

NP. Ch. 8 Government, Citizenship, and the Constitution

Content Area: **Social Studies**
Course(s):
Time Period: **February**
Length: **2-3 weeks**
Status: **Not Published**

Unit Overview

Objectives:

- Explain how the Preamble defines the basic goals of the Constitution.
- Determine the framework of government established by the Constitution.
- Interpret the seven basic principles of American government.
- Practice note-taking skills.
- Analyze the powers of the legislative branch.
- Identify the roles the President fills as head of the executive branch.
- Describe how the judicial branch is organized.
- Explain how each branch of government can check the powers of the other two.
- Describe how to amend the Constitution.
- Analyze the rights that the Bill of Rights protects.
- Explain how later amendments expanded democratic rights.
- Analyze bar and line graphs; interpret national debt and interest data.
- Analyze the electoral college.
- Analyze the impact Martin Luther King Jr. had on civil rights in the United States.
- Compare and contrast state constitutions with the U.S. Constitution.
- Summarize the services that state and local governments provide.
- Determine what makes a person a citizen of the United States.
- Describe how Americans can develop democratic values.
- Analyze the responsibilities of citizenship.
- Demonstrate knowledge of government, citizenship, and the U.S. Constitution.

Enduring Understandings

The United States government is a complex system of checks and balances that requires diligent citizenship and a working knowledge of the constitution that governs it.

Essential Questions

Why is it important to understand how the United States system of government was formed, how it functions,

and what our role as citizens is within the system?

Instructional Strategies & Learning Activities

Day 1

DBQ Final Draft.

Read 8.1 and complete Guided Reading and Review

Day 2

Procedure:

1. Analyze the federal system separation powers and checks and balances.
2. Begin silently reading 8.2 and take Cornell Notes.

Day 3

Procedure:

1. Complete 8.2 Entrance Slip on the Legislative Branch.
2. Review 8.2 Cornell Notes up to Executive Branch.

Day 4

Procedure:

1. Complete 8.2 Entrance Slip on the Executive and Legislative Branches.
2. Review the Executive Branch Cornell Notes
3. Video Clip on Executive Branch (history.com) or whitehouse.gov. Constitution Power Grab Game: Executive Branch

Day 5

Procedure:

1. Complete 8.2 Entrance Slip on the all three branches.
2. Review the Judicial Branch Cornell Notes
3. Video Clip on Judicial Branch (history.com) or supremecourt.gov. Constitution Power Grab Game: Judicial Branch

Day 6

Procedure:

1. View Federal Officeholders and Federal Court System diagrams.
2. Fill in the Three Branches of Government Graphic Organizer using 8.2 Cornell Notes
3. Review Three Branches of Government Graphic Organizer.

Day 7**Procedure:**

1. Discuss checks and balances worksheet and view chart and each branch's powers and checks.
2. In pairs, complete the back of the worksheet and decide which branch has the power and which branch's powers are being checked.

Day 8-10**Procedure:**

1. Review Checks and Balances WS.
2. Review Elastic Clause (video)
3. Analyze Who's Next and Presidential Succession. Why is the Presidential succession in this order?
4. Discuss Electoral College by viewing classroom map and display.
5. Complete Electoral College Activity.
- 6 .View video "Electoral College" on history.com (4 mins.)

Day 11-12**Procedure:**

1. Complete Electoral College/Judicial Branch Entrance Slip.
4. Follow with Practice Your Skills: Interpreting Bar and Line Graphs of the National Debt and Interest Paid on the National Debt. Review answers.

Day 13**Procedure:**

1. Review homework: 8.3 Cornell notes
2. Bill of Rights Scenarios.
3. If time allows, analyze an image of how to amend the Constitution and discuss.
4. Read 8.4 and take Cornell Notes

Day 14

Procedure:

1. MLK JR. DAY

Day 15

Procedure:

1. Complete You Can Make a Difference: You and Your Community and discuss.
2. Complete Delaware Township Municipal webquest in pairs.

Day 16

Procedure:

1. Assembly with Township Committee Members/Trip to Town Hall.

Day 17

Procedure:

1. Pair/share and debrief Citizenship Assembly experience.
2. Complete 8.5 Guided Reading and Review using 8.5 Cornell Notes.

Day 18

Procedure:

1. Review 8.5 Guided Reading and Review.
2. Q & A and review the chapter
4. Study for C8 test.

Days 19

Procedure:

1. Complete C8 Assessment.
2. When students finish C8 Assessment, continue taking Naturalization Test.

Assessments:

Cornell Notes, exit/entrance slips, primary source document analysis, homework, identification of federal officeholders, bar and line graph analysis, checks and balances analysis, Map Mystery, Our Three Branches, Bill of Rights Scenarios, quizzes, assembly debriefing, naturalization test, C8 test

Enhancing Learning:

- The following books offer opportunities to extend the content in this lesson.

A Brilliant Solution: Inventing the American Constitution by Carol Berkin (New York: Harcourt, 2003)

The Words We Live By: Your Annotated Guide to the Constitution by Linda R. Monk (New York: Hyperion, 2004)

A More Perfect Constitution: 23 Proposals to Revitalize Our Constitution and Make America a Fairer Country by Larry J. Sabato (New York: Walker Publishing, 2007)

Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Technology Integration

Google Classroom

iCivics

Delaware Township website

online textbook

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.

Benchmark Assessments

Interdisciplinary Connections

CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.

Differentiation

Advanced Learners

- **Use Only the Constitution** Have students use only the Constitution, not the Student Text or the Reading Notes, to answer the questions on the cards.

Write to a Local Official In place of the Processing activity, have students write a letter to a local official about an issue in their community. The letters should have an introduction, a paragraph with background information about the issue, at least one paragraph with a detailed proposal about what the local government should do about the issue, and a conclusion. Review and comment on students' letters. Then have students revise and send their letters.

Learners with Special Education Needs

- **Support the Activity** Give students the article number for each of the questions from the Constitutional Exam Cards. For some of the more challenging questions, consider giving them both the article and section numbers.

Heterogeneous groupings

Modifications & Accommodations

Individual IEP's will be followed in addition to the differentiated instruction listed above.

guided note taking template, modified tests/quizzes, guided practice, individual conferencing, as needed, clarify directions, as needed, read assessments orally

Benchmark Assessments

quiz

Cornell notes summaries

Document Based Assessment

Formative Assessments

Discussion

Homework

See activities listed above in daily lesson plans.

Summative Assessments

Internet Project:

- You will e-mail a letter to one of your U.S. senators or to your House representative. In your letter, you will share what you have learned about the three branches of government, and ask a related question that you would like your senator or representative to answer.

End of unit test

Citizenship test

Instructional Materials

Materials: text; Ch. 8 Vocabulary Builder; Practice Your Skills: Interpreting Bar and Line Graphs; electoral college display; Graduating from the Electoral College/Candidate Goes to College electoral college explanation; Our 3 Branches; Map Mystery: Shifting Power in the House; 8.3 Guided Reading and Review; 8.3 quiz; Citizenship for Life: You and Your Community; 8.5 Guided Reading and Review; Ch. 8 test, Google Classroom, Surface Pro 2

Standards

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.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
SOC.6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes

government should serve.

SOC.6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
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.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
SOC.6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
SOC.6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
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.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
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.
SOC.6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
SOC.6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
SOC.6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
SOC.6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
SOC.6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
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.6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.