Civics: Feb. Ch. 8 Government, Citizenship, and the Constitution

Content Area: **Social Studies**
Course(s):
Time Period: **February**
Length: **4 Weeks**
Status: **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 Unites States system of governent was formed, how it functions,

and what our role as citizens is within the system?

Instructional Strategies & Learning Activities

Day 1

Procedure:

1. Collect DBQ Final Draft.

2. Analyze political cartoon on p. 221 of text and respond to questions.

3. Read 8.1 and complete Guided Reading and Review.

Homework: Finish 8.1 GRR

Day 2

Procedure:

1. Analyze the federal system separation powers and checks and balances.

2. Begin silently reading 8.2 and take Cornell Notes.

Homework: Read 8.2 up to Executive Branch 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.

3. Video Clip on Legislative Branch (history.com) or senate.gov. History Alive! Constitutional Exam Game and/or Constitution Power Grab Game: Legislative Branch. Complete Internet Project: Write to Congress members. See details in addendum.

Homework: Complete Executive Branch Section of 8.2 Cornell Notes; select issue of importance

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

Homework: Complete Judicial Branch Section of 8.2 Cornell Notes

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

Homework: Review 8.2 Cornell Notes

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.

Homework: C8 Vocabulary Builder

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.

Homework: Finish Checks and Balances WS

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. Give students cards to represent electors. Distribute Graduating from the Electoral College/Candidate Goes to College data and discuss.

6 .View video "Electoral College" on history.com (4 mins.)

Homework: Map Mystery Shifting Power in the House and Our Three Branches

Day 11-12

Procedure:

1. Complete Electoral College/Judicial Branch Entrance Slip.

2. Review the homework Map Mystery/Our Three Branches.

3. Analyze bar and line graphs of the Executive Branch and the Federal Budget. Complete Interpreting Bar and Line Graphs Practice the Skill #1-4 p. 258

4. Follow with Practice Your Skills: Interpreting Bar and Line Graphs of the National Debt and Interest Paid on the National Debt. Review answers.

Homework: Read 8.3 and write Cornell Notes ; Announce C8 test

Day 13

Procedure:

1. Review homework: 8.3 Cornell notes

2. Distribute Bill of Rights Scenarios. Model the first scenario and in pairs students analyze the Bill of Rights from text and respond to examples. Students will use the Bill of Rights to prove violations. Share answers.

3. If time allows, analyze an image of how to amend the Constitution and discuss.

4. Read 8.4 and take Cornell Notes

Homework: Read 8.4 and complete Cornell Notes due Day 15

Day 14

Procedure:

1. MLK JR. DAY (See attached plan).

Homework: Read 8.4 and complete Cornell Notes

Day 15

Procedure:

1. Complete You Can Make a Difference: You and Your Community and discuss.

2. Discuss with students that the mayor will be coming in soon to talk about local government and its role in our lives and we are taking a trip to Town Hall.

3. Complete Delaware Township Municipal webquest in pairs.

Homework: Write down two questions for Township Committee members

Day 16

Procedure:

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

2. Discuss assembly/Town Hall visit. Pair/share questions and answers.

3. Read 8.5 and write Cornell Notes.

Homework: Finish 8.5 Cornell Notes; three questions for Mrs. Parker

Day 17

Procedure:

1. Guest Speakers: Mrs. Parker, Mrs. Hardy's mother, speak to students about Mrs. Parker's naturalization process and show Mr. Berlie's (Mrs. Hardy's father) resident alien experience (Show students naturalization papers, photos, green card, etc.)

2. Pair/share and debrief Citizenship Assembly experience.

3. Complete 8.5 Guided Reading and Review using 8.5 Cornell Notes.

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Homework: finish 8.5 Guided Reading and Review.

Day 18

Procedure:

1. Review 8.5 Guided Reading and Review.

2. Q & A and review the chapter by taking a "walk through" of textbook and discussing each section as well as study tools to use.

3. If time allows, students will take naturalization test in pairs or finish the test from the other day.

4. Study for C8 test.

Homework: Study for C8 test

Days 19

Procedure:

1. Complete C8 Assessment.

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

Homework: Begin next C9

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 Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.GCA	Global and Cultural Awareness

	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.TL	Technology Literacy
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Technology and Design Integration

CNN 10

CSpan

Mt. Vernon.org

HIstory.com

supremecourt.gov

ICivics

Google Classroom

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.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.
CCSS.ELA-Literacy.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

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

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

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

homework (Cornell Notes guided template)

-study guide for test and Constitutional Convention vocabulary

-modified tests/quizzes as needed per IEPs

-DBQ graphic organizers and guided instruction

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

quizzes

Cornell notes summaries

test

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Discussion

Homework

See activities listed above in daily lesson plans.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

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.

- **Your e-mail must include**
  • a proper salutation (greeting).
  • an opening paragraph in which you 1) introduce yourself, 2) explain that you are studying the Constitution, and 3) share the most interesting or important thing you learned about the three branches of government. For example, you might tell how you learned that each branch has different ways to check the others' power.

• a paragraph in which you state your opinion about a specific aspect of the federal government. For example, you might say, "Even though the Constitution divides powers among the three branches, it still seems to me that the president has more power than Congress or the Supreme Court." Support your opinion with at least three pieces of evidence. For example, "One reason I think the president is more powerful is because everyone considers him the leader of the country."
• a brief paragraph in which you ask the senator or representative whether they agree or disagree with your opinion.
• a concluding paragraph in which you thank the senator or representative for reading your letter.
• proper closing, including your e-mail address, so that the senator or representative can respond.
• correct grammar and spelling. Send a copy of the e-mail to your teacher, or submit a printed copy.

Use the information below to find the e-mail address of your senator or representative.

Senate
Go to the U.S. Senate http://www.senate.gov/. Under “Senators,” you can search by name or state to find the e-mail address of each of your senators.

House of Representatives
Go to the Write your Representative http://www.house.gov/representatives/find/ section of the U.S. House http://www.house.gov/ Web site. Select your state, enter your ZIP code, and click "submit." You can e-mail your representative using the form provided by the House or by visiting the representative’s Web site.

You may want to examine your senators’ or representative’s Web site to learn more about them. You can also explore the Senatehttp://www.senate.gov/ and House http://www.house.gov/ Web sites, which have a great deal of information concerning the process of government and the current legislation being discussed in Congress.

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

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.

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.
6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
	Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.
	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.CivicsHR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.HistoryCC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
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).
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.
6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
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.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
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.6.1.8.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.C.1	Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).
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.