditions of freedom that Americans inherited from Great Britain and from their own colonial past
- 10.) Explain how Enlightenment ideas shaped the development of the Constitution
- 11.) List the key issues in the constitutional debate
- 12.) Explain how the Constitution was finally ratified
- 13.) Describe how the Bill of Rights was added to the Constitution

Students will be skilled at...

Students will be skilled at...

recalling simple names, dates, and facts

sequencing events and creating time lines

recognizing main ideas

using symbols and symbolizing in maps and documents

integrating math and language arts into Social Studies lessons

specifying and predicting the reasoning and outcomes of decisions

investigating primary sources

experimenting with hypothetical situations and what-ifs

Problem solving using contextual experiences related to the unit

decision-making and choosing the best course of action for contemporaries of the time period and relating

such to the present

Academic Vocabulary

Section 1: constitution, bill of rights, Articles of Confederation, cede, currency, Land Ordinance of 1785, Northwest Ordinance, depression, Shay's Rebellion

Section 2: Constitutional Convention, Virginia Plan, legislative branch, executive branch, judicial branch, New Jersey Plan, compromise, Great Compromise, Three-Fifths Compromise

Section 3: Founding Fathers, republic, dictatorship, Magna Carta, English Bill of Rights, habeas corpus, separation of powers

Section 4: Federalists, Antifederalists, *The Federalists Papers*, amend, Bill of Rights

Learning Goal 1

Students will be able to analyze the events that allowed the new, united American nation to take shape as each of the 13 original states, in turn, ratified the Constitution.

- Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia Plans

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.6-8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize

the key supporting details and ideas.

LA.6-8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
SOC.6.1.8.A	Civics, Government, and Human Rights
SOC.6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
SOC.6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
SOC.6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
SOC.6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
SOC.6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
SOC.6.1.8.CS3	Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Target 1

Students will be able to summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.

SOC.6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
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Target 2

Students will be able to determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

SOC.6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
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Target 3

Students will be able to determine the role that compromise played in the creation and adoption of the

Constitution and Bill of Rights.

SOC.6.1.8.A.3.c

Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

Target 4

Students will be able to evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

SOC.6.1.8.A.3.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.

Advanced Learning Goals

Advanced Targets

21st Century Life & Career

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

PFL.9.1.8.A.4

Relate earning power to quality of life across cultures.

PFL.9.1.8.A.5

Relate how the demand for certain skills determines an individual's earning power.

PFL.9.1.8.A.6

Explain how income affects spending decisions.

PFL.9.1.8.D.5

Explain the economic principle of supply and demand.

PFL.9.1.8.F.1

Explain how the economic system of production and consumption may be a means to achieve significant societal goals.

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Summative Assessment

Linkit! Chapter 5 Test

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternative assessments may include but are not limited to any combination of the following:

Reading Like A Historian: "Federalists vs Anti-Federalists" <https://sheg.stanford.edu/federalists-antifederalists>

Reading Like A Historian: "Shay's Rebellion" <http://sheg.stanford.edu/shays-rebellion>

Docsteach activity: "The Constitution: A Closer Look" <http://docsteach.org/activities/17645>

Amendment One in the Constitution: <http://docsteach.org/activities/20902/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation&page=2>

Reading Like A Historian: "Slavery in the Constitution" <https://sheg.stanford.edu/slavery-constitution>

Docs Teach: "Ben Franklin - A True Patriot" <http://docsteach.org/activities/23521/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation&page=4>

Docs Teach: "Benjamin Franklin: Politician and Diplomat" <http://docsteach.org/activities/8212/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation&page=4>

Problem-based learning, projects or presentations, common paper/pencil assessments, primary source writing with essential questions

Common summative assessments will be devised by the 7th grade social studies teachers during common planning time.

Formative Assessment and Performance Opportunities

Lecture

Group work

Think-Pair-Share

Technology implementation

"Do-Nows"

Directed Reading

Graphic Organizers

Primary and secondary sources

Picture Prompts

Projects

Teacher observation

cooperative learning opportunities

guided practice

classroom centers

atlas/geography activities

essential question writing

Accommodations/Modifications

Enrichment opportunities: Advanced classes will incorporate more Level 4 Knowledge Utilization processes. Advanced classes will have broader and more specific essential writing activities. These classes will also have to incorporate more decision-making, problem-solving, relating experiences, and investigation activities.

Differentiation: 504 and IEP modifications will be closely followed and modified to for the needs of specific students. Regular planning with Inclusion Instructors to best implement these specific practices will take place throughout the academic school year.

GOOGLE EXPEDITION (Virtual Reality through History) Differentiated questions - several question sheets for various levels - Advanced Social Studies / general ed, and special ed.

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"

- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments
- student-generated projects

Advanced Class Modifications

Unit Resources

guest speakers

interactive white board activities

Internet activities

supplemental textbooks/ teacher resources

social studies notes and hand-outs

videos and online videos for audio and visual learners

activity cards

American history websites

youtube

safari montage

helpful bulletin boards and posters

exit tickets

on-line project builder

NEWSCURRENTS (LGBTQ RESOURCES)

Digital Resources

1.) Digital Public Library of America - <https://dp.la/> - link to DPLA home search engine for various lessons and sources on Creating a Republic including:

- a.) https://dp.la/item/e1bb969ef340fab6d8342a37a339b522?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DU.S.%2BHistory%2B1784-1789- Journals of the Continental Congress
- b.) https://dp.la/item/3da86f875e3f45a38daedb3a51d414f9?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fq%3Dthe%2Bconstitutional%2Bconvention%26subject%255B%255D%3DUnited%2BStates.%2BConstitution%26utf8%3D%25E2%259C%2593- Debates of the Constitution
- c.) https://dp.la/item/5ea3a0e8c324339a19f67f5eb5494819?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fq%3Dthe%2Bconstitutional%2Bconvention%26subject%255B%255D%3DUnited%2BStates.%2BConstitution%26utf8%3D%25E2%259C%2593 - The Constitution and the Men Who Made It

2.) Digital History website - <http://www.digitalhistory.uh.edu/era.cfm?eraID=4&smtid=11> - link to various lessons and sources on Creating a Republic including:

- a.) http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit2_1.pdf - Creating a Constitution (lesson)
- b.) http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit2_2.pdf - The Men of Philadelphia (lesson)
- c.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=173 - The fate of Loyalists after the Revolution (documents)

3.) CK-12 Social Studies (Basic and Advanced Online Texts) - <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.0/> link to various lessons and sources on Creating a Republic including:

- a.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.5/> - Shay's Rebellion (basic)
- b.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.6/> - Federalists vs Anti-Federalists (basic)
- c.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/3.7/> - Slavery in the Constitution

(advanced)

4.) ABC-clio.com - <http://americanhistory.abc-clio.com/> link to various "topics" of the curriculum including Creating a Republic:

a.) <http://americanhistory.abc-clio.com/Topics/Display/1183212> - The Articles of Confederation (lesson overview)

b.) <http://americanhistory.abc-clio.com/Topics/Display/1183216> - Constitutional Compromises (lesson overview)

c.) <http://americanhistory.abc-clio.com/Topics/Display/1183565> - Amending the Constitution (lesson overview)

a.) <http://americanhistory.abc-clio.com/Search/Display/275409?terms=The+Constitutional+Convention> - The Constitutional Convention (reference articles)

b.) <http://americanhistory.abc-clio.com/Search/Display/646974?terms=The+Constitutional+Convention> - The Delegates (facts and figures)

c.) <http://americanhistory.abc-clio.com/Search/Display/262146?terms=The+Constitutional+Convention> - Amending the Constitution (reference articles)

5.) Reading Like A Historian - <http://sheg.stanford.edu/revolution-early-america> - link to various lessons and sources on Creating a Republic including:

a.) <http://sheg.stanford.edu/shays-rebellion> - Shay's Rebellion as a primary source (with essential questions)

b.) <http://sheg.stanford.edu/federalists-antifederalists> - Federalists vs. Anti-Federalists as a primary source (with essential questions)

6.) Docsteach - <https://www.docsteach.org/> - link to various lessons and sources on Creating a Republic including:

a.) <https://www.docsteach.org/activities/teacher/the-voting-record-of-the-constitution> - The Voting Record of the Constitution

7.) NJ Amistad Curriculum - <http://www.njamistadcurriculum.net/history/unit/establishment-new-nation>

8.) UMBC History Labs: <http://www.umbc.edu/che/historylabs/labs.php>

Interdisciplinary Connections

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LA.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
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.A.CS1	Understand and use technology systems.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.