

Unit 1 - Thinking Politically

Content Area: **History**
Course(s):
Time Period: **Marking Period 1**
Length: **2 Weeks**
Status: **Published**

Unit Overview - Objectives

Artists will be able to:

- Understand what it means to think politically.
- Explain Socrates' stance on justice and consent of the governed.
- Summarize the arguments of John Locke, Thomas Hobbes, and Niccolo Machiavelli.
- Explain why it is difficult to compose one identifiable political identity of a State.

Essential Skills

- Identify and define key concepts critical in understanding the activities, discussions, and readings for the rest of the year.
- Analyze John Locke, Thomas Hobbes, and Machiavelli's stances on government and consent of the governed. (Discussion based on teacher created notes.)
- Assessments: "Government and those who thought about it."
- Class debate: Consent of the governed.
- Develop a thorough understanding of liberty, justice, and consent of the governed, topics that will remain relevant throughout the entire year.
- Discussion of major topics in American politics: Liberty, Justice, Consent, Dissent What does politics do for us?
- Political compass test.
- Reading and discussion of excerpts from Plato's Apology.
- Reading and discussion of excerpts from Plato's Crito.
- Response paper: "What is liberty and how does it relate to consent?"

Essential Questions

- Type Question 1
- Type Question 2

Unit Standards

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.1	Colonization and Settlement (1585-1763)
SOC.6.1.12.A.1	Civics, Government, and Human Rights
SOC.6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.

Instructional Resources

- The Trials of Socrates: text excerpts to be scanned by teacher.
- CommonLit
- Google Docs
- Google Slides
- The Internet: Library of Congress Primary Documents
- Use of Chromebooks for online research, readings, and assignments.

Learning Plan - Assessments

Formative Assessments

- Final Cumulative Projects
- Lesson Exit/Entrance Tickets
- Lesson Graphic Organizer
- Student Work Sample
- Teacher Collected Data
- Type Additional Formative Assessment Here
- Unit Tests

Unit/Summative Assessments

- Class Debate and Discussion
- Class work Activities

- Essays
- Homework
- Quizzes
- Socratic Seminar
- Teacher observation, Socratic Seminar, Class Debate and Discussion, Class work Activities, Homework, Essays, Quiz/Test, Final Cumulative Project.