# Unit 3-Youth in Government

Content Area: **Social Studies**
Course(s): **Social Studies 8**
Time Period: **Marking Period 3**
Length: **Marking Period 3**
Status: **Published**

## Essential Questions

- What is the relationship between the federal, state, and local government?
- How does the government function?

## Big Ideas

- 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 policy and solutions.
- Civic participation and deliberation are the responsibility of every member of society.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.
- 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.

## Enduring Understandings

Laura Wooten's Law N.J.S.A. 18A:35-2.1

A. Civics, Government, and Human Rights

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.

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

B. Geography, People, and the Environment

6.3.8.CicicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.

6.3.8. CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.

C. Economics, Innovation, and Technology

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

D. History, Culture, and Perspectives

6.3.8. CivicsPR.7: (M)Compare how ideas become laws at the local, state, and national level.

6.3.8. Civics DP.2: (M) 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. Civics DP.3: M) 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.

**Focus Areas**

**Chapters 11-13**

- Describe the process of local government.
- Participate in a public hearings and proceedings.
- Evaluate and make recommendations for alternative land use proposals.
- Examine local school district and municipal budgets.

**Primary Sources**

- Four or five political cartoons regarding voting

**Geography**

Chapter 13

Environmental mapping through the country/world.

Identifying where pollution is the greatest/least

* See Appendix E for Cross Content Integration

**Activities and Assessments**

Youth in Government Activities

Graphic organizers

Tests – multiple choice / open-ended

Use newspapers to discuss current events (primary sources)

Examples in history of checks and balances (vetoes)

Research state concerns p. 329

Presentation on community issues p. 371

Presidential Report

## YIG Activities

**Youth in Government Activities**

1. Board of Education: Honors ELA and Math student presentations. All other students are required to attend as observers. Attendance is considered a homework assignment. After-school meeting conflicts for the mandatory BOE after-school activity must be made-up by attending one of the remaining 3 activities.
2. Borough Council: Optional participation and attendance, or BOE make-up.
3. Fire House: Optional participation and attendance, or BOE make-up.
4. Police Visit: Optional participation and attendance, or BOE make-up.

## Climate Change

6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.

- Activity: Analyze the processes by which individuals can influence public policy in a democratic government and use evidence and quantitative data to propose or defend a climate change-related public policy. Create a policy brief on a climate change issue of their choice. The brief should include: (1) A clear statement of the climate change issue. (2) Quantitative data supporting the urgency of the issue. (3) A proposed policy solution. (4) Evidence of how youth can influence this policy through democratic processes (5) A plan for presenting this policy to local government officials

## Diversity Integration

**Race and Ethnicity**

**Black History Month**

Students will watch a video of King's famous "I Have a Dream" speech from the March on Washington on August 28, 1963. Individually students will brainstorm about their own dreams and what they hope to achieve someday. Students will fill out a thought bubble describing what their dream is. These thought bubbles will be part of a Martin Luther King, Jr. February JK office bulletin board.

## Diversity Integration

**Asian American Pacific Islander Month**

Objective: Students will be able to explain the impact of Asian-American and Pacific Islanders on the United States

Activity: Students will analyze the contributions made by Asian-Americans during World War II. Students will research soldiers and other supporters of the war effort.
Students will summarize their findings on one informational poster focusing on one specific contributor to the war effort.

## Cross-Curricular Integration

**ELA**

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 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 source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific

to domains related to history/social studies.
- Distinguish among fact, opinion, and reasoned judgment in a text.

Activity:

Traits of a Community: What is a community? What are the traits of our historically successful communities? Write an explanatory essay that clearly describes a community and explain what factors should be considered when deciding on the priorities of a community and the allocation of its resources. Justify your choices based on relevant and credible evidence, details and data from a variety of sources.

## CSDT Technology Integration

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Activity:

Students understand that under our federal system, power is shared between the national government and the state governments. Students will learn and teach this chapter in a jigsaw manner. Students preview the chapter on their own. Afterwards, they choose which Section they would like to focus on. Students assemble in groups to read, discuss, and take notes. They will also develop an assessment for their classmates to take. This will be given after their presentation. Students will create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Students will use the chromebooks, Google Docs, Google Slides and the Smart TV.

## Social and Emotional Learning

**Political Parties**

- PLAN Problem Solving
- Peer Opinion Sharing: Yes-No-Maybe *STAT discussion questions

In chapter eight students will discuss Political Parties and how they were created and have developed over time. For the second Yes, No, Maybe Debate students will discuss and debate various topics discussed in class to help prepare for their upcoming lesson. The difference is, students will create the statements being discussed, not the teacher.

- Responsible Listering
- Respectful Empathic Debate

- Collaborative Creativity

Students will first be broken into groups. Students will work together collaboratively to create a statement that they will be presenting to the class to discuss and debate.

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

Students are provided a student created statement (statement made in groups, not created by the teacher). Students are asked to move to the part of the room that they agree with most, Yes, No, or Maybe after hearing the student-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 Learning

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

STAT:  Citizens strongly influence government policy through interest groups

## 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**

What powers does the federal government have?
What responsibilities are given to state governments?
How do local governments serve their communities?
Why is it important for these levels of government to work together?

What does this amendment say about the powers of the states?
How do the responsibilities of each level of government differ?
How did the three levels of government cooperate during the hurricane?
What does this quote tell you about the relationship between local and higher levels of government?
For the complete DBQ Plan, please refer to DBQ Unit 1 US Constitution PDF.