

# Unit 6 Government, Citizenship, and the Constitution

Content Area: **Social Studies**  
Course(s): **United States History I**  
Time Period: **5 weeks**  
Length: **April-May**  
Status: **Published**

## Unit Overview

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Unit 8 examines the ideals expressed in the US Constitution which have guided our country for over 200 years. It explains the the separate roles and responsibilities within the three branches of government and highlights how the amendment process works while explaining the 27 amendments to the Constitution. Finally, it explains the role and responsibilities of state and local government and the duties of being a citizen of the United States, which includes voting, obeying and defending the country.

## Transfer

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Students will be able to independently use their learning to...

-Understand how the United States government works and what ideas are constitutional or unconstitutional. Know what their rights are, as outliend within the Bill of Rights and the remaining amendments. Finally, students should be able to use their learning to understand what it means to be a good citizen, that voting and obeying constitutional laws is important, as well as serving and defending the country.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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- Understand what the ideas within the Constitution are and how it has led the nation for over 200 years.
- The checks and balances between the three branches of government in order to prevent one person or group from having too much power.
- Understand what the Bill of Rights is and what personal freedoms are protected and promised to all citizens.
- The relationship between the federal, state and local government.
- The roles and duties of being a US citizen.

## **Essential Questions**

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Students will keep considering...

- Why constitutions and government are needed to protect personal freedoms.
- How governments should be established in order to limit one person or group from having too much power.
- What are rights? How do we determine what should be a protected right by the government.
- How do state, federal and local governments work? Compare and contrast their duties and responsibilities.
- What are the duties and responsibilities of a being a good citizen? Does that idea change over time?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- The ideas presented within the US Constitution.

- The weaknesses of the Articles of Confederation.
- How to compare and contrast the differences between the Articles and the Constitution.
- The three branches of government and their responsibilities and powers.
- The amendments, including the Bill of Rights and the amendment process.
- How federal, state, and local governments balance power and interact.
- What duties and responsibilities they have as a citizen.

### **Students will be skilled at...**

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Students will be skilled at...

Analyzing the interactions between both federalist and anti-federalist viewpoints regarding the creation of a constitution.

Recognizing the ideas in the US Constitution or any government framework.

Explaining how the three branches of government work, the amendment process and the interactions between federal, state and local government.

Drawing conclusions about how governments work, how personal freedoms are protected and how power is limited.

Examining primary sources and detecting bias.

### **Academic Vocabulary**

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Unit 8 Section 1

-Preamble, domestic tranquility, civilian, general welfare, liberty, Articles, popular sovereignty, limited government, checks and balances, federalism.

Section 2

-House of Representatives, Senate, bill, electoral college, Supreme Court, appeal, unconstitutional, veto,

override, impeach.

### Section 3

-First Amendment, Second Amendment, incriminate, civil, Civil War Amendments, Nineteenth Amendment, Twenty-sixth Amendment.

### Section 4

-constitutional initiative, infrastructure, local government.

### Section 5

-citizen, naturalize, immigrant, resident alien, civic virtue, patriotism, jury duty.

## Learning Goal 1

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Students will be able to analyze, comprehend, and discuss the impact of the Constitution on the New Republic and contemporary United States. Students will be able to compare and contrast the Articles of Confederation against the United States Constitution. Students will be able to evaluate the impact of the Constitution and Bill of Rights over time, from when they were conceived to modernity.

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.

## Target 1

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Students will be able to describe how the Preamble defines the basic goals of the Constitution and the framework of government established by the Constitution. Students will be able to identify and describe the seven basic principles of American government.

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.

## Target 2

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Students will be able to identify and describe the role of president as head of the executive branch, Congress as head of the legislative branch, and the Supreme Court as head of the judicial branch. Students will be able to explain the concepts of separation of powers and checks & balances.

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.
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## Target 3

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Students will be able to describe how the Constitution is amended and what purpose the amendments serve. Students will be able to identify the amendments contained in the Bill of Rights and explain how these rights relate to personal freedom.

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.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
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 4

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Students will be able to compare and contrast the New Jersey State Constitution to the federal Constitution. Students will be able to examine the role of state and local governments and will be able to describe the powers they have and what services they provide.

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.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.

## Target 5

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Students will be able to explain and critique the process at becoming an American citizen. Students will be able to identify the principles which enable Americans to embrace liberty and personal freedom values. Students will be able to define the duties of a citizen.

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.
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## Advanced Learning Goals

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## Advanced Targets

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## 21st Century Life & Career

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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.6	Explain how income affects spending decisions.
PFL.9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
PFL.9.1.8.F.1	Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
PFL.9.1.8.F.3	Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.
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.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

## **Summative Assessment**

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Linkit! Chpater 6 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:

Docs Teach: "Article of Confederation vs The Constitution"

<http://docsteach.org/activities/18077/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation&page=4>

Docs Teach: "Bill of Rights Match-

Up" <http://docsteach.org/activities/21314/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation&page=4>

Docs Teach: "Becoming a Constitutional

Nation" <http://docsteach.org/activities/22151/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**

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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**

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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 research projects

## **Advanced Class Modifications**

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## **Unit Resources**

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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**

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**1.) Digital Public Library of America** - <https://dp.la/> - link to DPLA home search engine for various lessons and sources on the U.S. Constitution including:

- a.)  
[https://dp.la/item/5098f9e421230fefc75c6aa197bafa8d?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2BU.S.%2BConstitution](https://dp.la/item/5098f9e421230fefc75c6aa197bafa8d?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2BU.S.%2BConstitution) - The Constitution primary source (photos)
- b.)  
[https://dp.la/item/3e3680772e7d61f01302c288296d80a7?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2BU.S.%2BConstitution](https://dp.la/item/3e3680772e7d61f01302c288296d80a7?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2BU.S.%2BConstitution) - Delaware ratifies the Constitution
- c.) [https://dp.la/item/5ebfa3a70464eb741165a8d5a129493f?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2BU.S.%2BConstitution%26subject%255B%255D%3DConstitutional%2Bamendments--United%2BStates%26utf8%3D%25E2%259C%2593](https://dp.la/item/5ebfa3a70464eb741165a8d5a129493f?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2BU.S.%2BConstitution%26subject%255B%255D%3DConstitutional%2Bamendments--United%2BStates%26utf8%3D%25E2%259C%2593) - Copy of Proposed Amendment to the Constitution of the U.S. 1861 (primary source)

**2.) Digital History website** - <http://www.digitalhistory.uh.edu/era.cfm?eraID=4&smtID=1> - link to various lessons and sources on the U.S. Constitution including:

- a.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=3948](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3948) - The U.S. Constitution (documents)
- b.) [http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit2\\_9.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit2_9.pdf) - Majority Rule vs Checks and Balances (lesson)
- c.) [http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit2\\_13.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit2_13.pdf) - The Debate over Ratifying the Constitution (lesson)
- d.) [http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit2\\_12.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit2_12.pdf) - The U.S. Constitution (lesson)

**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 the U.S. Constitution including:

- a.) <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 on the U.S. Constitution:

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

b.) <http://americanhistory.abc-clio.com/Search/Display/262171?terms=American+Revolution+The+U.S.+Constitution> - Freedom of Speech (reference articles)

c.) <http://americanhistory.abc-clio.com/Search/Display/262197?terms=separation> - Separation of Powers (reference article)

d.) <http://americanhistory.abc-clio.com/Search/Display/262170?terms=separation> - Freedom of Religion (reference articles)

**5.) Reading Like A Historian** - <http://sheg.stanford.edu/revolution-early-america> - link to various lessons and sources on the U.S. Constitution including:

a.) <http://sheg.stanford.edu/slavery-constitution> - Slavery in the Constitution as a primary source (with essential questions)

**6.) Docsteach** - <https://www.docsteach.org/> - link to various lessons and sources on the U.S. Constitution including:

a.) <https://www.docsteach.org/activities/teacher/we-the-people> - We The People

b.) <https://www.docsteach.org/activities/teacher/checks-and-balances-in-action> - Checks and Balances in Action

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

d.) <https://www.docsteach.org/activities/teacher/lowering-the-voting-age-nixon-and-the-26th-amendment> - Nixon and the 26th Amendment

**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>

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## **Interdisciplinary Connections**

	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.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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).
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.