



Social Studies

American Government

Semester 1



Social Studies

American Government

Unit 2

Foundations of Government

American Government

Unit 2: Foundations of Government

Unit Description

This unit examines the various systems of government and develops student knowledge of the political philosophies that shaped the development of the United States constitutional government. Students will examine: the concepts of geographic distribution of power; autocracy, oligarchy, and democracy; presidential governments versus parliamentary governments; direct democracy, representative democracy, and republic; the Magna Carta, English Bill of Rights, and Petition of Rights; and the philosophies of Hobbes, Locke, Rousseau, and Montesquieu and their impact on the creation of the Declaration of Independence

Georgia Standards of Excellence	
SSCG1	SSCG1 Compare and contrast various systems of government. a. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government.
	b. Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic.
	c. Determine how the role of the executive differs in presidential and parliamentary systems of government.
	d. Differentiate between a direct democracy, representative democracy, and/or a republic.

SSCG2	SSCG2 Demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government. a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Right, and the English Bill of Rights.
	b. Analyze the impact of the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), Rousseau (The Social Contract), and Montesquieu (The Spirit of the Laws) on our concept of government.
	c. Analyze the ways in which the philosophies listed in element 2b influenced the Declaration of Independence.

American Government
Unit 2: Foundations of Government

Lesson Progression 1

Number of Days Necessary to Complete Progression 1	5 days
Georgia Standard of Excellence: SSCG1 Compare and contrast various systems of government. a. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government. b. Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic. c. Determine how the role of the executive differs in presidential and parliamentary systems of government. d. Differentiate between a direct democracy, representative democracy, and/or a republic.	
Teacher Notes: SSCG1 To demonstrate mastery of this standard, students should be able to describe how governments differ in the distribution of power, in the level of citizen participation, and in the roles of the executive. GaDOE Instructional Videos: do • British Political Philosophers who Influenced the Framers: Hobbes and Locke • Declaration of Independence	
Enduring Understandings Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government. Beliefs and Ideas: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of government also increases. Distribution of Power: The student will understand that distribution of power in government is a product of existing laws and documents combined with contemporary values and beliefs.	
Performance-Based Objectives (Practice 1): SWBAT determine how types governments (unitary, confederate, and federal) differ in geographic distribution of power, the level of citizen participation authoritarian and	

democratic governments, how some forms of government differ in their level of citizen participation, how the rule of the executive differs in presidential and parliamentary systems of government and the difference between a direct democracy, representative democracy, and/or a republic **IOT** compare and contrast various systems of government.

Academic Language (Practice 2):

Social Studies instruction takes place in a language-rich environment. It is crucial that this instruction includes the intentional teaching of selected words and repeated exposure to them. In addition, it should include the teaching of word-learning strategies that will help students acquire new words independently.

Tier II Vocabulary

- **compare and contrast-** to estimate, measure, or note the similarity or dissimilarity between
- **describe:** to give an account in words (of someone or something), including all the relevant characteristics, qualities, or events
- **Determine-** to make sure of or establish exactly through research or calculations

Tier III Vocabulary

- **Unitary-** a centralized government where all powers are held by one, single, central agency.
- **Confederal-** an alliance of independent states. The central government, or confederate government, only handles matters that the independent states assign to it
- **alliance-** a union or association formed for mutual benefit, especially between countries or organizations.
- **Federal-** government in which the powers of government are divided between a central, or national, government and several lower levels of government.
- **authoritarian-** often referred to as a dictatorship
- **Autocracy-** a government in which one person holds unlimited political power
- **Democracy-** government type where the supreme power rests with the people.
- **Oligarchy-** a government in which the power is held by a small, often self-appointed elite.
- **Presidential democracy-** a democratic and republican system of government where a head of government leads an executive branch that is separate from the legislative branch.
- **Parliamentary democracy-** democratic form of government in which the party (or coalition of parties) with the greatest representation in the parliament (legislature) forms the government, its leader becoming prime minister or chancellor.
- **Prime minister-** the head of an elected in a parliamentary form of government
- **legislature-** the lawmaking body of a country or state.
- **Direct democracy-** the will of the people is translated into public policy directly through mass meetings where citizens gather and make decisions regarding policy
- Representative democracy
- **republic-** has representatives chosen through elections, a small group is chosen to represent the overall will of the people.

Primary and Secondary Sources/Texts for Gradual Release (Practice 3):

N/A

Suggested Learning Activities to Support Gradual Release (Practice 3):

Focused Instruction (I Do):

Set the Stage: Post [this slide](#) on the Promethean board. Explain to students that government exists because of four theories: force theory which is the belief that government emerged when all of the people of an area were brought under the authority of one person or group, the divine right theory, the idea that the gods have chosen certain people to rule by divine right, the evolution theory, the theory that government state evolved from the basis of family and the social contract theory, the belief that people are free and equal by natural right, and that this in turn requires that all people give their consent to be governed. Ask students which theory most likely influenced the U.S. government. Be sure that they support their responses based on details from the slide. Ask students if they can identify any other countries whose government represents any one of the four theories. **(This information is presented solely to activate prior knowledge with the purpose of building conceptual understanding.)**

Guided Learning(We Do):

Teacher will engage students in a discussion on different government types using the presentation [Distribution of Power](#). Students will engage in the oral discussion by taking notes using the [Cornell Note Taking System](#). Be sure to engage the students using real world events as you discuss government. Use the guiding questions to increase the depth of knowledge and the rigor of the discussion.

After students have investigated the differences between a unitary, confederal, and federal type of government, ask them the following questions to check student understanding.

Which system would you choose Mini Check... [Click here](#) for Google Slide to Post.

Different Government. Imagine you are in charge of creating a government for a brand new country. [Print Handout](#)

- _C_ 1. You want the central government to have the most power?
- _C_ 2. You want laws to be the same throughout the country?
- _B_ 3. You want the central government to have the least power?
- _B_ 4. You want individual states to keep as much independence as possible?
- _A_ 5. You want both national laws and state laws to exist?
- _C_ 6. You don't care whether individual states have any power?
- _A_ 7. You want a balance between power in the states and the central government?

● A. Federal B. Confederal C. Unitary

Distribute the [graphic organizer](#). Teachers and students will discuss various forms of government using [these slides](#) and how they differ in terms of citizen participation. Teacher should ask students who holds the power in each government system. Remind students that yesterday, they learned about a democratic government or democracy. Ask, who holds the power rest with in a democratic government? Explain to students that the role of the executive leader is different depending on the type of democracy. [Display this chart](#). Allow students a few minutes to analyze the chart and be prepared to discuss how the executive leader is chosen in both presidential and parliamentary democracies. [Types of Democratic Governments Reading and Venn diagram](#)



Display the Political Cartoon using [google slides](#). Students will examine the cartoon, and interpret the meaning as it relates to direct democracy. The teacher will demonstrate to the students how to analyze and extract vital information from a political cartoon using a cartoon [analysis worksheet](#). Teacher and students should analyze the cartoon together in order to establish the routine of effective political cartoon analysis. The teacher can upload to Google Classroom or print hard copy.

Instructional TIP: Before beginning this activity, take advantage of the opportunity to reinforce rituals, routines and expectations for electronic devices and working in collaborative groups.

Collaborative Learning (You Do In Pairs):

Students will participate in a simulation of what direct democracy looked like in ancient Athens. Distribute [this hand](#) out to all students for them to review. After students have read the handout, tell them that they will all be citizens of ancient Athens. The teacher will then give the students topics to make decisions on, using direct democracy. Some topics may include: taxes, going to war to protect Athens, medical care, and education. Students will take part in a [simulation](#) comparing direct democracy to representative Democracy. Be sure to prepare and organize all necessary materials for this simulation before implementing.

- [SSCG1 Quick Check](#)

Independent Learning(You Do Independently):

- [Just the Facts Short Answer questions](#) (Optional Homework assignment)
- SSCG1 Formative Assessment

Graphic Organizer(s) for Gradual Release (Practice 3):

- [SSCG1 Graphic Organizer](#)
- [Cornell Note taking](#)

Guiding Questions:

1. How is power organized in unitary, confederal, and federal government structures?

2. How does the level of citizen participation differ in an autocracy, oligarchy, and democracy?
3. How has the distribution of power in America evolved over time?
4. How do presidential and parliamentary governments compare with one another?
5. How do citizens participate in a direct democracy, representative democracy, and a republic? 6.
6. What is the role of government leaders in various systems of government?

Additional Resources:

- [SSCG1 Google Slides Presentation](#)
- [Just the Fact SSCG1](#)
- A map that students can use to find out which countries around the world are authoritarian along with the names of the dictators in power in each of the authoritarian regimes: <https://planetrulers.com/current-dictators/>
- An interactive map that students can use to find out which countries around the world are democracies:
http://www.nobelprize.org/educational/peace/democracy_map/production/
- Students can go to the following website to view examples of town hall meetings. This is an example of how direct democracy would be used:
<http://abcnews.go.com/topics/news/elections/town-hall-meetings.htm>
- [Direct Democracy](#)

Remediation/Enrichment (EL, ESP, Gifted):

Remediation/Support:

- SSCG1 Vocabulary Quizlet Practice
- Cloze Notes Graphic Organizers
- I-Civics Who Rules Teacher Lesson Guide

Enrichment:

- Using the notes collected during the focused and guided instruction, students will respond to the [SSCG1 Discussion Questions](#). Students and teachers will review the answers to check for understanding.
- Working in collaborative groups, students will complete the [SSCG1 Island Activity](#). Based on the information they have learned during the focused and guided instruction, students will work to create a country and establish its government. Be sure to use previously collected notes to decide which government system fits their style of leadership.

Formative Assessment:

1. A federal government is one which

- A.grants broad legislative powers to a bicameral legislature.
- B.concentrates all power in the hands of the central government
- C.states ally together in order to form a political alliance to prevent the possible invasion from outside forces
- D.divides powers between the state and national government with the national government being supreme or sovereign.

2. The national government of Uganda has supreme political authority in the country, with the local governments having limited power. This type of system is known as a

- A. republic.
- B. dictatorship.
- C. unitary government.
- D. totalitarian government.

3. The European Union is an economic and political partnership between 27 democratic European countries. Its aims are to encourage peace, prosperity and freedom for its 495 million citizens — in a fairer, safer world. Based on this description, the European Union could be called

- A. an autocracy.
- B. a confederation.
- C. a federation.
- D. an oligarchy

4. How does a dictatorship MOST differ from a democracy?

- A. In a dictatorship, the power of the government is restricted.
- B. In a democracy, citizens share in governing and being governed.
- C. In a dictatorship, individuals have the final say in government.
- D. In a democracy, no limits are placed on individual freedoms and rights.

5. A government in which one person holds supreme power within the state is called

- A. a democracy.
- B. an autocracy.
- C. an oligarchy.
- D. a confederation.

6. From 1948 to 1994, South Africa existed under a system of apartheid. Under this system, white South Africans- about 18% of the population- controlled all of the instruments of government: the Parliament, the Executive Branch, and the courts. Black and non-white South Africans had few legal rights and could not vote in elections. Voting was limited to white South African citizens. This passage is describing what type of government?

- A. autocratic
- B. democratic
- C. dictatorship
- D. oligarchic

7. What is a difference between an authoritarian government and a democratic government?

- A. In authoritarian governments, the people rule.
- B. In authoritarian governments, many have power.
- C. In democracies, the power of the government is limited.
- D. In democracies, government officials gain power through force.

8. Which BEST describes how a parliamentary democracy differs from a presidential democracy?

- A. The legislative branch in the presidential system is always unicameral.
- B. In a parliamentary democracy, the head of the government is a member of the legislature.

- C. In a presidential democracy, political power is shared between state and federal governments.
- D. In a parliamentary democracy there are us

9. The countries of Belize and Jamaica have a parliamentary system of democracy. This means

- A. that there is a legislative branch but no executive or judicial branches.
- B. the country is ruled by a coalition of parties instead of one or two parties.
- C. the people have no say in who gets to be the president or chief executive of the country.
- D. that there is no distinct separation of powers between the executive and legislative branches.

10. Which statement BEST describes why the United States government can be called a representative democracy?

- A. People elect members of Congress to make laws.
- B. All citizens debate issues and vote on the laws.
- C. Power is shared between the nation and the states.
- D. Division of power exists among the three branches.

11. Tommy is a resident of Capital City in the fictional country of Bergundia. Each Tuesday morning before going to work he, along with all other residents, stops by city hall and votes on any rules and laws that are being considered. He, and other citizens, do the same thing on Thursday afternoons. Based on this fictitious example, Tommy lives in

- A. a theocratic state.
- B. a direct democracy.
- C. a totalitarian state.
- D. a representative democracy.

12. Which is the BEST description of the difference between a republic and a democracy?

- A. There is no difference between these two types of governments, since they both rely on elected officials to create, enforce, and interpret laws.
- B. A republic is a system of government in which citizens vote on every issue, while in a democracy political power is held by elected representatives.
- C. A republic is a representative form of government that is ruled according to a charter or constitution, and a democracy is a government that is ruled according to the will of the majority.
- D. A democracy is a system of government in which power is held by a small number of people based on royalty or wealth, while a republic is a government in which supreme power is concentrated in the hands of one person.

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Lesson Progression 2

Number of Days Necessary to Complete Progression 2	5 days
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Georgia Standard of Excellence:

SSCG2 Demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

- a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Right, and the English Bill of Rights.
- b. Analyze the impact of the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), Rousseau (The Social Contract), and Montesquieu (The Spirit of the Laws) on our concept of government.
- c. Analyze the ways in which the philosophies listed in element 2b influenced the Declaration of Independence

Teacher Notes:

SSCG2

Magna Carta

The Magna Carta, also known as The Great Charter, was signed by King John. It was a document forced on King John of England by a group of feudal barons who were seeking to limit the power of the King. In order to demonstrate mastery students should be able to explain that the Magna Carta introduced the ideas of limited government, due process of law, trial by jury, and the protection of private property and civil liberties. It also established that the power of the monarchy was not absolute.

Petition of Right

*1628 – a document called the Petition of Right was signed by King Charles I of England. By this time,

England had a Parliament, but the monarchy still exercised great power over the people. The King asked Parliament for more money in taxes for war; in return for the money, Parliament forced Charles I to sign the Petition of Right. The rights established by this document included: no cruel punishment, no excessive bail or fines, the right to bear arms, and the right to petition. The King could no longer declare martial law in times of peace or require homeowners to share their home with the King's troops without permission from the owner, and the document required the punishment of any person to be determined by a judgment of his peers. The Petition of Right challenged the divine right theory; even monarchs were expected to obey the law of the land.

English Bill of Rights

1689 – the English Bill of Rights was passed by English Parliament. This document is related to the Glorious Revolution and the abuse of power by the monarchy, William and Mary. The document prohibited a standing army during peacetime, unless Parliament gives consent and required that all parliamentary elections be free. The monarchy was forbidden to create and collect taxes without consent of Parliament. The citizens were given the right to petition the king without the fear of being punished. The document reinforced earlier rights approved in previous documents, such as the right to bear arms, no cruel and unusual punishment, and no excessive fines or bail. Finally, Parliament was given the right to free speech and debate.

Thomas Hobbes (1588 – 1679) was a political philosopher. His book, *Leviathan*, was written in 1651, and established the foundation for most of western political philosophy from the perspective of social contract theory. *Leviathan* is a defense of the absolute power of kings. A leviathan is a mythological sea creature that devoured entire ships and likened the leviathan to government – a powerful state created to impose order. Hobbes described the state of nature where all individuals were naturally equal. Every person was free to do what was needed for survival. In the state of nature, there are no laws or anyone to enforce laws. According to Hobbes, the only way out of this situation is to create a supreme power to impose peace. Hobbes asserted that people agreed among themselves to 'lay down' their natural rights of equality and freedom to give absolute power to a sovereign. The sovereign could be a person or a group. The sovereign would make and enforce the laws to secure a peaceful society, making life, liberty, and property possible. Hobbes called this agreement 'the social contract'. He believed that a king was the best form of sovereignty, and once the people gave absolute power to the king, they had no right to revolt against him. According to Hobbes, the agreement was not between the king and the people but only among the people. Hobbes warned against the church meddling in the king's government. He feared that religion would be a cause of civil war. He advised that the church should be a department under the king's government.

John Locke (1632 – 1704) – Locke was an English philosopher and physician. He is considered one of the most influential Enlightenment thinkers. He studied science and medicine at Oxford University and became a professor there. In 1690, he published *Two Treatises of Government*. He agreed with Hobbes about the need for a social contract to assure peace. Locke disagreed with Hobbes on two points: 1) Locke argued that natural rights, such as life, liberty, and property, existed in a state of nature and could not be taken away or voluntarily surrendered. These rights are 'inalienable', or impossible to surrender. 2) Locke disagreed with the social contract and stated that the agreement was not just among the people but between the people and the king. According to Locke, the natural rights of the people limited the

power of the king. He argued that the king did not have absolute power; his role was to protect the natural rights of the citizens. If the sovereign violated these rights, the social contract was broken, and the people had the right to revolt and establish a new government. Thomas Jefferson used Locke's ideology as a foundation for The Declaration of Independence. Locke's idea of representative government was also used in the creation of the government of the United States. In keeping with the times, Locke suggested that the representatives of the government should be comprised only of men who owned property or business. He did not think that the rest of the masses were fit to vote.

Jean-Jacques Rousseau (1712 – 1778) – Rousseau was a philosopher, writer, and composer. His ideas influenced the Enlightenment. His book, *The Social Contract*, published in 1762. He thought that citizens should abandon their natural rights in favor of a social contract. Rousseau believed that direct democracy, with the citizens being the sovereign, was the best form of government. The actual government would be comprised of magistrates whose duty would be to enforce the laws and protect the general welfare of the people. He did not agree with the idea of a representative government.

Charles Montesquieu (1689 – 1755) – Montesquieu was a French nobleman who was educated in law. In 1748, he published his greatest work entitled *The Spirit of the Laws*. Unlike Hobbes and Locke, he believed that in a state of nature, individuals were so fearful that they avoided violence and war. Montesquieu's view was that the need for food caused humans to associate with others and seek to build a society. In his view, the main purpose of government was to maintain law and order, political liberty, and the property of the individual. He opposed the establishment of an absolute monarchy. Montesquieu supported the idea of the king being balanced by the Parliament; he suggested that further balance would be created with the establishment of an independent court system. This is where we first see the idea of three branches of government, operating independently from one another with a system of checks and balances. His theory on this issue eventually became the foundation for the United States Constitution.

Declaration of Independence

The following philosophies and ideas contained in element 2b were integrated into the Declaration of Independence, which was authored by Thomas Jefferson:

- All men are created equal
- Unalienable rights of life, liberty, and the pursuit of happiness
- Governments are instituted among men and derive their power from the consent of the governed
- It is the right of the people to alter or abolish the government and institute a new government

Jefferson then lists violations by the King of Great Britain in abusing his power upon the people in various territories owned by Britain. All of these abuses of power were covered in the philosophies listed in element 2b, such as forcing standing armies in times of peace, quartering large bodies of armed troops, imposing taxes without consent, depriving the people of a trial by jury, not abiding by the laws of the land, and burning their towns and plundering their seas.

GADOE Instructional Video Resources:

- [British Political Philosophers who Influenced the Framers: Hobbes and Locke](#)
- [Declaration of Independence](#)

Enduring Understandings:

Beliefs and Ideals:

The student will understand that people's ideas and feelings influence their decisions.

Individuals, Groups, Institutions:

The student will understand that what people, groups, institutions say and do can help or harm others whether they mean to or not.

Performance Based Objective (Practice 1):

SWBAT explain key ideas of limited government and the rule of law (Magna Carta, Petition of Right, English Bill of Rights) and the impact of writings by Hobbes, Locke, Rousseau, and Montesquieu **IOT** analyze the political philosophies that influenced the Declaration of Independence and helped to shape the United States Constitutional government.

Academic Language (Practice 2):

Social Studies instruction takes place in a language-rich environment. It is crucial that this instruction includes the intentional teaching of selected words and repeated exposure to them. In addition, it should include the teaching of word-learning strategies that will help students acquire new words independently. Some strategies that may be employed by the teacher include: utilizing a [word wall](#) with terms and definitions, facilitating [context clues](#), [semantic word maps](#) and [30/30/30](#).

Tier II:

- **Analyze**- to separate material into its constituent elements or parts
- **Explain**- to make something clear by describing it in more detail or by revealing relevant facts or ideas

Tier III:

- **limited government**- a governing or controlling body whose power exists only within predefined limits that are established by the constitution or other source of authority.
- **rule of law**- the principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.
- **Magna Carta**- Signed in 1215 by King John of England, was one of the first documents to state that citizens had such rights.
- **Petition of Right**- petition sent by the English Parliament to King Charles I complaining of a series of breaches of law on his behalf
- **English Bill of Rights**- British Law, passed by the Parliament of Great Britain in 1689 that declared the rights and liberties of the people
- **philosophy**-a particular system of thought
- **Declaration of Independence**- formal statement written by Thomas Jefferson declaring the freedom of the thirteen American colonies from Great Britain.
- **Social Contract Theory**- view that persons' moral and/or political obligations are dependent upon a contract or agreement among them to form the society in which they live.

Primary and Secondary Sources/Texts for Gradual Release (Practice 3):

- [Primary Source from the Magna Carta](#)
- [The Origin of the Bill of Rights](#)
- <https://www.loc.gov/exhibits/magna-carta-muse-and-mentor/>
- <http://www.constitution.org/eng/petright.htm>
- <https://www.landofthebrave.info/bill-of-rights-1689.htm>
- <http://www.iep.utm.edu/hobmoral/>
- <https://plato.stanford.edu/entries/locke-political/>
- <https://plato.stanford.edu/entries/montesquieu/>
- http://www.philosophybasics.com/philosophers_rousseau.html
- <https://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html>

Suggested Learning Activities to Support Gradual Release (Practice 3):

Focused Instruction: (Hook)

- Have students watch only 1:00 of the video [America the Story of Us: The Declaration](#) to gain knowledge of the basic ideals expressed in the Declaration of Independence. Engage the learners in discussion to allow them to express their viewpoints on the video. Incorporating [the inquiry based learning strategy](#), allow them to express their thoughts on what they saw and lead the conversation through questioning, explaining and making relevant connections. Be sure to mention the youthfulness and passion of young primary author, Thomas Jefferson. Teacher should explain to students that as an experienced writer, Jefferson drew much of his inspiration from a variety of authors and philosophers. Citing and sourcing the ideals of these philosophers led to the creation of one of the most historical documents in the world, The Declaration of Independence. Keep it brief, no more than 10 min.



Instructional TIP: Take time to explain to students the difference between primary and secondary sources. It is important that students are able to distinguish between the two.

Guided Learning:

- Using the [Cornell Note Taking System](#), students will take notes over [SSCG2](#). Students and teacher will have an in-depth conversation over the elements from the PBO. Use the guided questions to increase the depth of knowledge and the rigor of the discussion.
- Students should engage in [Quizlet Live](#) over SSCG2.
- [Kahoot Practice](#) over SSCG2ab. Be sure to clear up any misconceptions in the answers.
- Teacher and students will briefly discuss the four parts of the Declaration of Independence using [Google Slides](#).
- Remind students that there were several ideas and writers that inspired the writing of the Declaration of Independence. Review them and their works. Reference the PBO.

Collaborative Learning:

- Print the following primary source documents. Divide the students into groups of three. Each group given a copy of one of the three documents.
 - [Magna Carta](#)
 - [Petition of Rights](#)

- [English Bill of Rights](#)
- Explain to students to read and annotate their document . (15 min.) Once that portion of the assignment is complete, give each group a piece of anchor chart paper and markers, instruct students to recreate the graphic organizer below on their group paper:

Magna Carta	Petition of Rights	English Bill of Rights

- Using the white board and student work samples, the teacher will recreate the chart. Students and teachers will identify similarities between them and record. Students will record the final product on their notes sheet from the group presentation.
- Using quotes from the novels written by four enlightenment thinkers, students will work in collaborative pairs to complete the [Say, Mean, Matter graphic organizer](#). Students will read the quotes, describe the author's purpose and tell why it matters as it relates to the Declaration of Independence. This assignment should be assigned and submitted via Google classroom or hard copy.

Independent Learning: (choose one)

- Formative Assessment
- Culminating Activity: Students will use the knowledge they have gained about the influence of early philosophers and historical documents on the creation of the Declaration of Independence. In this project, they will focus on the famous writings of these philosophers by researching online and creating a multimedia presentation using PowerPoint or [prezi.com](#). It should be a minimum of 10 slides. The following writings must be included: Leviathan by Hobbes, Second Treatise on Government by Locke, The Social Contract by Rousseau, and The Spirit of the Laws by Montesquieu.

The following rubric can be used to assess the presentation.

Rubric for Multimedia Presentation					
Task Description: (Teacher may explain specific assignment in this space.)					
Criteria	Weight	Exemplary	Admirable	Acceptable	Attempted
Research of Topic	20%	☐ Use of three or more sources, including at least two Internet and one print source; use of two search engines ☐ Variety of domain name suffix (.com, .edu, .net) ☐ Factual information is accurate ☐ Narrow focus of topic	☐ Use of two sources, including, including at least one Internet source; use of one search engine ☐ Most information can be confirmed ☐ Topic could be more narrowly focused	☐ Use of one Internet source ☐ Some errors in information ☐ Topic somewhat broad	☐ Use of only one source ☐ Numerous errors in information ☐ Topic too general
Organization (Outline or Storyboard for Planning)	15%	☐ Logical sequencing ☐ Menus and paths are clear ☐ Original; inventive; creative	☐ Somewhat logical sequencing ☐ Menus and paths are mostly clear ☐ Original	☐ Sequencing is poorly planned ☐ Menus and paths are sometimes confusing ☐ Little originality	☐ Sequencing is confusing ☐ Menus and paths are confusing ☐ Inconsistent ☐ Rehash of other people's ideas
Content	20%	☐ Covers topic completely and in depth ☐ Content is readily understandable ☐ Media used contributes to understanding of topic	☐ Covers topic ☐ Content is mostly understandable ☐ Media used mostly contributes to understanding of topic	☐ Barely covers topic ☐ Content is somewhat understandable ☐ Media used contributes to understanding of topic	☐ Does not adequately cover topic ☐ Content is confusing ☐ Media used does not contributing to understanding of topic

Graphic Organizer(s) for Gradual Release (Practice 3):

- [Cornell Note Taking System](#)
- [Say Mean Matter](#)

Guiding Questions:

Beliefs and Ideals:

1. How are the rule of law and limited government evident in the Magna Carta, the Petition of Rights, and the English Bill of Rights?
2. How have the ideas of Hobbes, Locke, Montesquieu, and Rousseau influenced government structures in various societies?

Additional Resources:

- SSCG2 Just the Facts
- SSCG2 Just the Fact Short Answer questions
- [SSCG2 Quick Quiz](#)
- [I-Civics- Why Government?](#)
- [Declaration of Independence](#)
- [Horrible Histories | Epic Magna Carta Rap Battle | CBBC](#)
- [What Does John Locke Say? \(The Fox Parody\)](#)
- [Unit 2 - Declaration of Independence Comparison](#)
- Hobbes, Locke, Montesquieu, and Rousseau on Government [Reading](#) and Short Answer [Questions](#)

Summative Assessment:

Unit 2 Summative Assessment Forthcoming



Social Studies

American Government

Unit 3

The United States Constitution



American Government

Unit 3: The United States Constitution

Unit Description

This unit develops understanding and knowledge of the framing and structure of the United States Constitution. Students will analyze various compromises during the drafting of the Constitution, and they will examine how the Constitution addressed weaknesses in the Articles of Confederation. They will analyze the key ideas in the debate over ratification made by the Federalists and Anti-Federalists. Finally, students will examine the meaning and importance of each of the rights guaranteed under the Bill of Rights.

Georgia Standards of Excellence	
SSCG3	SSCG3 - Demonstrate knowledge of the framing and structure of the United States Constitution.
	a. Analyze debates during the drafting of the Constitution, including the Three-Fifths Compromise, the Great Compromise, and the Commerce Clause.
	b. Analyze how the Constitution addresses the weaknesses of the Articles of Confederation
	c. Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty.
	d. Explain the key ideas in the debate over ratification made by the Federalists and the Anti-Federalists.
SSCG6	Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.

American Government
Unit 3: The United State Constitution

Lesson Progression 1

Number of Days Necessary to Complete Progression 1	6 days
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Georgia Standard of Excellence:

SSCG3 Demonstrate knowledge of the framing and structure of the United States Constitution.

- a. Analyze debates during the drafting of the Constitution, including the Three-Fifths Compromise, the Great Compromise, and the Commerce Clause.
- b. Analyze how the Constitution addresses the weaknesses of the Articles of Confederation.
- c. Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty.
- d. Explain the key ideas in the debate over ratification made by the Federalists and the Anti-Federalists.

Teacher Notes:

This unit develops understanding and knowledge of the framing and structure of the United States Constitution. Students will analyze various compromises during the drafting of the Constitution, and they will examine how the Constitution addressed weaknesses in the Articles of Confederation. They will analyze the key ideas in the debate over ratification made by the Federalists and Anti-Federalists. Finally, students will examine the meaning and importance of each of the rights guaranteed under the Bill of Rights.

SSCG3

Constitutional Convention

The creation of the United States Constitution was a secretive process highlighted by compromises. Representatives from twelve of the thirteen states (Rhode Island was the

only state that did not send representatives) met in Philadelphia on May 25, 1787, in the Philadelphia Independence Hall for what was to be known as the Philadelphia Convention. Over the hot summer, the delegates met in secret, guarded by soldiers, with windows closed to discourage eavesdroppers. There were 55 delegates in attendance. This group of delegates became known as the Framers of the United States Constitution. George Washington was unanimously selected as the president of the convention. The framer's final meeting of the Philadelphia Convention was September 17, 1787.

Three-Fifths Compromise

The Three-Fifths Compromise resulted from a debate over representation in the House of Representatives. The southern states wanted slaves to be counted in the population, therefore giving those states more representatives in the House. The northern states took the opposing view and did not want slaves counted. The Framers agreed to the Three-Fifths Compromise, which provided that all "free persons" should be counted as well as "three fifths of all other persons". In addition, this same formula would be used to determine the amount of direct taxes to be levied by Congress.

The Great Compromise

The Great Compromise is also known as the Connecticut Compromise. There was much debate and conflict over representation in Congress; the larger states wanted representation based on population, while the smaller states wanted equal representation, regardless of population. The delegates of Connecticut developed a plan that would create two houses in Congress: the Senate and the House of Representatives. In the Senate, states would be represented equally. In the House, the representation for each state would be based on population.

Commerce Clause

*The Commerce Clause established that the power to regulate foreign and interstate (between states) commerce would be a Congressional power. It is in Article I, Section 8, Clause 3 of the Constitution. The Commerce Compromise set the foundation for the Commerce Clause. The southern states were fearful that Congress would be controlled by northern commercial interests, and that those interests would act against the interests of the agricultural southern states. Southern tobacco was the major American export at the time. The southerners feared that high export duties would be levied on the tobacco, and they were afraid that Congress would try to interfere with the slave trade. Under the Commerce Compromise, Congress was forbidden the power to tax the export of goods from any state, and Congress would not be able to interfere with the slave trade for a period of at least twenty years.

The Articles of Confederation

The Articles of Confederation were approved on November 15, 1777. There were various weaknesses in the Articles of Confederation; however, they did establish a more permanent government structure for the United States after declaring independence. The Articles were drafted by the Second Continental Congress. Under the Articles, each

state maintained individual sovereignty and came together for issues related to common defense and protection of civil liberties. In order for the Articles of Confederation to be ratified, or formally approved, all thirteen of the states had to agree to the document. Eleven states ratified the Articles immediately. Delaware approved the Articles in February of 1779, and Maryland finally approved the Articles on May 1, 1781. Although it was a good starting point, there were many weaknesses. The Articles of Confederation set up a simple government structure. Congress was the only body created and the members of Congress were chosen annually by the States; it was a unicameral government. Each state had one vote, regardless of population. The Articles did not create an executive branch or a judicial branch. Each year Congress chose a presiding officer, or chairman, from among the members. Congress did not have the power to tax and had to rely on asking the states to borrow funds. In addition, Congress did not have the power to regulate trade between the States, and could not make the States obey the Articles of Confederation. Any changes, or amendments to the Articles required the approval of all thirteen states, and that proved to be an impossible task. The United States Constitution addressed the weaknesses of the Articles of Confederation. The Congress was established as bicameral (two houses) with the Senate and the House of Representatives. Three branches of government were created: legislative, executive, and judicial. Instead of a presiding officer, the executive branch established a President. Congress was given the power to tax and regulate commerce. The Constitution established those rights specifically given to the national government and outlined rights given to the States. Finally, a formal process to amend the Constitution was incorporated into the document.

Major Principles

- The principle of **limited government** states that no government is all-powerful and can only do those things that the people have given it power to do. The people are the sole source of the government's power and authority. The government is not above the law.
- **Popular sovereignty** means that the people are sovereign and have all of the political power. The government only governs with the consent of the people.
- **Rule of law** holds that a government and its officers are subject to the law and not above the law.
- **Federalism** is a method of distributing power where power is divided among the national, or central, government, and regional governments, such as states and cities. The national government has certain powers that states do not have, such as national defense, the power to coin money, and the power to regulate trade. Other powers belong solely to the states, while other powers are shared.
- **Separation of powers** is a concept in which each of the three branches of government have separate powers and responsibilities. The powers assigned to each branch are outlined in the Constitution in Article I (legislative), Article II (executive), and Article III (judicial). The branches are considered separate but equal and have a complex system of checks and balances. Each branch has certain 'checks' on other branches that ensure the powers are not abused.

Federalists vs. Anti-federalists

Two groups emerged in the debate around the Constitution – the Federalists and the Anti-Federalists. The Federalists favored ratification of the Constitution, and the Anti-Federalists opposed the ratification. The leaders of the Federalists were: Alexander Hamilton, James Madison, and John Jay. They focused on the weaknesses of the Articles of Confederation and supported ratification of the Constitution. They wrote and published a compilation of 85 essays and articles entitled The Federalist Papers under the pseudonym Publius. The Federalists wanted a strong national government; they feared that too much power to the states would lead to a fractured nation with each state operating like a separate nation. The Anti-Federalists were led by: Thomas Jefferson, Samuel Adams, John Hancock, Richard Henry Lee, and Patrick Henry. Their objections were many: too much power given to the central government and not enough power to the states, no provisions to protect civil liberties, and the power to print money given to the national government and not the states.

Source

[American Government/Civics Teacher Notes](#)

Enduring Understandings

Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of government also increases.

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Distribution of Power: The student will understand that distribution of power in government is a product of existing laws and documents combined with contemporary values and beliefs.

Rule of Law: : The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences

Performance-Based Objectives (Practice 1):

SWBAT analyze debates (Great Compromise, ¾ Compromise and Commerce Clause) during the drafting of the Constitution and how the Constitution addresses the weaknesses of the Articles of Confederation **IOT** demonstrate knowledge of the framing and structure of the United States Constitution.

SWBAT explain the fundamental principles of the United States Constitution and the key ideas in the debate over ratification made by the Federalists and the Anti-Federalists **IOT** demonstrate knowledge of the framing and structure of the United States Constitution.

Academic Language (Practice 2):

Social Studies instruction takes place in a language-rich environment. It is crucial that this instruction includes the intentional teaching of selected words and repeated exposure to them. In addition, it should include the teaching of word-learning strategies that will help students acquire new words independently. Some strategies that may be

employed by the teacher include: utilizing a [word wall](#) with terms and definitions, facilitating [context clues](#), [semantic word maps](#) and [30/30/30](#).

Tier II

- Analyze- to separate material into its constituent elements or parts
- demonstrate- give a practical exhibition and explanation of

Tier III

convention- a large meeting or conference, especially of members of a political party or a particular profession.

compromise- an agreement or a settlement of a dispute that is reached by each side meeting in the middle

Great Compromise- an agreement made between large and small states which partly defined the representation each state would have under the United States Constitution, as well as in legislature.

3/5's Compromise- outlined the process for states to count slaves as part of the population in order to determine representation and taxation for the federal government.

limited government- a governing or controlling body whose power exists only within predefined limits that are established by the constitution or other source of authority.

rule of law- the principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.

popular sovereignty- a doctrine in political theory that government is created by and subject to the will of the people.

separation of powers- an act of vesting the legislative, executive, and judicial powers of government in separate bodies

checks and balances- a system that allows each branch of a government to amend or veto acts of another branch so as to prevent any one branch from exerting too much power.

ratify- sign or give formal consent to (a treaty, contract, or agreement), making it officially valid.

amend- make minor changes in (a text) in order to make it fairer, more accurate, or more up-to-date.

Articles of Confederation- the original constitution of the US, ratified in 1781, which was replaced by the US Constitution in 1789.

federalist- the supporters of the proposed Constitution in 1781

Federalist papers- A series of eighty-five essays written by Alexander Hamilton, James Madison, and John Jay in the late 1780s to persuade the voters of New York to adopt the Constitution.

anti-federalist- those that opposed the creation of a stronger U.S. federal government

bill of rights- the first ten amendments to the US Constitution, ratified in 1791 and guaranteeing such rights as the freedoms of speech, assembly, and worship.

Primary and Secondary Sources/Texts for Gradual Release (Practice 3):

[Three-fifths Compromise](#)

[Three-fifths Compromise](#)
[Commerce Clause](#)
[Gibbons vs. Ogden](#)
[The Articles of Confederation](#)

Suggested Learning Activities to Support Gradual Release (Practice 3):



Instructional TIP: Before introducing this lesson, rearrange the classroom into groups based on the population of the 12 states present at the constitutional convention. Each group will represent one of the of the 12 states present. As the students enter the classroom, hand them a [state card](#) and have them seat themselves in the groups based on their card. Reference these cards throughout the guided instruction discussions so that students can conceptualize why states felt so strongly about representation and slaves. [Group State cards](#)

Focused Instruction:



Set the Stage: Remind students of the key ideals expressed in the Declaration of Independence.

- All men are created equal
- Unalienable rights of life, liberty, and the pursuit of happiness
- Governments are instituted among men and derive their power from the consent of the governed
- It is the right of the people to alter or abolish the government and institute a new government

Now that the American Revolution is over, the colonies have their independence from Great Britain, there is a desperate need to solve internal issues among the colonies. Events like Shay's Rebellion revealed to leaders that the new government was weak under the Articles of Confederation and if America wanted to survive, a new constitution would have to be written. To address these issues, delegates from 12 of the 13 colonies met in Philadelphia to discuss the Articles. After much debate, founding fathers decided to get rid of the AOC and create a new constitution.

Guided Learning:

- Teacher should display the term compromise on the board. The word parts should be separated and defined for students to understand the meaning of each word. Com-pro-mise should be explained.

com- together
pro- forward, forth
mise- settlement or agreement

- Explain to students that in order for the nation to move forward, some agreements had to be made about some very important issues dividing the

nation. Many states felt very differently about how representation for each state in the new government should be chosen. Both the Great Compromise and the $\frac{3}{5}$ Compromise would address those differences.

- Using the [Constitution Compromise](#) presentation have students complete the [SSCG3a Graphic Organizer](#). Slides 1-38
- Interacting with the presentation, students should take notes and engage in a class discussion in order to explain the debates that occurred at the convention dealing with the issues of slavery and representation. **Be sure to stress to the students that the $\frac{3}{5}$ Compromise was NOT about the abolishment of slavery. In fact, many southern states threatened to leave the convention without ratifying the constitution if the state delegates tried to make it illegal. This compromise dealt strictly with the counting of slaves in the population(census) count for the purpose of representation.**
- To increase the rigor and to deepen the understanding of the objective of the lesson, use the guiding questions. Refer to the groups and ask state specific questions about how that groups state would have voted based on the information on their cards.
- Homework: Have students to answer questions about the compromises using their notes from today's class session. [The Constitutional Compromises](#).

Guided Learning: (Continued on Day 2 or 3 depending on class)

- Review homework.
- The teacher and students will review the Performance-Based Objective and the identified and annotate Tier 2 and Tier 3 vocabulary words.
- Review the instruction from the previous day and clear up any misconceptions or concerns the students may have. Remind students that there were several issues that needed to be addressed, problems that were not addressed in the Articles of Confederation.

Divide the class in half, Have students create two [T-Chart in](#) their notebook. One labeled Articles of Confederation/ U.S. constitution and the 2nd labeled Federalists/Anti- Federalists. Using the [Constitutional Compromise](#) presentation (slides 39-49) students and teacher will discuss the weaknesses addressed in the new constitution and the arguments surrounding its ratification.

- Again as the presentation is ongoing, students should take notes and engage in a discussion over the debates between federalist and Anti- federalist. To increase the rigor and to deepen the understanding of the objective of the lesson, use the following guided questions:
 1. What were some of the arguments made by the federalists? Were they valid? Why?
 2. What were some of the arguments made by the anti-federalists? Were they valid? Why?
 3. Why was appeasing both sides important?
 4. How well did the Bill of Rights answer the objections of the Anti-Federalists to the ratification of the U.S. constitution?

- Display [the statements](#) and allow students to vote on who would have made the statement. The entire lesson may be used.

Collaborative Learning (in pairs):

- Students will work in collaborative pairs to create an [Infographic poster](#), describing debates at the Constitutional Convention (two main compromises and the commerce clause) and key U.S government principles: limited government, the rule of law, federalism, separation of powers, checks and balances, popular sovereignty. Students may draw the infographic poster using anchor chart paper or create it digitally using Google Slides or Google Doc. Be sure to show students [samples of Infographics](#) so that they may get an idea of what it should look like and explain to them that the purpose of a [Rubric to assess infographic](#).

Independent Learning:

- [SSCG3 Formative Assessment Link](#)
- Writing from Sources: [Significance of the Earliest political parties](#)

Graphic Organizer(s) for Gradual Release (Practice 3):

- [SSCG3a Graphic Organizer](#).
- [T-Chart](#)

Guiding Questions:

- How are various American beliefs and ideals reflected in the Three-Fifths Compromise?
- How are various American beliefs and ideals reflected in the Great Compromise?
- How do Federalists and Anti-Federalists both influence ratification of the new US Constitution?
- How was the United States challenged by the government structure of the Articles of Confederation?
- How did the new United States Constitution address the needs of the growing nation?
- Why is limited government a fundamental principle of the American government?
- Why is federalism a fundamental principle of the American government?
- Why are checks and balances fundamental in the American form of government?
- Why is popular sovereignty a fundamental principle that guides the Rule of Law in the United States?
- How does the Bill of Rights help guide the Rule of Law in the United States?
- How did the Federalists influence the debate over ratification?
- How did the Anti-Federalists influence the debate over ratification?

Additional Resources:

- [Foundations of American Government](#)
- [Federalism](#)
- [I-Civics- Do I Have It Right?](#)
- [I-Civics Federalists & Anti-Federalists Teacher Version](#).
- [I-Civics Race to Ratify](#)

- [Origins of the American Government Textbook Chapter](#)
- [The Six basic Principles of Government](#)
- [The United State Constitution Kahoot Review Game](#)
- [Constitutional Compromises: Crash Course Government and Politics](#)
- [The Great Compromise](#)
- [Constitutional compromises: The Three-Fifths Compromise](#)
- [Liberty Kids We the People](#)
- [Commerce Clause](#)
- [Federalists vs Anti-Federalists in Five Minutes](#)
- [SSCG3 Quizizz](#)

Remediation/Enrichment (EL, ESP, Gifted):

Remediation/Support:

- Vary the Lexile level of the text you are using (can be found in the Primary and Secondary Documents area, if available.)
- Identify key vocabulary that your students need to know in order to support their reading development and content-area learning, provide passages and questions that are already annotated
- Provide questioning prompts, fill-in-the-blank answers, and modified writing assignments based on the needs of the student

Enrichment:

- Using the notes collected during the focused and guided instruction, students will complete the Origins of the [The U.S. Constitution](#) Graphic Organizer. Teacher and students will review the answers to check for understanding.
- These activities have been included to deepen conceptual understanding for elements learned in this lesson progression. Teacher may choose one or all and assign to the students. [SSCG3a Enrichment Activities](#)

Formative Assessment:

[SSCG3 Formative Assessment Link](#)

SSCG3 Formative Assessment Answer Key Forthcoming

American Government Unit 3: The United State Constitution

Lesson Progression 2

Number of Days Necessary to Complete Progression 2	4 days
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Quarter 1 - Version 1: 6-12 Social Studies
July, 2019

Georgia Standard of Excellence:

SSCG6 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.

Teacher Notes:

This unit develops understanding and knowledge of the framing and structure of the United States Constitution. Students will analyze various compromises during the drafting of the Constitution, and they will examine how the Constitution addressed weaknesses in the Articles of Confederation. They will analyze the key ideas in the debate over ratification made by the Federalists and Anti-Federalists. Finally, students will examine the meaning and importance of each of the rights guaranteed under the Bill of Rights.

SSCG6**Bill of Rights Overview**

The Bill of Rights includes the first ten amendments to the United States Constitution. The Bill of Rights was written by James Madison. There are currently 27 amendments. A major argument between the Federalists and Anti-Federalists focused on the Anti-Federalists' viewpoint that the Constitution did not provide for protection of American citizen's basic rights. Thomas Jefferson led the fight to ratify the Bill of Rights as a condition for Anti-Federalist support of ratification of the Constitution. The first ten amendments guarantee the: freedoms of belief and expression, of freedom and security of the person, and of fair and equal treatment before the law.

Bill of Rights:

First Amendment: Guarantees the freedom of religion, speech, and the press

Second Amendment: Guarantees the right to bear arms

Third Amendment: Protects against the forced quartering of troops

Fourth Amendment: Protects against unreasonable searches and seizures

Fifth Amendment: Guarantees a trial by jury and due process of law and guards against double-jeopardy and self-incrimination

Sixth Amendment: Outlines the rights of the accused, including a speedy and public trial

Seventh Amendment: Lays out the rules of common law

Eighth Amendment: Protects against cruel and unusual punishment and guards against excessive bail and fines

Ninth Amendment: Ensures that the individual rights that are not enumerated in the Constitution are secure

Tenth Amendment: Limits the power of the federal government by reserving all of the rights for the States not enumerated in the Constitution as national rights, nor denied to states.

Enduring Understandings

Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of government also increases.

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Distribution of Power: The student will understand that distribution of power in government is a product of existing laws and documents combined with contemporary values and beliefs.

Rule of Law: : The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Performance-Based Objectives (Practice 1):

SWBAT develop knowledge of the Bill of Rights **IOT** analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.

Academic Language (Practice 2):

Social Studies instruction takes place in a language-rich environment. It is crucial that this instruction includes the intentional teaching of selected words and repeated exposure to them. In addition, it should include the teaching of word-learning strategies that will help students acquire new words independently. Some strategies that may be employed by the teacher include: utilizing a [word wall](#) with terms and definitions, facilitating [context clues](#), [semantic word maps](#) and [30/30/30](#).

Tier II

- Analyze- to separate material into its constituent elements or parts
- Develop- to grow or cause to grow and become more mature, advanced, or elaborate

Tier III

- **bill of rights**- the first ten amendments to the US Constitution, ratified in 1791 and guaranteeing such rights as the freedom of speech, assembly, and worship.
- **amend**- make minor changes in (a text) in order to make it fairer, more accurate, or more up-to-date.
- **ratify**- sign or give formal consent to (a treaty, contract, or agreement), making it officially valid.

Primary and Secondary Sources/Texts for Gradual Release (Practice 3):

<https://www.loc.gov/rr/program/bib/ourdocs/billofrights.html>

Suggested Learning Activities to Support Gradual Release (Practice 3):

Focused Instruction:

- Post the [political cartoon](#) on the board. Have students analyze the cartoon using the methods outlined in the political cartoon analysis. This should provide an intro to today's lesson.



Set the Stage: As U.S. citizens, we are guaranteed basic rights that should be protected under the rule of law. When debating the new constitution, the anti-federalists feared that if these rights were not protected in the new constitution, those very rights would one day be infringed upon. Freedom of Speech, Right to Bear Arms, Freedom of Religion, freedom of the press, what would America be like if these rights had not been included in the U.S. constitution? Dis

Guided Learning:

- Students will watch the video over the Bill of Rights
- Using the [Bill of Rights](#), students and teacher will discuss the First 10 Amendments to the U.S. Constitution. Be sure to engage students in relevant, current events as it relates to the Bill of Rights.

Collaborative Learning (in pairs):

- Using the [Bill of Rights handout](#), students will work in collaborative pairs to complete the You be the Judge [Scenario Activity](#). Students and teachers will review and discuss the answers once groups have had time to complete.

Independent Learning:

- Using primary sources and online research, students will analyze the meaning and importance of the rights guaranteed by the Bill of Rights.
- Students will identify the fundamental liberties protected by the Bill of Rights.
- Distribute the [Bill of Rights](#).
 - First, students will annotate the Bill of Rights and identify the key protections of each amendment.
 - Then, after annotating the Bill of Rights, students will complete the [Bill of Rights Say Mean Matter graphic organizer](#). (Under the amendment, they will write the actual wording for each amendment, as it appears in the Bill of Rights, and then students will translate each amendment into their own words and describe its importance.

Graphic Organizer(s) for Gradual Release (Practice 3):

- [Bill of Rights Say Mean Matter graphic organizer](#)

Guiding Questions:

- How does the Bill of Rights help guide the Rule of Law in the United States?
- How did the Federalists influence the debate over ratification?
- How did the Anti-Federalists influence the debate over ratification?

Additional Resources:

- [History.com Bill of Rights Article](#)
- [Bill of Rights Reading and Handout](#)
- [Bill of Rights Video](#)

Remediation/Enrichment (EL, ESP, Gifted):

Remediation/Support:

- Vary the Lexile level of the text you are using (can be found in the Primary and Secondary Documents area, if available.)
- Identify key vocabulary that your students need to know in order to support their reading development and content-area learning, provide passages and questions that are already annotated
- Provide questioning prompts, fill-in-the-blank answers, and modified writing assignments based on the needs of the student

Enrichment:

- [Lesson Three Bill of Rights](#)
- [I- Civics No Bill of Rights, No Big Deal](#)

Summative Assessment:

Unit 3 Assessment Forthcoming



Social Studies

American Government

Unit 4

Civil Liberties and Civil Rights

American Government

Unit 4: Civil Rights and Civil Liberties

Unit Description

In this unit students will examine American civil liberties and civil rights and their significance in a democracy. Students will analyze due process of law, specifically as it is expressed in the 5th and 14th amendments, and they will explore how amendments have extended the right to vote in the United States.

Georgia Standards of Excellence	
SSCG7	SSCG7 Demonstrate knowledge of civil liberties and civil rights.



	a. Define civil liberties as protections against government actions (e.g., First Amendment).
	b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v. Board of Education, etc.).
	c. Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation.
	d. Identify how amendments extend the right to vote.

American Government
Unit 4: Civil Rights and Civil Liberties

Lesson Progression 1

Number of Days Necessary to Complete Progression 1	8 days
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Georgia Standard of Excellence:

SSCG7 Demonstrate knowledge of civil liberties and civil rights.

- a. Define civil liberties as protections against government actions (e.g., First Amendment).
- b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v. Board of Education, etc.)
- c. Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation.
- d. Identify how amendments extend the right to vote

Teacher Notes:

The intent of this standard is define civil liberties and civil rights, analyze due process of law as expressed in the 5th and 14th amendments, and identify how amendments extend the right to vote.

SSCG7a

***Civil liberties** are protections against government. Civil liberties guarantee the protection of persons and property from the arbitrary acts of government. Examples of civil liberties include: freedom of religion, freedom of speech, freedom of the press, and the guarantee of a fair trial.

***The First Amendment** guarantees the freedom of religion, speech, and the press. "Congress shall make no law respecting an establishment of religion or prohibiting the exercise thereof, or abridging the freedom of speech or of the press, or the right of the people peaceably to assemble and petition the government for a redress of grievances".

<https://nccs.net/online-resources/us-constitution/amendments-tothe-us-constitution/the-bill-of-rights-amendments-1-10/amendment-1-freedom-of-religion-speech-andthe-press>

***The Bill of Rights** includes the first ten amendments. The first ten amendments were added to the Constitution less than three years after it became effective. The anti-Federalists would not ratify the Constitution without the guarantee of the Bill of Rights being added; the first ten amendments protect the basic rights held by Americans. Thomas Jefferson led the effort to add the Bill of Rights to the Constitution as a requirement for the support of the anti-Federalists.

SSCG7b

***Civil rights** are those positive acts of government that seek to make constitutional guarantees a reality for all people. Examples include prohibitions of discrimination on the basis of race, sex, ethnicity, religion, and sexual orientation.

***The Civil Rights Act of 1964** was a landmark piece of legislation in American history. In addition to voting rights provisions for ALL Americans, the act outlawed discrimination in a number of areas: no persons may be denied access or refused services in various public school accommodations because of race, color, religion, or national origin; the act prohibited discrimination against any person on the grounds of race, color, religion, national origin, sex, or physical disability in any program that receives federal funding; forbids employers and labor unions to discriminate against any person on grounds of race, color, religion, sex, physical disability, or age in job-related matters.

***Brown v. Board of Education** 1954 was a Supreme Court case that made a decision on the subject of separate but equal. The Court reversed **Plessy v. Ferguson**, which had allowed for separate but equal, and struck down laws in four states that required or allowed separate but equal educational facilities for white and African American students. The Supreme Court held that separate but equal was unconstitutional.

SSCG7c

***The 5th amendment** guarantees certain protections relevant to criminal and civil legal proceedings, guarantees the right to a grand jury in criminal cases, protects against self-incrimination, forbids double jeopardy, requires that due process of law be a part of any proceeding that denies a citizen 'life, liberty, or property', and requires that the government compensate citizens when it takes private property for public use.

***The 14th amendment** addresses many aspects of citizenship and the rights of citizens. The most commonly used phrase in the amendment is 'equal protection of the laws'.

*Process of incorporation refers to the combination or merger of most of the guarantees in the Bill of Rights into the 14th amendment. The Supreme Court has held that most of the protections included in the Bill of Rights are covered in the 14 amendment's due process clause.

***Double jeopardy** is part of the 5th amendment which says that once a person has been charged with a crime, he or she cannot be tried again for the same crime. For example, if an individual is found innocent for a crime of murder, and later advancements in DNA technology actually prove that the person who was acquitted is actually guilty, that person cannot be tried again for that same crime.

***Due process** of law states that the government must act fairly and in accord with established rules and laws in all that it does. In respect to the 14th amendment, the government must treat ALL citizens fairly and apply equal protection under the laws to ALL citizens.

***A grand jury** is a formal device by which a person can be accused of a serious crime. In federal cases, a grand jury consists of 16 to 23 persons drawn from the federal court district that it serves. At least 12 of the grand jury members must vote to formally charge an individual for a serious crime. It is NOT a trial.

***Self-incrimination** means that in a criminal case, the burden of proof is on the prosecution. The defendant does not have to testify, or be a witness, against himself or herself.

Enduring Understandings

Rule of Law: The student will understand that in a democracy rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of government also increases.

Performance-Based Objectives (Practice 1):

SWBAT describe civil liberties and civil rights, due process of law as described in the 5th and 14 amendments and voting rights amendments **IOT** demonstrate knowledge of civil liberties and civil rights outlined in the U.S. constitution.

Academic Language (Practice 2):

Social Studies instruction takes place in a language-rich environment. It is crucial that this instruction includes the intentional teaching of selected words and repeated exposure to them. In addition, it should include the teaching of word-learning strategies that will help students acquire new words independently. Some strategies that may be employed by the teacher include: utilizing a [word wall](#) with terms and definitions, facilitating [context clues](#), [semantic word maps](#) and [30/30/30](#).

Tier II Vocabulary

define- to state the meaning of

analyze- to separate material into its constituent elements or parts

determine- give a practical explanation of

Tier III Vocabulary

- **civil rights-** those positive acts of government that seek to make constitutional guarantees a reality for all people.
- **civil liberties-** the protections against government
- **due process of law-** fair treatment through the normal judicial system, especially as a citizen's entitlement.

- **equal protection-** refers to the idea that a governmental body may not deny people equal protection of its governing laws.
- **amendment-** a minor change or addition designed to improve a text, piece of legislation
- **5th amendment-** guarantees certain protections relevant to criminal and civil legal proceedings, guarantees the right to a grand jury in criminal cases, protects against self-incrimination, forbids double jeopardy, requires that due process of law be a part of any proceeding that denies a citizen 'life, liberty, or property', and requires that the government compensate citizens when it takes private property for public use.
- **14th amendment-** addresses many aspects of citizenship and the rights of citizens, the most commonly used phrase in the amendment is 'equal protection of the laws'.
- **Civil Rights Act of 1964-** a landmark piece of legislation that outlawed discrimination in a number of areas: no persons may be denied access or refused services in various public school accommodations because of race, color, religion, or national origin
- **Brown vs. Board of Education-** a Supreme Court case that made a decision on the subject of separate but equal

Primary and Secondary Sources/Texts for Gradual Release (Practice 3):

[Brown vs. Board of Education](#)

[Plessy vs Ferguson](#)

[Bill of Rights/Constitution](#)

[LBJ signs Civil Rights Act of 1964](#)

[Supreme Court Case Finder](#)

Suggested Learning Activities to Support Gradual Release (Practice 3):

Focused Instruction:

- Ask students about the constitutional convention and why the anti-federalists refused to ratify the new constitution. Remind the students that the anti-federalist worried that the new government would slowly take away individual rights if they were not included in the new constitution. Questioning should lead the discussion to the Bill of Rights and why they were added to the constitution to guarantee the protection of persons and property from the arbitrary acts of government.

Guided Learning:

- Using the [Civil liberties and Civil Rights](#) slide show, students and teacher will discuss civil rights and civil liberties as seen in the U.S. Constitution. Students may choose a

note-taking method of their preference. Be sure to engage students in inquiry-based questions throughout the presentation.

- Students and teacher will work together to construct a human timeline line of events surrounding the Civil Rights Movement in the United States, beginning with the passing of the 14th Amendment in 1868. Divide the class into small groups, using the [timeline cards](#), students will organize themselves in the order in which the events occurred. Be sure to review the timeline with the students once you have verified that they have the correct order.
- Civil Rights Amendments [Say Mean Matter](#). Students and teacher will work together to analyze primary sources surrounding the major civil rights amendments.

Collaborative Learning:

Students will [read the text of the 1st Amendment to the United States Constitution](#) and other related sources. They will then research [Supreme Court cases](#) related to the 1st Amendment. The following cases will work for this assignment:

- Tinker v. Des Moines Independent School District 1969
- Engel v. Vitale 1962
- Good News Club v. Milford Central School 2001
- Wisconsin v. Yoder 1972
- United States v. O'Brien 1968

Students will use a graphic organizer, similar to the one below, to write details of each of the cases and reflect upon how 1st Amendment rights were violated or protected.

GRAPHIC ORGANIZER FOR 1ST AMENDMENT SUPREME COURT CASES

COURT CASE

1ST AMENDMENT RIGHT

COURT CASE

1ST AMENDMENT RIGHT

COURT CASE

1ST AMENDMENT RIGHT

COURT CASE

1ST AMENDMENT RIGHT

COURT CASE

1ST AMENDMENT RIGHT

Independent Learning:

- **Unit 4 Summative Assessment Forthcoming**

Writing from Sources:

Students will conduct research focused on the Brown v. Board of Education decision. They will then use primary sources, such as the Supreme Court's majority opinion, to develop an understanding of why the court made the decision. Using online resources, including primary and secondary sources, students will create a blog entry; if you have a classroom blog, this would be a great place for the students to share their work. In the blog, students will evaluate

the effectiveness of the Court's decision in Brown v. Board of Education. They must use primary and secondary sources to support their position. The blog should be at least 500 words in length, and should be written as a formal paper. After posting their blog entries, each student will respond to 3 other student blogs. They cannot just say they agree or disagree. They must use primary and secondary resources to support why they agree or disagree. Each of the 3 blog responses must be a minimum of 250 words. Below is a rubric that can be used to evaluate the blog:

Bloggging Rubric				
Bloggging is an act of reflecting and posting one's thoughts on a given subject or topic. It should be reflective in nature, and make a personal connection to your learning and/or your classroom. The following rubric will be used for bloggging activities. <i>Note that not all categories will be scored for every assignment.</i>				
Score	1	2	3	4
Idea & Content	These simple entries lack insight, depth or are superficial. The entries are short and are frequently irrelevant to the events. They do not express opinion clearly and show little understanding.	The posts show some insight, depth & are connected with events, topic, or activity. Posts are typically short and may contain some irrelevant material. There are some personal comments or opinions which may be on task. Posts show some understanding of the topic.	Posts show insight & depth. The content of posts are connected with events, topic or activity. Posts may contain some irrelevant material but are for the most part, on task. Personal opinions are expressed in an appropriate style. Post show a good depth of understanding.	Posts show insight, depth & understanding. They are connected with events, topic or activity. Entries are relevant with links to supporting materials. Personal opinions are expressed in an appropriate style & are clearly related to the topic, activity or process. Posts and opinions show a high level of understanding and they relate events, learning activities and processes to the purpose of the activity and outcomes.
Quality	Posts are of very poor quality. There is little to no evidence of reading other information in order to form new meaning of the topics at-hand.	Posts show a below average, overly casual writing with a lack of attention to style. Students pay little attention to other reading and mostly regurgitates previous views.	Posts show above average writing style. The content demonstrates that the student reads moderately, and attempts to build information to form new meaning.	Posts are well-written, and are characterized by elements of a strong writing style. The content demonstrates that the student is well read, synthesizes learned content and constructs new meaning.
Voice	Student voice for the assignment isn't appropriate and does not meet the assignment goals.	Student voice is marginally developed, but still inappropriate for the audience. The tone is appropriate for some of the outcomes of the assignment.	Student voice fits the purpose and outcomes of the assignment, but still contains some inconsistencies and flaws that take away from demonstrating understanding.	Student voice is appropriate for the assignment and meets the objectives of the writing piece. The student is meaningful and deliberate in their writing to convey their understanding in a holistic way.

Graphic Organizer(s) for Gradual Release (Practice 3):

- [Say Mean Matter.](#)
- [SSCG7a Civil Rights and Civil Liberties](#)

Guiding Questions:

1. How does the Rule of Law ensure that civil liberties are protected in the United States?
2. How does the Rule of Law ensure that individual civil rights are protected in the United States?
3. How has the Civil Rights Act of 1964 been an example of the Rule of Law in action in the United States?
4. How has the concept of due process evolved in the United States over time?
5. How has the concept of incorporation influenced governance at both the state and national levels of government?
6. Why have the qualifications for the right to vote in the United States changed over time?

Additional Resources:

- [Civil Rights Civil Liberties Crash Course Video](#)
- [Plessy vs. Ferguson Supreme Court Case](#) Video
- [Plessy vs. Ferguson PPT](#)
- [Brown vs. Board of Education Video](#)

- [The Civil Rights Act of 1964 Video](#)
- [15th Amendment Video](#)
- [10 things you should know about Brown vs Board of Education News ELA](#)
- [Civil Rights and Civil Liberties Handout](#)
- [First Amendment](#)
- [SSCG7 Guiding Questions](#)

Remediation/Enrichment (EL, ESP, Gifted):

Remediation/Support:

- SSCG5 Vocabulary Quizlet Practice
- Cloze Notes Graphic Organizers
- Vary the Lexile level of the text you are using (can be found in the Primary and Secondary Documents area, if available.)
- Identify key vocabulary that your students need to know in order to support their reading development and content-area learning, provide passages and questions that are already annotated
- Provide questioning prompts, fill-in-the-blank answers, and modified writing assignments based on the needs of the student

Enrichment:

[Classroom Activities for the 5th Amendment](#)

[Classroom activity for the 14th Amendment](#) (GADOE)

Formative Assessment:

Formative Assessment Forthcoming



Social Studies

American Government

Unit 5: The Federal System of Government

American Government
Unit 5: The Federal System of Government

Unit Description

This unit examines the organization and powers of the federal system of government as described in the United States Constitution. The structure, powers, and limitations of the three branches of government along with the system of checks and balances and separation of power are emphasized. Students will analyze the relationship between state and national governments and the Supremacy Clause. Finally, students will learn about the process of creating constitutional amendments.

Georgia Standards of Excellence	
SSCG4	SSCG4 Demonstrate knowledge of the organization and powers of the national government. a. Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution. b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers
SSCG5	SSCG5 Demonstrate knowledge of the federal system of government described in the United States Constitution. a. Explain and analyze the relationship of state governments to the national government. b. Define and provide examples of enumerated, implied, concurrent, reserved, and denied powers. c. Analyze the ongoing debate that focuses on the balance of power between state and

	national governments as it relates to current issues. d. Analyze the Supremacy Clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land.” e. Describe the roles of Congress and the states in the formal process of amending the Constitution
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American Government
Unit 5: The Federal System of Government

Lesson Progression 1

Number of Days Necessary to Complete Progression 1	2 days
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Georgia Standard of Excellence:

SSCG4 Demonstrate knowledge of the organization and powers of the national government.

- a. Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution.
- b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

Teacher Notes:

SSCG4a

The legislative branch was established by Article I of the United States Constitution and includes the House of Representatives and the Senate, which are collectively known as the United States Congress. The House of Representatives membership is based on state population and has a total of 435 representatives, while the Senate is comprised of 100 total members – two from each of the 50 states. The Constitution grants Congress the sole power to declare war, enact legislation, and approve or reject many Presidential appointments. Part of Congress’ legislative authority includes the establishment of the annual budget for the United States’ government. Congress levies taxes and tariffs and has the power to borrow money on behalf of the U.S. government. All members of the legislative branch are selected by the people.

The power of the executive branch is vested in the President of the United States according to Article II of the Constitution. The President is the country's Commander-in-Chief of the armed forces. The responsibilities of the executive branch include: implementing and enforcing the laws passed by Congress, appointing the heads of federal agencies, nominating the members of the Cabinet, which serves as the President's key advisement team. The Vice President is a member of the executive branch. Both the President and Vice-President are selected by the people.

The judicial branch was created by Article III of the Constitution. Members of the judiciary branch are appointed by the President and confirmed by the Senate. The Congress has the authority to determine the structure of the judiciary, including the number of Supreme Court justices. While Congress determines the jurisdiction of federal courts, Congress has no authority over the decisions made by the Supreme Court. The federal judiciary has the sole authority to interpret the law and the constitutionality of laws and apply them to individual cases. In addition to creating the judiciary branch, Article III of the Constitution provides every person the right to a fair trial by a jury of one's peers.

Checks and Balances/Separation of Powers

*Under checks and balances, certain branches are empowered to prevent actions by other branches and induced to share power. They are fundamentally important to the structure and operation of United States government. The Framers viewed checks and balances as essential to protect the liberties granted in the Constitution. In addition, checks and balances prevent any one branch from becoming too powerful.

*The checks and balances of the legislative branch over the executive branch include: impeachment, override Presidential vetoes, approval of Presidential appointments and treaties, collect taxes and allocate federal funds, declare war, and select the President and Vice-President in a case where no candidate receives the majority of electoral votes.

*The checks and balances of the legislative branch over the judicial branch are: approve the appointment of federal judges, impeachment, initiate constitutional amendments, set the jurisdiction of federal courts, and change the size of the Supreme Court.

*The checks and balances of the executive branch over the legislative branch include: veto power, the Vice President is the President of the Senate, Commander-in-Chief of the armed forces, and calling one or both houses of Congress into an emergency session.

*The checks and balances of the executive branch over the judicial branch are: appointment of federal judges and pardon power.

*The checks and balances of the judicial branch over both the legislative and executive branches is judicial review.

[GaDOE Instructional Video](#)

[GaDOE Instructional Video](#)

Enduring Understandings:

Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

Distribution of Power: The student will understand that distribution of power in government is a product of existing laws and documents combined with contemporary values and beliefs.

Performance-Based Objectives (Practice 1):

SWBAT analyze the structure, powers, limitations and the relationship between the legislative, executive, and judicial branches in a system of checks and balances and separation of powers **IOT** demonstrate knowledge of the organization and powers of the national government.

Academic Language (Practice 2):

Social Studies instruction takes place in a language-rich environment. It is crucial that this instruction includes the intentional teaching of selected words and repeated exposure to them. In addition, it should include the teaching of word-learning strategies that will help students acquire new words independently. Some strategies that may be employed by the teacher include: utilizing a [word wall](#) with terms and definitions, facilitating [context clues](#), [semantic word maps](#) and [30/30/30](#).

- **legislative branch-** the part of the United States government that creates laws.
- **executive branch-** branch of the government is responsible for carrying out, or executing, the laws.
- **judicial branch-** the part of the U.S. government that interprets the law and administers justice.
- **congress-** a national legislative body established by the Constitution of 1787 and is composed of the Senate and the House of Representatives.
- **Supreme court-** the highest federal court in the US, consisting of nine justices and taking judicial precedence over all other courts in the nation.
- **separation of powers-** the division of government responsibilities into distinct branches to limit any one branch from exercising the core functions of another. The intent is to prevent the concentration of power and provide for checks and balances.
- **checks and balances-** a system that allows each branch of a government to amend or veto acts of another branch so as to prevent any one branch from exerting too much power.
- **jurisdiction-** the official power to make legal decisions and judgments.

Primary and Secondary Sources/Texts for Gradual Release (Practice 3):

- [The U.S. Constitution](#)

Suggested Learning Activities to Support Gradual Release (Practice 3):

Focused Instruction:

- Display the [political cartoon](#). Allow students a few minutes to analyze the cartoon individually. Lead students through questioning into a conversation about separation of powers and checks and balances. Show students the [Three Branches of Gov. \(Uptown Funk Parody\)](#) video. Use relevant real world examples to engage the

students in a conversation on how the separation of powers and checks and balances works as it relates to the three branches of government

Guided Learning:

- Hand out a copy of the United States Constitution found at the following link on the website of the Library of Congress:
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/>
Students will annotate Articles I, II, and III (legislative, executive, and judicial branches). They will list the powers granted to each branch by the Constitution. The teacher may want to provide a graphic organizer for students to use.
- Be sure to assist students as needed as they work.
- Upon completion, students will engage in a discussion on how the limitations on the three branches of government works in a democracy. They may share their personal viewpoints on whether the limitations are good or bad.

Collaborative Learning: (in pairs)

- Students and teacher will review the system of checks and balances and provide an example on how to apply their knowledge to historical situations. Students will identify the branches that were involved in each event and how the branches check each other's power.
 1. Display the ["Who Has the Power"](#) diagram (see below) for the class or draw it on the board. The diagram should be displayed for the duration of the lesson.
 2. Review with students the system of checks and balances and how each branch of government can limit the power of the other branches.
 3. Using the [situation cards](#) assigned, students will work in collaborative to determine which branch of government is showing or using their power over another branch. Call pairs of students up to the displayed "Who Has the Power" diagram one group at a time. Students should write the number of their scenario on the appropriate line on the "Who Has the Power" worksheet. (For example, if the situation is an example of the Judicial Branch having power over the Executive Branch, the line pointing from the Judicial box to the Executive box is where the students write their answer.) There may be more than one check and balance in each situation. 6. Ask each pair to explain their scenario to the class and justify the placement of their scenario on the "Who Has the Power" diagram. Correct any misplaced scenarios.

Key:

Situation 1: Judicial-Executive, Judicial-Legislative
Situation 2: Executive-Judicial, Legislative-Executive
Situation 3: Executive-Legislative, Legislative-Executive
Situation 4: Legislative-Executive, Executive-Legislative
Situation 5: Executive-Legislative
Situation 6: Judicial-Executive
Situation 7: Executive-Legislative, Legislative-Executive

- Students will create three situation cards that describe the use of checks and balances during the Obama or Trump presidencies. Be sure to include answer key.

Independent Learning:

- SSCG4 Formative Assessment Forthcoming

Guiding Questions:**Rule of Law**

1. Why are the three branches of United States government necessary for making policies?
2. How do checks and balances limit the power of the government?
3. How does the amendment process established in the Constitution protect the foundational framework for the American government?

Additional Resources:

- Who's got the Power
https://www.tba.org/sites/default/files/CE-ACTIVITY-3Branches_Role_Play-November2014.pdf
- Branches of Power Game <https://www.icivics.org/games/branches-power>
[Teacher Guide for Branches of Power game](#)
- [Separation of Power](#) I-Civics
- <https://www.britannica.com/topic/checks-and-balances>
- http://www.usconstitution.net/consttop_cnb.html

Remediation/Enrichment (EL, ESP, Gifted):**Remediation/Support:**

- Provide students with a vocabulary card.
- Provide pictures of Ronald Reagan and Mikhail Gorbachev and review the Eastern Europe maps.
- Have students prepare question words (who, what, when, where, why and how) about the Soviet Union.

Enrichment:

- **Separation of Powers**
<https://constitutioncenter.org/learn/educational-resources/lesson-plans/separation-of-powers>

American Government
Unit 4: The Federal System of Government

Lesson Progression 2

Number of Days Necessary to Complete Progression 2	3 Days
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Georgia Standard of Excellence:

SSCG5 Demonstrate knowledge of the federal system of government described in the United States Constitution.

- a. Explain and analyze the relationship of state governments to the national government.
- b. Define and provide examples of enumerated, implied, concurrent, reserved, and denied powers.
- c. Analyze the ongoing debate that focuses on the balance of power between state and national governments as it relates to current issues.

Teacher Notes:

SSCG5a

Federalism is a system of government in which a written constitution divides the powers of the government on a territorial basis between a national, or central, government, and several regional governments, typically referred to as States. Each level of government has its own set of powers. The Constitution sets out a **division of powers**; certain powers are assigned to the National government and other powers are assigned to the States. Each of the levels of government has its own areas of authority. A major strength of federalism is that it allows for a more timely response to local matters and decisions by giving certain powers to the States. The National government's powers are focused on issues of national concern like defense and foreign relations. The following Venn diagram illustrates powers delegated to the national and state governments and powers shared between the national and state governments.

SSCG5b

***Enumerated powers are also called expressed powers.** The enumerated powers are delegated to the national government and are spelled out, or expressed, in the Constitution. Most of the enumerated powers can be found in Article I, Section 8. There are 27 powers given to Congress, including: the power to collect taxes, to coin money, to regulate commerce, to maintain a national defense, to declare war, fix the standards of weight and

measurement, and grant patents and copyrights. The enumerated powers given to the President are: operating in the role of Commander-in-Chief, issuing pardons, and entering into treaties with foreign nations.

***Implied powers** are not expressly stated in the Constitution, but are reasonably suggested, or implied. Article I, Section 8, Clause 18 is referred to as the 'necessary and proper clause'. The necessary and proper clause grants Congress the power to make any laws necessary to carry out the enumerated powers. The necessary and proper clause is also referred to as the elastic clause. Examples of Congress' implied powers include: the building of the interstate highway system, the building of dams, and the prohibition of discrimination.

***Concurrent powers** are those powers that both the National and State governments possess and exercise. Concurrent powers are not given exclusively to the National government and at the same time are not denied to the States. Examples include: the power to levy and collect taxes and to define crimes and punishments.

***Reserved powers** are those powers not granted to the National government, but at the same time, not denied to the States. The scope of reserved powers is huge! Most of what government does is done by the States and their local governments. Examples of reserved powers include: making laws regarding the minimum age to marry, the minimum age to purchase tobacco products, the minimum drinking age, laws regarding the ban of prostitution and gambling, requirements for businesses to obtain a license to operate, establish public schools, and the right to define criminal offenses and set punishments for violations.

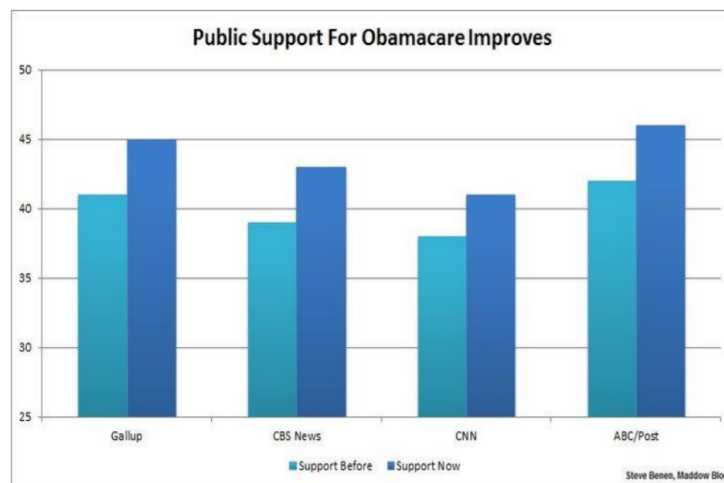
***Denied powers are set forth in the Constitution.** These are powers that are expressly denied to the National government and include the reserved powers that are not denied to the States. Examples include: create public schools, enact uniform marriage and divorce laws, conduct illegal searches and seizures, deny people the right to a trial by jury, and prohibit freedom of religion and free speech.

SSCG5c

*Much of the current debate on the balance of power between the national government and the state governments focuses on state governments challenging federal governments in what they view as overstepping constitutionally prescribed roles. Two current issues that highlight this argument are: the passing of the Affordable Care Act (Obamacare) and the perceived abuse by the President of Executive Orders. *Use the following chart to illustrate how support for laws and executive orders is often presented to the American public. The chart was published on 10/13/13

<http://www.msnbc.com/rachel-maddowshow/polls-show-growing-support-obamacare>

The following chart outlines support for the Affordable Care Act based on a Gallup Poll:



It is important for the students to note that approval is still at or below 50%, and when current issues arise out of the balance of power between state and national governments on issues such as the Affordable Care Act, public opinion can shift daily, or even hourly.

Executive Orders

*Executive Orders are not specifically expressed in the Constitution; however, in Article II, there is a “grant of executive power”. Executive Orders are binding orders that have the same effect as law but do not require Congressional approval. They are intended to help guide federal agencies in matters that involve established laws. Many executive orders are intended to be symbolic. Current debates focus on the President’s use of executive orders to make laws, which goes against the separation of powers between the three branches of government.

Enduring Understandings:

Distribution of Power: The student will understand that distribution of power in government is a product of existing laws and documents combined with contemporary values and beliefs.

Performance-Based Objectives (Practice 1):

- **SWBAT** analyze the relationship of the national and state governments, the powers held by each (enumerated, implied, concurrent, reserved, and denied powers), and the debate over the balance of power between them as it relates to current issues
IOT demonstrate knowledge of the federal system of government described in the United States Constitution.

Academic Language (Practice 2):

Social Studies instruction takes place in a language-rich environment. It is crucial that this instruction includes the intentional teaching of selected words and repeated exposure to

them. In addition, it should include the teaching of word-learning strategies that will help students acquire new words independently. Some strategies that may be employed by the teacher include: utilizing a [word wall](#) with terms and definitions, facilitating [context clues](#), [semantic word maps](#) and [30/30/30](#).

Tier II

analyze- to separate material into its constituent elements or parts

demonstrate- give a practical explanation of

Tier III

- **federalism-** a system of government in which a written constitution divides the powers of the government on a territorial basis between a national, or central, government, and several regional governments, typically referred to as States.
- **division of power-** each level of government has its own set of powers, certain powers are assigned to the National government and other powers are assigned to the States
- **enumerated powers-** powers are that delegated solely to the national government
- **implied powers-** powers are not expressly stated in the Constitution, but are reasonably suggested, or implied, referred to as the 'necessary and proper clause which grants Congress the power to make any laws necessary to carry out the enumerated powers
- **concurrent powers-** those powers that both the National and State governments possess and exercise.
- **reserved powers-** those powers not granted to the National government, but at the same time, not denied to the States.
- **denied powers-** powers that are expressly denied to the National government and include the reserved powers that are not denied to the States
- **executive order-** binding orders from the executive branch that have the same effect as law but do not require Congressional approval
- **Supremacy Clause-** means that the Constitution stands above all other laws, including laws of States.
- **amend-** make minor changes in (a text) in order to make it fairer, more accurate, or more up-to-date.
- **congress-** a national legislative body, especially that of the US. The US Congress, which meets at the Capitol in Washington, D.C., was established by the Constitution of 1787 and is composed of the Senate and the House of Representatives.

Primary and Secondary Sources/Texts for Gradual Release (Practice 3):

- [Necessary and Proper Clause](#)
- [Room for Debate](#)
- [U.S. Constitution](#)
- [McCulloch vs. Maryland](#)

Suggested Learning Activities to Support Gradual Release (Practice 3):

Focused Instruction:

- Display the political cartoon on [slide 2](#). Give students a few minutes (2 min.) to quickly analyze the cartoon. Ask what they notice and to note any wonders about it, using the response sheet.
- Let the students share their opinions. As they share, lead the questioning towards the idea that power of the government is shared between the federal (national) and state governments. Be sure to let the students know that the federal and national government is the same thing.

Guided Learning:

- Using the Federal System of government presentation, have students complete the [SSCG5abc Graphic Organizer](#). Slides 1-13. Interacting with the presentation, students should take notes and engage in a class discussion in order to describe the powers that are held by the different levels of government.

Collaborative Learning:

- [SSCG5b Foldable](#)

Independent Learning:

- [SSCG5abc Formative Assessment](#)

Writing from Sources:

Graphic Organizer(s) for Gradual Release (Practice 3):

- [SSCG5abc Graphic Organizer](#).

Guided Questions:

Distribution of Power

1. How does the Federal System of government provide a framework for the distribution of power in the United States?
2. Why does the Constitution divide power between the state and national governments through enumerated, implied, concurrent, reserved, and denied powers?

Additional Resources:

- [SSCG5 Just the Facts](#)
- [Federalism Crash Course Video](#)

Remediation/Enrichment (EL, ESP, Gifted):

Remediation/Support:

- Identify key vocabulary that your students need to know in order to support their reading development and content-area learning, provide passages and questions that are already annotated.
- Provide questioning prompts, fill-in-the-blank answers, and modified writing assignments based on the needs of the student.

Enrichment:
● SSCG5b Foldable
Formative Assessment Forthcoming

American Government

Unit 4: The Federal System of Government

Lesson Progression 3

Number of Days Necessary to Complete Progression 3	4 Days
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Georgia Standard of Excellence:

SSCG5 Demonstrate knowledge of the federal system of government described in the United States Constitution.

- d. Analyze the Supremacy Clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land.”
- e. Describe the roles of Congress and the states in the formal process of amending the Constitution.

Teacher Notes:**SSCG5d**

The Framers of the Constitution expected that conflicts would be inevitable between national laws and State laws. They wrote what is known as the Supremacy Clause into the Constitution. The clause is found in Article VI, Section 2: “This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any state to the Contrary notwithstanding.” The Supremacy Clause means that the Constitution stands above all other laws, including laws of States. The Supreme Court has the responsibility of applying the Supremacy Clause.

SSCG5e

An amendment to the Constitution means a change to the Constitution. The Framers expected that changes would need to be made over time, and they set out a very detailed plan for how amendments to the Constitution could be proposed and ratified. Article V sets out two methods for the proposal and two methods for the ratification of constitutional amendments. Image taken from Creative Commons and is one of the First Amendment rights, freedom of speech.

*First Method – an amendment may be proposed by a two-thirds vote in each house of Congress and must be ratified by three-fourths of the State legislatures.

*Second Method – an amendment may be proposed, and then ratified by conventions called for the purpose of the amendment, in three-fourths of the States.

*Third Method – an amendment may be proposed by a national convention, called by Congress, at the request of two-thirds of the State legislatures. It must then be ratified by three-fourths of the State legislatures.

*Fourth Method – an amendment may be proposed by a national convention and ratified by conventions in three-fourths of the States.

Enduring Understandings:

Distribution of Power- The student will understand that distribution of power in government is a product of existing laws and documents combined with contemporary values and beliefs.

Performance-Based Objectives (Practice 1):

SWBAT analyze the Supremacy Clause, the role of the U.S. Constitution as the “supreme law of the land” and the role of Congress and states in the formal process of amending the Constitution **IOT** demonstrate knowledge of the federal system of government described in the United States Constitution.

Academic Language (Practice 2):

Social Studies instruction takes place in a language-rich environment. It is crucial that this instruction includes the intentional teaching of selected words and repeated exposure to them. In addition, it should include the teaching of word-learning strategies that will help students acquire new words independently. Some strategies that may be employed by the teacher include: utilizing a [word wall](#) with terms and definitions, facilitating [context clues](#), [semantic word maps](#) and [30/30/30](#).

Tier II

analyze: to separate material into its constituent elements or parts

demonstrate: give a practical explanation of

Tier III

- **division of power**- the principle that sovereignty should be divided between the federal government and the states especially as expressed by the Constitution of the U.S.
- **Supremacy Clause**:-all laws made furthering the Constitution and all treaties made under the authority of the United States are the “supreme law of the land.”

Primary and Secondary Sources/Texts for Gradual Release (Practice 3):

- [Supremacy Clause](#)
- [U.S. Constitution](#)

Suggested Learning Activities to Support Gradual Release (Practice 3):

Focused Instruction:



SET THE STAGE: *On May 15, 2019, Alabama’s governor signed the most aggressively anti-abortion law in recent American history. If enacted, the law would permit abortions only if the mother’s life is at risk or if the fetus cannot survive, but not in cases of rape or incest. Alabama is not alone. After a series of conservative appointments to the U.S. Supreme Court, a growing number of states have moved to drastically restrict access to abortion. Over the past few months, several states, including Missouri, Mississippi, Louisiana and Georgia, have pursued “heartbeat” bills – legislation that would ban abortion as soon as a physician is able to detect a fetal heartbeat. Ask students, if these states are willing to go as far as passing these aggressive state bills, then why would they not outright make abortions illegal. Remind them that in 1973, a federal law was passed (Roe vs. Wade) legalizing abortions nation wide. Tell students that these states cannot legally ban abortion all together because it is protected by federal law and that federal law is supreme over state law.*

Guided Learning:

- Introduce and annotate the Performance based objective.
- Teacher and students will discuss slides 15-16 to introduce the supremacy clause using the [Federal System of government presentation](#). Students may choose a note-taking method of their preference. Be sure to engage students in inquiry-based questions throughout the presentation.
- Teachers and students will read and annotate the background to the supreme court case [McCulloch v. Maryland](#). Prior to beginning, students should explain to the students that this case is one of the first conflicts since the ratification of the U.S. Constitution in 1789 where the federal supreme court would rule on national laws vs. state laws.

Collaborative Learning:

- After reading the background of the case below, students will work in pairs acting as journalists to [create a newspaper article](#) that will detail the significance of the decision. A rubric for the assignment is attached as part of this lesson. Provide all materials students need such as crayons, markers, colored pencils, etc. Each student will create their own but work collaboratively to brainstorm ideas.
- [Newspaper Article Rubric](#)

Independent Learning:

Writing From sources: [The Supremacy Clause](#)



Dougherty County
School System

Day 2

Focused Instruction:



SET THE STAGE: *In January of 2019, President Trump passed three executive orders. Remind the students that Executive Orders issued by presidents are binding orders that have the same effect as law but do not require Congressional approval. Current debates focus on the President's use of executive orders to make laws, which goes against the separation of powers between the three branches of government. On January 25 at the Department of Homeland Security (DHS), Trump signed executive orders on border security and interior enforcement. On January 27, he signed an executive order at the Pentagon on refugees and visa holders from designated nations. The executive order on border security included the expanded use of detention, limits on access to asylums, enhanced enforcement along the US-Mexico border, and the construction of a 2,000 mile border wall. Action 4 of the border security executive order directs DHS to take steps to obtain operational control of the US-Mexico border by planning, designing and constructing a wall along the length of the border. It also directs DHS to allocate unused funding for the purpose of constructing a wall. Ask students, why do they think the president had to take these measures to get the ideas he campaigned on put into effect. Explain that before new laws can be passed or before changes can be made to the constitution that there is an amendment process that must take place. To avoid the amendment process*

Guided Learning:

- Show the students the video [How to Amend the U.S. Constitution](#).
- Teachers and students will discuss the process to amend the constitution using slides 17-18 from the [Federal System of government presentation](#). Instruct students to continue on the notes sheet from the prior day.

Collaborative Learning:

Activity #1: The purpose of this assignment is to write an amendment to the U.S. Constitution that addresses a problem faced by Americans in 2017. This is a collaborative assignment, so students will be working in groups of two to four people. First, teams will identify an issue facing the nation that can be resolved by amending the Constitution. A list of possible topics can be found at the end of the instructions. Teams will then research the issue they have chosen and present a proposed solution to the class. The presentation will be in the form of a commercial.

Commercial: Team members will create a 60-second video presentation explaining their proposed amendment. The commercial should be designed to air on television or on the Internet. In the commercial, team members must explain how their proposal would solve a national problem and make America stronger. This is a persuasive piece, so use techniques that will convince your audience your solution will work.

Georgia Department of Education

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Possible topics for amendment proposals:

Change the national voting age

Term limits for Supreme Court justices

Term limit revision for the President and/or members of Congress

Repeal the 16th Amendment--abolish the federal income tax

Universal health care

Legalize school prayer

Native American reparations--government compensation for land taken

Do away with the Electoral College in presidential elections

Repeal the 2nd Amendment--the right to bear arms

Establish English as the official language of the United States

Abolish the death penalty

Immigration reform

Campaign finance reform

Require a balanced federal budget each year

Independent Learning:

- Unit 4 Summative Assessment Forthcoming

Graphic Organizer(s) for Gradual Release (Practice 3):

N/A

Guided Questions:

Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

Additional Resources:

- [SSCG5 Just the Facts](#)
- <https://gpb.pbslearningmedia.org/>
- [SSCG1-SSCG6 Jeopardy Game](#)

Remediation/Enrichment (EL, ESP, Gifted):

Remediation/Support:

- Vary the Lexile level of the text you are using (can be found in the Primary and Secondary Documents area, if available)
- Prepare multimedia, visuals, and additional readings to support learners
- Identify key vocabulary that your students need to know in order to support their reading development and content-area learning, provide passages and questions that are already annotated.
- Provide questioning prompts, fill-in-the-blank answers, and modified writing assignments based on the needs of the student.

Enrichment:

- [The “FEDERAL” in FederalismI-Civics](#)
- [Gibbons vs Ogden I-Civic](#)