Unit 2-Rights, Duties, Responsibilities of Citizens and Political Parties and Interest Groups

Content Area: **Social Studies**
Course(s): **Social Studies 8**
Time Period: **Marking Period 2**
Length: **Marking Period 2**
Status: **Published**

Essential Questions

- How do citizen rights, duties and responsibilities differ?
- What is the role of political parties today?
- What techniques do special interest groups use to influence public opinion and policy?

Big Ideas

- Civic participation and deliberation are the responsibility of every member in society.
- Chronological sequencing helps us understand the interrelationship of historical events
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy

Enduring Understandings

6.1 U.S. History: America in the World

A. Civics, Government, and Human Rights

6.1.8. History CC.3.b: (M)- Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.

6.3.8. Civics PI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8. Civics P1.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3 Active Citizenship in the 21st Century

A. Civics, Government, and Human Rights

6.3.8. CivicsPD.1 [M] Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

Focus Areas

Chapter 1 section 3, chapter 8 sections 1 & 2, chapter 10 section 3

- Is voting a right or responsibility?
- Explain the differences between a requirement and voluntary.
- Why are citizens' responsibilities to their community and important aspect of our democratic system?
- Explain why public opinion matters.
- Identify sources of mass media as it relates to elections
- Give examples of interest groups.
- Describe the evolution of US political parties.
- Explain how political parties are involved in the decision-making process of the government.
- Describe the process of elections and voting in the US
- Examine issues surrounding voting and fair election practices
- Deliberate on a public issue affecting an upcoming election

Activities and Assessments

Chart creation p. 21

Discussion of driver's license

Extending the Right to Vote p.271

Steps in Voting p.272 - 274

Propaganda Poster p.307

Create a Political Party

Use newspapers to discuss current events (primary sources)

Election Report

Primary Sources

- George Wallace video clip
- George Wallace picture
- JFK Speech 6/11/63
- MLK "I Have a Dream" speech 4/28/63

- Civil Rights Act of 1964

* See Appendix E for Cross Content Integration

Cross-Curricular Integration

Integration Area: Visual and Performing Arts

1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

Activity:

As peaceful protests against segregation grew in number, the civil rights movement became more widespread. In addition to sit ins, speeches and marches, songs were written and performed to bring attention to and support the outlawing of segregation. Students will research and analyze protest songs of the 1960s using active listening and by reading and interpreting written scores. Students will choose a song that they feel best represents the civil rights movement in America in the 1960s. Students will share the song they chose and explain why that particular song was influential.

ELA

- Write arguments focused on discipline-specific content.
- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- 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.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from informational texts to support analysis, reflection, and research.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary
- 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).
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

- Distinguish among fact, opinion, and reasoned judgment in a text

Activity:

The Right to Vote: As a democracy, U. S. citizens have the right and privilege to vote in local, state and national elections. Write an argument essay, in the form of a letter to the editor of your local newspaper that clearly states your position and defends your claim that U.S. citizens should actively and consistently exercise their right to vote. Using multiple credible sources, support your claim with reasoning, data and evidence.

African American History Studies

Students will research Alex Haley and his career not only as the first African-American Chief Journalist in the United States Coast Guard, but as the acclaimed author of the book Roots.

Students will investigate the impact that Roots had on the United States of the 1970s.

Students will create some way to celebrate the life of Haley, either in a skit, poster, or essay. Students should present their findings to the class.

Heroism

Heroism is directly linked to chapter four, lesson four as well. In both the text and the article, Martin Luther King, Jr and his heroic actions are discussed.

Diversity Lesson

Objective:

Students will be able to describe the impact leaders had on the Civil Rights Movement and will compare the public issues affecting the U.S. during the movement and today.

Activity:

1- Students will use what they learned in the unit lessons to learn more about the Civil Rights Movement.

2- Students will read and discuss a first-person primary source by Rosa Parks using the text African American History- The Untold Stories.

3- Students will research a leader of the Civil Rights Movement and gather information on a graphic organizer. Some options can be found using the website: https://www.biography.com/people/groups/civil-rights-activists#:~:text=Civil%20rights%20activists%2C%20known%20for,Du%20Bois%20and%20Malcolm%20X.

https://www.ducksters.com/history/civil_rights/

4- Once their research is completed and they have conferenced with the teacher, they will use google slides to create journal entries. They will take on the role of a Civil Rights Leader and write journal entries from their perspective.

5- They will write five journal entries that include background information on their selection, events in their persons life, and a closing to their story.

6- Pictures will be included with the entries.

7- They will present their Google slideshow to classmates.

Assessment:

Presentation rubric, graphic organizer, discussion, Rosa Parks primary source

Materials:

Textbook, notebook, Chromebook, google slides, reliable websites

Standards:

6.3.8. CivicsPD. 1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8. CivicsPD.2: Propose and defined a position regarding a public policy issue at the appropriate local, state, or nation level

6.3.8. Civics PR.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. Civics PR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Length of Time:

7 days

Social and Emotional Learning

The First Amendment- Yes, No, Maybe

- PLAN Problem Solving
- Responsible Listening
- Audience-Focused Communication

In chapter four students will discuss the first ten amendments of the Constitution, known as the Bill of Rights. The entire first lesson in this chapter is dedicated to The First Amendment and the five principles that make up the First Amendment. For the first Yes, No, Maybe Debate students will discuss and debate what section of the First Amendment is the most beneficial to United States citizens.

- Responsible Listening
- Respectful Empathic Debate
- Peer Opinion Sharing: Yes-No- Maybe* STAT discussion questions
- Collaborative Creativity
- Audience-Focused Communication

Students are given three teacher created statements. Students are asked to move to the part of the room that they agree with most, Yes, No, or Maybe after hearing the teacher-created statement. Students work with their peers to discuss and decide what they are going to say to support their belief on this topic collaboratively. Each group has a speaker and a summarizer. The speaker presents the group's belief and why they feel that way. After each group has presented their information, the summarizer then summarizes what the other two groups main talking points were.

- Respectful Empathic Debate
- Peer Opinion Sharing: Yes-No-Maybe *STAT discussion questions

Students are then asked if they would like to change their position on the topic they originally selected (Yes, No, Maybe). If students move to another group or position after hearing a classmates point of view, the students have the option to share what made them change their mind.

- Responsible Listening
- Collaborative Creativity
- Audience-Focused Communication

Students complete this activity until all group created statements are presented and summarize and discuss at the end of the period the information they learned from this lesson. Students also discussed the importance of empathy and compassion when debating various topics.

Example of TEACHER created phrases:

1. The most important principle of the First Amendment is Freedom of Religion. All citizens of the United States should be able to worship freely, and should be able to practice their faith in the way that they want.
2. The most important principle of the First Amendment is Freedom of Speech. Citizens should never worry about criticizing their elected government officials, can state their opinions freely, and can express themselves through art, music, and even clothing.
3. Freedom of the Press is the most important principle under the First Amendment. Freedom of the Press is beneficial towards all citizens because the government cannot censor news reports or prevent information from being published or broadcast.

STAT: High schools should require students to pass the U.S.Citizenship test as a graduation requirement

CSDT Technology Integration

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Activity:

In groups, have students recall events in recent or local news when charitable organizations helped people in need. (Red Cross-Sandy). Tie this in with recent hurricanes in Texas and Florida. Review list of charitable organizations on the Activity 1 worksheet. Discuss why those groups are important and what would happen if no one volunteered. Students will be using digital tools to collect and analyze data to identify a solution and make an informed decision. Students will use chromebooks to search reputable news sources online.

Document Based Activity

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process)

DBQ Activity

Why is voting important in a democracy, and what challenges have Americans faced when trying to vote?

What changes to voting rights are described in these amendments?

What do these changes suggest about how voting rights have expanded over time?

What obstacles to voting are shown in this cartoon?

How might these barriers affect voter turnout?

Which age group had the highest voter turnout in 2020?

Why do you think younger voters are less likely to vote?

What does John Lewis believe about the importance of voting?

Why might voting be described as a “powerful tool”?

For the complete DBQ Plan, please refer to DBQ Unit 1 US Constitution PDF.