

Unit 1: Foundations of Government (11-13 Days)

Compelling Question(s):	What are the fundamental beliefs of this American democracy?
Scope:	This unit examines the Constitutional underpinnings of American democracy, with a focus on enlightenment theory, causes of the American Revolution, the Articles of Confederation, and the formation of the U.S. Constitution. The Constitution is analyzed in terms of the fundamental principles, clauses, and amendments. In an exploration of the American Revolution, students will explain how the tensions over power and authority led the founding fathers to develop a democratic republic. Students will discuss the tensions that were experienced between the American colonists and the British government and connect the tensions between the American colonists and the British government to the development of the new American nation. Students will explain the influence of the founding principles on state and federal decisions using primary and secondary source documents. The focus is the effects of the founding principles on decisions. Throughout this unit, and course, students will explain how the values and beliefs regarding freedom, equality, and justice have helped transform the American system of government. Using knowledge of founding principles, students will make judgments about the extent to which policies and judicial decisions have been consistent in adhering to the intentions of the founding principles, throughout the course of American government. Students will discuss the ways in which the United States government balances national security and the protection of rights are similar or different to what is done in other types of governments around the globe.
Conceptual lenses:	Impact, Freedom, Balance of Power

Key Objectives to Assess In This Unit

Key Objective (s)	Mastery of the Objective
CL.B.1.3 Explain how the values and beliefs regarding freedom, equality, and justice have helped transform the American system of government.	Students must be able to demonstrate they understand how diverse American beliefs and values concerning freedom, equality, and justice change government policies and practices.
CL.C&G.1.1 Explain the influence of the founding principles on state and federal decisions using primary and secondary source documents.	Students must be able to demonstrate they understand how the founding principles of government influenced or impacted decisions made at both the state and federal levels of government.
CL.C&G.1.2 Critique the consistency with which federal policies, state policies, and Supreme Court decisions have upheld the founding principles.	Students must be able to make judgments about the extent to which policies and judicial decisions have been consistent in adhering to the intentions of the founding principles, throughout the course of American government.
CL.C&G.2.4 Compare the federal government of the United States to various types of governments around the world in terms of balancing security and the protection of rights.	Students must be able to discuss the ways in which the United States government balances national security and the protection of rights are similar or different to what is done in other types of governments around the globe.
CL.H.1.1 Explain how the tensions over power and authority led the founding fathers to develop a democratic republic.	Students must be able to discuss the tensions that were experienced between the American colonists and the British government.

Learning Targets





Students will Understand:

- ☐ When the written values and beliefs of a government do not align with the treatment of its citizens, individuals and groups may protest and demand the passing of laws that grant equal and just treatment, which can lead to reforms that can transform society
- ☐ The founding principles of a nation can influence decisions at all levels of government
- ☐ The influence of a nation's founding principles on the decisions of government are often expressed in its historical and contemporary documents
- ☐ The written documents of a democratic nation and its states can reflect the fundamental principles that may include life, liberty, and the pursuit of happiness and can provide guidance

- ☐ The similarities and differences in the structure and function of various governments are determined by the government type, the founding principles, and the goals of the nation
- ☐ The measures of how a nation balances keeping people secure while protecting their rights may differ based on the type of government and the principles by which it is governed
- ☐ The government and citizens of a nation often have a reciprocal relationship where each has responsibilities to the other when it comes to balancing the security of the nation while protecting rights
- ☐ A citizen's individual rights in a democratic government must often be balanced with the power and authority of those in charge and the needs of the nation
- ☐ Innovative ideas about government and the responsibility it has to the people may spark conflict and political revolution that may lead to the creation of a new government and political system
- ☐ Revolution is often caused by new ideas and can lead to the creation of systems
- ☐ Political revolution can be caused by development and spread of new ideas about power and authority

Key Topics/Skills			
Key Topics:	Enlightenment Ideas and Ideals	The American Revolution	Foundational Principles and Documents
Critical Content	<p>Values/Beliefs</p> <ul style="list-style-type: none"> Community, cooperation, democracy, diversity, equality, freedom, liberty, justice, patriotism, security, self government, self-reliance, stability. 	<p>American Revolution</p> <ul style="list-style-type: none"> Salutary Neglect, Colonial debt from French and Indian War, Proclamation of 1763, Navigation Acts, Stamp Act, Boston Massacre, Quartering Acts, Townshend Acts, Sons of Liberty, Boston Tea Party, Coercive Acts, Revolutionary War <p>Creating a New Republic</p> <ul style="list-style-type: none"> Challenges of Articles of Confederation, Constitutional Convention, Great Compromise, 3/5ths Compromise, Ratification Debates, Bill of Rights <p>Individual Rights</p> <ul style="list-style-type: none"> Freedom of speech, religion, press, assembly, petition, Right to bear arms, to a fair trial, counsel, speedy trial, Rights against unreasonable search & seizure, excessive bail & fines, cruel & unusual punishment 	<p>Founding Principles</p> <ul style="list-style-type: none"> Creator-endowed inalienable rights of the people, Separation of powers, Checks and balances, Frequent and free elections, Rule of law, Equal justice under the law, Private property rights, Federalism, Due Process, Constitutional limits on government power, Strong defense, Peace, commerce, and honest friendship with all nations; entangling alliances with none. <p>Founding Documents</p> <ul style="list-style-type: none"> Magna Carta, Iroquois Confederacy, Mayflower Compact, Articles of Confederation, Declaration of Independence, United States Constitution, Bill of Rights, NC Constitution
Critical Skills:	<p>Examples of Disciplinary Lenses:</p> <p>→ Behavioral Sciences: Language, Religion, Stories & Myths, Cultural Values, Social Structures</p> <p>→ Civics & Government: Political institutions, Political Ideology, Political Structures, Rules & Laws, Policy</p> <p>→ Economics: Economic institutions, Economic Ideology, Trade, Exchange, Labor, Capital</p> <p>→ Geography: Movement, Cultural Diffusion and Exchange, Landforms, Demographics, Innovation</p> <p>→ History: Historical significance, evidence and interpretation, continuity and change, cause and consequence, historical perspective</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key issues related to the content/topics/concepts addressed in the Social Studies. <ul style="list-style-type: none"> <input type="checkbox"/> Build compelling questions utilizing disciplinary lenses specific to the study of social studies. <input type="checkbox"/> Identify related issues related to the content/topics/concepts addressed in the compelling question <input type="checkbox"/> Generate a list of questions needed to explore a topic that align to a specific disciplinary lens. <input type="checkbox"/> Locate credible primary and secondary sources <ul style="list-style-type: none"> <input type="checkbox"/> Identify a variety of primary sources in support of compelling and supporting questions <input type="checkbox"/> Identify a variety of secondary sources in support of compelling and supporting questions <input type="checkbox"/> Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies <input type="checkbox"/> Determine the origin, context, and bias of primary and secondary sources <input type="checkbox"/> Differentiate between facts and interpretation of sources 		

	<input type="checkbox"/> Evaluate competing historical narratives and debates among historians <ul style="list-style-type: none"> <input type="checkbox"/> Determine how and why data from charts, graphs, timelines, and maps connects to the compelling question. <input type="checkbox"/> Determine how and why visual, literary, and musical sources connect to the compelling question <input type="checkbox"/> Examine and break down change and continuity over time as it relates to the compelling question. <input type="checkbox"/> Determine how and why causes, effects, and correlations found in the sources relate to the compelling question. <input type="checkbox"/> Determine the relevance of a source in relation to the compelling and supporting questions. <input type="checkbox"/> Construct written, oral, and multimedia arguments related to the compelling question <ul style="list-style-type: none"> <input type="checkbox"/> Support arguments with evidence and reasoning while considering counterclaims <input type="checkbox"/> Use proper formatting in citing sources for arguments <input type="checkbox"/> Develop new understandings of complex historical and current issues through rigorous academic discussions <input type="checkbox"/> Participate in rigorous academic discussions emphasizing multiple viewpoints <input type="checkbox"/> Participate in rigorous academic discussions which claims and evidence are acknowledged, critiqued, and built upon <input type="checkbox"/> Participate in rigorous academic discussions in order to create new understandings of complex historical or current issues		
Essential vocabulary:	Democracy* Democratic Republic* Equality* Equity* Federalism* Founding Principles of Government* Human Rights* Individual Rights*	Philanthropy* Electoral College Federalist Anti-Federalist Bill of Rights Confederation	Due Process Monarchy Authoritarianism Totalitarianism Dictatorship Oligarchy Theocracy Technocracy
*=Definition available in NC DPI Glossary			

C3 Framework (College, Career and Civic Life) : Inquiry Instruction in Social Studies											
											
Dimension 1: Developing Questions and Planning Inquiries			Dimension 2: Applying Disciplinary Tools and Concepts <i>NC State Standards and Aligned Local Curriculum</i>				Dimension 3: Evaluating Sources and Using Evidence		Dimension 4: Communicating Conclusions and Taking Informed Action		
Build Compelling Questions	Build Supporting Questions	Determine Helpful Sources	Behavioral Sciences	Civics and Government	Economics	Geography	History	Gathering and Evaluating Sources	Developing Claims and Using Evidence	Communicating and Critiquing Conclusions	Taking Action

9-12 NC Inquiry Strand Indicators					
Standard: Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.					
I.1.1 Compelling Questions	I.1.2 Supporting Questions → Identify related issues and	I.1.3 Gathering and Evaluating Sources	I.1.4 Developing Claims and Using Evidence	I.1.5 Communicating Ideas	I.1.6 Taking Informed Action → Generate ideas through which the

<ul style="list-style-type: none"> → Identify issues and problems in social studies → Formulate questions based upon disciplinary concepts 	<p>problems related to the compelling question</p> <ul style="list-style-type: none"> → Formulate supporting questions 	<ul style="list-style-type: none"> → Locate credible primary and secondary sources → Identify a variety of primary and secondary sources in support of compelling and supporting questions → Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies → Determine the origin, context, and bias of primary and secondary sources → Differentiate between facts and interpretation of sources → Evaluate competing historical narratives and debates among historians 	<ul style="list-style-type: none"> → Analyze data from charts, graphs, timelines, and maps → Analyze visual, literary, and musical sources → Examine change and continuity over time → Analyze causes, effects, and correlations → Determine the relevance of a source in relation to the compelling and supporting questions 	<ul style="list-style-type: none"> → Construct written, oral, and multimedia arguments → Support arguments with evidence and reasoning while considering counterclaims → Use proper formatting in citing sources for arguments → Develop new understandings of complex historical and current issues through rigorous academic discussions → Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues 	<p>inquiry facilitates change</p> <ul style="list-style-type: none"> → Devise a plan to enact change based on the results of the inquiry → Organize and take individual or collaborative action in order to affect change and inform others
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Lesson Sequence

Topic 1: Why do Governments Exist? B.1.1, CG.1.1

- **Lesson on the purpose of government:** Limitations on power; protection of rights; values and beliefs
- **Text:** 2.1; 2.2; 2.4

Questions to think about:

- What is power and how is it used in government systems?
- What is the role of government in a community?
- How do governments reflect the values, beliefs and needs of a community?

Topic 2: The Enlightenment Thinkers and their Influence CG.1.1

- **Lesson on the influence of the Enlightenment:** Inalienable rights; self-government; rule of law; social contract; separation of powers; checks and balances; natural rights
- **Text:** 4.1; 4.2

Questions to think about:

- How did absolute monarchies in Europe influence Enlightenment thinkers?
- What values and beliefs shaped The Enlightenment?
- What values and beliefs are shaped by The Enlightenment?

Topic 3: What was Revolutionary about the Revolutionary War? (H.1.1, H.1.2

- **Lesson on the Causes of the Am. Rev.:** Salutary Neglect; French and Indian War; ideas about self-government (House of Burgesses); British regulation of the colonial economy
- **Lesson on Declaration of Independence:** Parts of the Document, connections to The Enlightenment, responses to British Actions in

the colonies

- **Text:** 4.3

Questions to think about:

- What was the relationship between Great Britain and its colonies in North America?
- What impact did colonial self-government have on American colonial identity?
- What was “revolutionary” about the Declaration of Independence?

Topic 4: Foundational Ideas, Compromises and Principles CG.1.1, H.1.2

- **Lesson on the principles of U.S. government:** English influences (Magna Carta, English Bill of Rights); colonial influences (Mayflower Compact, direct v representative government)
- **Lesson on the structure and failures of The Articles of Confederation.**
- **Lesson on the Constitutional Compromises; Federalist v Anti-federalist debate.**
- **Text:** 4.4; 5.1; 5.2; 5.3

Questions to think about:

- How was the US Constitution developed around democratic ideals?
- To what extent did the Articles of Confederation strengthen and weaken the nation?
- How did compromise serve an integral function in the development of the US government?

Topic 5: How are the Bill of Rights connected to Revolutionary History? CG.1.2

- **Lesson on the guarantees included in the Preamble to the Constitution:** (Self-government, limited government, purpose of government, popular sovereignty)
- **Lesson on the guarantees included in the Bill of Rights in relation to past abuses.**
- **Text:** 6.1; 6.2; 6.3

Questions to think about:

- Analyze the connections between the political motives of the colonists and their experience under imperial rule.
- Evaluate the freedoms guaranteed in the Bill of Rights.

Project idea: Analysis of the Bill of Rights in current events, offer choice (for example ⅓ of the 1st amendment as opposed to all 5 parts)

Additional Information

Additional background material & resources:

Founding Principles

- iCivics: Rule of Law
- iCivics: the Sovereign State
- iCivics: Familiar but Flawed
- iCivics: Foundation Basics

Foundational Documents

- [Comparing the Magna Carta and US Constitution](#)
- [Mayflower Compact](#)
- [Declaration of Independence: \(Reading Like A Historian\)](#)
- [Declaration of Independence \(document analysis\)](#)
- [Student Friendly Version: Articles of Confederation](#)
- [Articles of Confederation Graphic Organizer](#)
- [Articles of Confederation Graphic Organizer Teacher Key](#)
- iCivics: Anatomy of the Constitution
- [Mapping the US](#)

Developing a Democratic-Republic

- Causes of the American Revolution ([DBQ](#)) ([History Lab](#))
- iCivics: Got Grievances
- [Constitutional Convention \(google slides\)\(briefing doc\)\(handout-on level\)\(handout-Honors\)](#)
- iCivics game: Race to Ratify

Upholding the Founding Principles

- [Match the Big Idea: the Constitution at Work](#)
- [iCivics: Landmark Library](#) (assorted one pagers with activities on landmark Supreme Court cases)
- [Redlining/Fair Housing Act](#)
- [Voting Rights Act of 1965 \(C-SPAN\)](#)
- [Civil Disobedience and Change](#) (Wounded Knee, Voting Rights Act, Anti-Vietnam)

	<ul style="list-style-type: none">• Constitution (answer key) Bill of Rights (google slides) (briefing doc) (Handout-on level) (Handout - Honors)		
Supporting objectives:			