Unit 1-Foundations of American Citizenship

Content Area: **Social Studies**
Course(s): **Social Studies 8**
Time Period: **Marking Period 1**
Length: **Marking Period 1**
Status: **Published**

Essential Questions

- What are the principles that underlie my country's most important documents?

Big Ideas

- Political and civil institutions impact all aspects of people's lives.
- Governments have different structures which impact development (expansion) and civic participation.
- Members of society have the obligation to become informed of the facts regarding public issues and to engages 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.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Chronological sequencing helps us understand the interrelationship of historical events.

Social Studies Skills

- Political and civil institutions impact all aspects of people's lives.
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- 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.
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same over time.

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Critical Thinking

Compare and contrast differing interpretations of current and historical events

Activity:
Students will look at different Supreme Court rulings (Tinker v. Des Moines, Hazelwood School District v. Kuhlmeier) involving the First Amendment. Students will analyze the facts of the case and compare and contrast the differing opinions on these cases, including the majority and dissenting opinions.

6.1.8 History CC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and response by various groups and individuals in the North American colonies led to the American Revolution.

6.1.8. HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Critical Thinking:
Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

Activity:
Students will analyze the 1770 engraving made by Paul Revere and the drawing by Henry Pelham of the Boston Massacre. They will use these primary sources to study and look for signs of bias or prejudice in the depiction of this famous event in American history. 6.1.8.C.3.a

Enduring Understandings

6.1 U.S. History: America in the World

A. Civics, Government, and Human Right

6.1.8. CivicsDP.3a (M): 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. Civics PI.3.b (M): 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. History CC.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. CivicsPD.3.a (M): Cite evidence to determine the role that compromise played in the creations and adoption of the Constitution and Bill of Rights.

6.2.8. CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practice on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

6.3.8. CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experience of ancient societies, England, and the North American colonies.

6.1.8. History CC.3d: 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. CivicsHR.3.a: [M] Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic(i.e., Alien and Sedition Acts).

B. Geography, People, and the Environment

6.1.8. Civics PI.3.d (M)- Use data and other evidence to determine the extent to which demographics influenced the debate on representations in Congress and federalism by examining the New Jersey and Virginia Plans.

D. History, Culture, and Perspectives

6.1.8. History UP.5a. [M]Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.1.8. Civics HR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8. Civics HR. 3.c- Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

6.1.8. HistoryUP. 5.c: Examine the roles of women, African Amercians, and Native Americans in the Civil War

Focus Areas

Chapters 2-4

- Examine ideals found in the Declaration of Independence
- Discuss how compromise played a role in creating the Bill of Rights and Constitution
- Compare the NJ Plan and Virginia Plan
- Compare and contrast the Articles of Confederation and the Constitution
- Evaluate the impact the Bill of Rights and Constitution have on current day issues
- Explain civil liberties and discuss how laws or acts may infringe on these rights
- Evaluate the effectiveness of the Constitution in establishing a federal government that allows for growth and change over time
- Discuss individual rights
- Examine separation of power and checks and balances
- Analyze the effectiveness of the 13th, 14th and 15th Amendments from multiple perspectives

Activities and Assessments

Tests-multiple choice/open-ended

Essays

Patriot Act vs. Fourth Amendment rights p.140

Constitutional Amendments Expand Rights p. 143

Debates

Primary Sources

- Mayflower Compact
- Magna Carta
- United States Constitution

* See Appendix E for Cross Content Integration

Cross-Curricular Integration

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 science and technical texts.
- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Activity:

The Electoral College: The Electoral College is used in the United States to elect the President and the Vice President. Do you think this is an effective way to elect our country's leaders? Compose an argument essay that states your opinion on this issue. Defend your claim with reasoning, data and evidence from multiple credible sources using evidence to support your argument.

Diversity Integration

LGBTQ

Chapter 4

Students will read about the Civil Rights Movement in chapter 4, lesson 4 in their textbooks. They will cover how various groups of citizens have worked to achieve civil rights. This will be extended to the LGBTQ community. Students will work cooperatively to teach each other how various citizens worked to achieve Civil Rights (women, Latinos, Native Americans, the disabled, and LGBTQ). Students will connect this lesson to individuals who have greatly impacted the LGBTQ community. Examples include, but are not limited to,: Laverne Cox, Lena Waithe, Michael Sam, Tammy Baldwin, Jared Polis, Barbara Gittings, and Harvey Milk.

National Hispanic Heritage

National Hispanic Heritage Month Sept. 15th - Oct. 15th

Students will choose a country in Latin America to profile. They will create a presentation based on their country and find an Hispanic leader who originates from that country who has impacted the USA. Students will then write a short poem or song about their chosen leader or country and present it to the class.

Social and Emotional Learning

Disagreements with Great Britain

- PLAN Problem Solving
- Collaborative Creativity
- Audience-Focused Communication

Students will complete this activity at the end of the first unit of study in Civics. Students will be asked to create a song that models Taylor Swift's We Are Never Getting Back Together in cooperative groups. Students will be asked to change the lyrics so that they apply to the United States breaking away from Great Britain. Students will complete this activity, then rap or sing their created song to their classmates. Students will share their lyrics with their classmates, to create another study guide tool to help prepare for their first unit test in 8th grade social studies. Students must use all facts and resources from the social studies unit supplied by the teacher or from the textbook (cannot use outside information that does not pertain to the upcoming test).

- Responsible Listening

When each group has finished presenting, or singing their newly created song/rap, the students observing will have to write down one lyric or piece of information that was retained from their classmates presentation.

- Respectful Empathic Debate
- Collaborative Creativity

Students will then discuss the decision of breaking away from Great Britain and all of the events leading up to the separation from Great Britain.

STAT: Thirteen Colonies Staying or Breaking Away from Great Britain

CSDT Technology Integration

8.1.8.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Activity:

Students will work in pairs to find the dates each of the following documents were adopted, and then put the documents in sequential order: Declaration of Independence, Pennsylvania Charter of Privileges, Pennsylvania Framer of Government, Massachusetts Body of Liberties. Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. Students will use Chromebooks and Google Docs.

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

How did the Constitution create a government that protects the rights of the people while also establishing a strong central government?

What are the goals of the Constitution listed in the Preamble?

What do these goals say about the purpose of the new government?

What powers does the Constitution give to Congress?

How do these powers make the national government stronger than under the Articles of Confederation?

What is the purpose of separating the government into three branches?

How does this prevent one branch from becoming too powerful?

What rights are protected by these amendments?

How does the Bill of Rights limit the power of the federal government?

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