US I- Unit 4

Content Area: **Social Studies**
Course(s):
Time Period: **MP2**
Length: **2 weeks**
Status: **Published**

Targeted Standards

6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

Rationale & Transfer Goals

This unit will examine the implementation of the federal government under the United States Constitution. Students will also debate current issues and controversies involving the central ideas of the American constitutional system, including representative government, the Electoral College, and Judicial Review.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.

Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

How do separation of powers and checks and balances affect the U.S. Government?

What are the rights, liberties, and responsibilities of U.S. citizens?

How is the Constitution a living document?

Content/Objectives

Content - What students will know

- Articles of Confederation
- Northwest Ordinance
- Anti-federalist / Federalist
- Shays' Rebellion
- Great Compromise
- Three-Fifths Compromise
- Bill of Rights and Amendments
- Federalism
- Separation of Powers
- Checks and Balances
- Judicial Review

Skills - What students will be able to do

- Annotate the preamble of the constitution
- Summarize the Northwest Ordinance
- Create a "map" of the constitution

Instructional Activites

Evidence (Assessments) - How we know students have learned

Articles v Constitution compare/contrast

Constitution scavenger hunt

Constitutional case studies and scenarios analysis

Activities/Strategies - How we teach content and skills

- Primary Source Analysis: Constitution, Federalist Papers, Anti-federalist papers
- Mapping the constitution Activity
- Constitutional compromises graphic organizer

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Primary Source Evaluation

Citing evidence in text

Spiral Focus from Previous Unit

Annotating the Declaration of Independence

Primary source analysis/annotation

Instructional Activity

Annotating the Constitution, The Federalist Papers, and the Antifederalist Papers

Graphic organizer for constitutional case studies and scenarios

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.2.IML.2: Represent data in a visual format to tell a story about the data

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Key Resources

HMH United States History unit 5 lessons 1-4 & unit 6, lessons 1-3

sheg.stanford.edu

Brainpop: US Government (also in Spanish)

Icivics: Trying Self Government

Icivics: Constitution Day Lesson Plan

Constitutional Influencers Webquest

Constitution's Cover Letter

Anatomy of the Constitution

Crash Course Black American History:Constitution, □, and Slave Trade Clause

Interdisciplinary Connections - How does this content impact the following groups

LGBTQ

Hispanic

Sonia Sotomayor

African American

Thurgood Marshall

Women

Sandra Day O’Connor, Ruth Bader Ginsberg, Elena Kagan