

Unit Title: Finding Our Voice

INSTRUCTIONAL UNIT AUTHORS

Ellicott School District
Kelli Cabrera
Richard Campbell
Anja Centennial
Diane Garduno
Nathaniel Miller

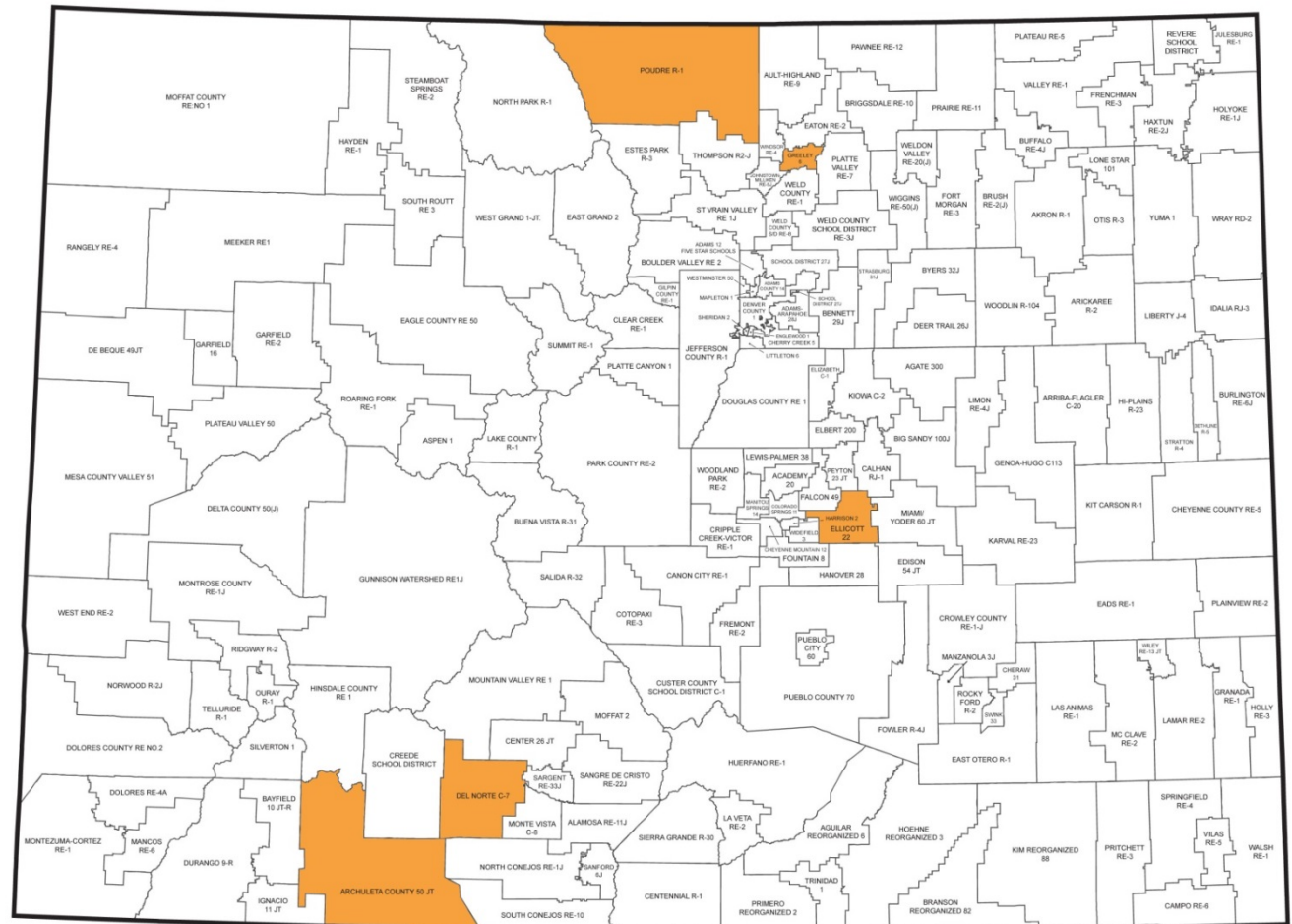
BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Archuleta School District
Scott White

Del Norte School District
Jill Martinez

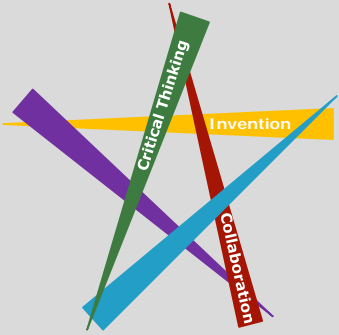
Greeley School District
Therese Gilbert

Poudre School District
Gabrielle Wymore



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Social Studies	Grade Level	8 th Grade
Course Name/Course Code	8 th Grade Social Studies		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives	SS09-GR.8-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another	SS09-GR.8-S.1-GLE.2	
2. Geography	1. Use geographic tools to analyze patterns in human and physical systems	SS09-GR.8-S.2-GLE.1	
	2. Conflict and cooperation occur over space and resources	SS09-GR.8-S.2-GLE.2	
3. Economics	1. Economic freedom, including free trade, is important for economic growth	SS09-GR.8-S.3-GLE.1	
	2. Manage personal credit and debt (PFL)	SS09-GR.8-S.3-GLE.2	
4. Civics	1. Analyze elements of continuity and change in the United States government and the role of citizens over time	SS09-GR.8-S.4-GLE.1	
	2. The place of law in a constitutional system	SS09-GR.8-S.4-GLE.2	
<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>		<p align="center">Reading & Writing Standards for Literacy in History/Social Studies 6 - 12</p> <p>Reading Standards</p> <ul style="list-style-type: none"> • Key Ideas & Details • Craft And Structure • Integration of Knowledge and Ideas • Range of Reading and Levels of Text Complexity <p>Writing Standards</p> <ul style="list-style-type: none"> • Text Types & Purposes • Production and Distribution of Writing • Research to Construct and Present Knowledge • Range of Writing 	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Finding Our Voice	6-9 weeks	2	

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Unit Title	Finding Our Voice		Length of Unit	6-9 weeks
Focusing Lens(es)	Identity	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.8-S.1-GLE.1 SS09-GR.8-S.1-GLE.2 SS09-GR.8-S.4-GLE.1 SS09-GR.8-S.4-GLE.2	
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.3, CCSS.RH.6-8.4	CCSS Writing Standards for Literacy in History/Social Studies 6-8	CCSS.WHST.6-8.1, CCSS.WHST.6-8.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Which is more important for an enduring nation: individual rights or the common good? (SS09-GR.8-S.4-GLE.2-EO.g) • How has the United States balanced individual rights and the common good? 			
Unit Strands	History, Civics			
Concepts	Freedom, rule of law, rights, responsibility, common good, ideals, identity, self-determination, compromise, systems, democracy, power, beliefs, federalism, natural rights, republicanism, the Federalists, individual rights, citizens, citizenship, democracy			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The establishment of and beliefs about the common good, and an individual's rights, roles, and responsibilities, influences the development of a national identity (SS09-GR.8-S.4-GLE.1-EO.a,b) and (SS09-GR.8-S.4-GLE.2-EO.g)	How have the basic values and principles of American democracy changed over time and in what ways have they been preserved?	What sustains a national identity?
Ongoing tensions and struggles between individual rights and the common good can redefine a nation's identity (SS09-GR.8-S.4-GLE.1-EO.b,e) and (SS09-GR.8-S.4-GLE.2-EO.e; IQ.1)	How did the Founding Fathers compromise on the democratic principles of individual rights and the common good? How has the common good changed over time?	When do the rights of the individual trump the common good and vice-versa? What is the proper balance between the rights and responsibilities of the citizen and the common good?
The principles, institutions, and systems of a government reflect beliefs about power and authority (SS09-GR.8-S.4-GLE.1-EO.e) and (SS09-GR.8-S.4-GLE.2-EO.d)	How does the Constitution reflect the beliefs of the Framers in regards to power and authority of the national government? In what ways does the structure of the U.S. government divide power? How does the Constitution establish the power and authority by/for the citizens of the United States?	How does a government reflect beliefs about power and authority?

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<p>The struggle between individual rights, states’ rights, and the powers of the federal government provides a constant tension in national political culture (SS09-GR.8-S.4-GLE.1-EO.e) and (SS09-GR.8-S.4-GLE.2-EO.d,e)</p>	<p>How did the arguments of the Federalists reflect their beliefs about natural rights and republicanism? (SS09-GR.8-S.4-GLE.1-EO.c,e) How is the common good preserved in the Constitution? How does judicial review act as a “check” on Congressional powers? (SS09-GR.8-S.4-GLE.2-EO.f)</p>	<p>How should nations balance individual rights, states’ rights and federal authority?</p>
<p>Maintenance of the common good oftentimes requires a balance of individual freedoms and public demands (SS09-GR.8-S.4-GLE.1-EO.e) and (SS09-GR.8-S.4-GLE.2-EO.g; IQ.1)</p>	<p>What individual freedoms were established by the Bill of Rights? How did the Bill of Rights reflect a compromise by the Founding Fathers?</p>	<p>Under what circumstances may individual rights be compromised?</p>

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • The conflicts and compromises of the Federal Convention of 1787 (SS09-GR.8-S.1-GLE.2-EO.a,b) • The origins, purpose, and roles and responsibilities of the three branches of government (SS09-GR.8-S.1-GLE.2-EO.f) and (SS09-GR.8-S.4-GLE.2-EO.d) • The separation of powers is evident in the Constitution through the limits to federal power and the powers given to the states (SS09-GR.8-S.4-GLE.1-EO.e) • Judicial review is reflected in the United States in the form of a constitutional government (SS09-GR.8-S.4-GLE.2-EO.f) • The origins of and rights listed in the Bill of Rights (SS09-GR.8-S.4-GLE.1-EO.e) • Federalism as a key idea underpinning the national government (SS09-GR.8-S.1-GLE.2-EO.f) • Representative government as a key idea underpinning the United States government (SS09-GR.8-S.1-GLE.2-EO.f) • The failures and significance of the Articles of Confederation (SS09-GR.8-S.1-GLE.2-EO.f) • Each branch of government retains checks and balances over the others (SS09-GR.8-S.4-GLE.2-EO.d) • The strengths and weaknesses of the rule of law (SS09-GR.8-S.4-GLE.2-EO.b) • The United States government gives the power to tax and issue tariffs to Congress (SS09-GR.8-S.2-GLE.2-EO.d) 	<ul style="list-style-type: none"> • Analyze primary sources for point of view, bias, audience, etc. (e.g., Federalist Papers, Constitution) (SS09-GR.8-S.1-GLE.1-EO.c) • Analyze the role, rights, and responsibilities of a citizen • Evaluate the perspectives of different political parties and why they were created (SS09-GR.8-S.1-GLE.1-EO.b) • Construct a historical argument about national versus states’ rights (SS09-GR.8-S.1-GLE.1-EO.d)

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Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>As a democratic system of government emerges, laws are created to promote self-determination.</i>
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Academic Vocabulary:	Responsibility, law, evaluate, analyze, precedent, power, compromise
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Technical Vocabulary:	Judicial review, self-determination, national identity, federalism, political parties, democracy, Bill of Rights, states’ rights, constitutionalism, common good, separation of powers, freedom, rule of law, natural rights, republicanism, the Federalists, individual rights, citizens, citizenship, ideals, identity, rights, responsibility
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Unit Description:	This unit focuses on the foundations of U.S. government, the Constitution and the development of an American voice. The unit begins with a look at the major social, economic and political aspects of the newly independent 13 states. Then, students examine the Constitutional Convention and the various changes, compromises and additions to the Constitution necessary to promote the common good and provide individual rights to citizens. Next, students study the development of a political culture in the United States and how this led to an American identity in the global world. Finally, the unit culminates in a performance assessment which has students creating a presentation for a United Nations Youth Assembly to share the principles of American democracy and evolution of the American identity within its first 50 years.
Considerations:	In the first Learning Experience, the assessment is for students to complete a WebQuest has not been developed. Resources are provided for the teacher to develop the WebQuest, or students may be challenged to create their own WebQuest. Also, If you are teaching the four 8th grade units in sequence, we as the authors of these instructional units, recommend that you do not teach the final Learning Experience in the next unit, titled "Growing Pains." The fourth unit "Reality Check" is already set up with a transition Learning Experience.
Unit Generalizations	
Key Generalization:	The movement of people and ideas influences cultural diffusion by both enriching a culture and increasing social tensions
Supporting Generalizations:	Ongoing tensions and struggles between individual rights and the common good can redefine a nation's identity
	The principles, institutions, and systems of a government reflect beliefs about power and authority
	The struggle between individual rights, states' rights, and the powers of the federal government provides a constant tension in national political culture
	Maintenance of the common good oftentimes requires a balance of individual freedoms and public demands

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The establishment of and beliefs about the common good, and an individual's rights, roles, and responsibilities, influences the development of a national identity
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are in a group of student ambassadors representing the United States in the United Nations Youth Assembly at a global convention. The focus of this global convention is to promote appreciation among countries of the ongoing tensions and struggles gone through to establish and maintain a national identity. You will develop a presentation highlighting how the basic values and principles of American democracy evolved within its first 50 years, further developing our national identity and establishing our voice.
Product/Evidence: (Expected product from students)	Students will create a multimedia presentation (e.g., PowerPoint, Prezi, Moviemaker) in groups of 2 – 4 to share with the class. The presentation should include primary sources (e.g., music, images, documents, newspapers) which reflect the importance of promoting the common good, changes in rights, roles and responsibilities of American citizens, and examples of the new national identity. Also included in the presentation should be an interpretation of the sources and how they contributed to our identity as Americans.
Differentiation: (Multiple modes for student expression)	Each student in the group may be required to construct one part of the presentation; however, students then may be assigned one of the topics.

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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p>Britton, T. L. (2013) <i>Economic Systems</i>. Lexile: 690</p> <p>Black, E. (1988). <i>Our Constitution: The Myth That Binds Us</i>. Lexile: 1180</p> <p>Collier, C. (2012). <i>Decision in Philadelphia: The Constitutional Convention of 1787</i>. Grades 7 – 10.</p> <p>Freedman, R. (2003). <i>In Defense of Liberty: The Story of America’s Bill of Rights</i>. Lexile: 1270</p> <p>Hickey, D. R. (1995). <i>The War of 1812: A Short History</i>. Grades 7 and up.</p> <p>Madison, J. (1787). <i>Notes of Debates in the Federal Convention of 1787</i>. Grades 7 and up.</p> <p>Schmidt, M. (2013) <i>US Constitution and Bill of Rights</i>. Lexile: 820</p> <p>Vile, J. (1998) <i>The United States Constitution: Questions and Answers</i>. Lexile: 1170</p>	<p>Freedman, R. (2003). <i>In Defense of Liberty: The Story of America’s Bill of Rights</i>. Lexile: 1270</p> <p>Fritz, J. (1997). <i>Shh! We’re Writing the Constitution</i>. Lexile: 950</p> <p>Krensky, S. (2008). <i>Sisters of Scituate Light</i>. Lexile: 720</p> <p>Levy, E. (1992). <i>If You Were There When They Signed the Constitution</i>. Lexile: 810</p> <p>Meltzer, M. (1993). <i>The American Revolutionaries: A History in Their Own Words 1750-1800</i>. Lexile: 1220</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Read, analyze and support understanding of text	Teacher Resources:	https://www.teachingchannel.org/videos/analyzing-text-lesson (A short video on the Teaching Channel showing how to analyze texts) http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/reading.pdf (Reading Strategies) http://www.wisconsinhistory.org/turningpoints/primarysources.asp#read (Using Primary Sources in the Classrooms)
			Student Resources:	http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf (Library of Congress: Analyzing Books and Other Printed Texts Worksheet) http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf (Document Analysis Worksheet)
	Skills:	Cite specific textual evidence to support analysis of primary and secondary sources. (CCSS RH.6-8.1)	Assessment:	Students will answer (oral or written) document-based questions clarifying their learning and understanding of the reading. Students will use graphic organizers to keep track of specific evidence of the reading.
2.	Description:	Determine the meaning of words and phrases as they are used, including conversation and academic vocabulary related to history / social studies (CCSS RH.6-8.4)	Teacher Resources:	http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/ (Word Walls) http://www.readingrockets.org/strategies/word_walls/ (Word Walls)
			Student Resources:	http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf (Word Bank Graphic Organizer) http://www.eslpages.com/samplesheets/samplewordbanksheets.htm (Word Bank Worksheet) http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf (Vocabulary Graphic Organizer)

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	Skills:	Collect vocabulary words and create an on-going word wall using context clues, definitions and visual support	Assessment:	Students will create a word wall to visualize important vocabulary throughout the unit.
3.	Description:	Examine and analyze primary and secondary sources to extract historical information (CCSS RH.6-8.2)	Teacher Resources:	http://www.scholastic.com/teachers/top-teaching/2013/01/reading-response-forms-and-graphic-organizers (Scholastic: Reading Response Forms and Graphic Organizers) http://www.mcrc-online.ca/documents/buehl/goread.pdf (Graphic Organizers for Reading Comprehension) http://www.readwritethink.org/professional-development/strategy-guides/making-connections-30659.html?tab=2 (Read, Write, Think: Making Connections)
			Student Resources:	http://www.mcrc-online.ca/documents/buehl/goread.pdf (Graphic Organizers for Reading Comprehension)
	Skills:	Use context and content from the past to make connections, predictions and inferences to the present	Assessment:	Students will construct short arguments connecting their learning across time.

Prior Knowledge and Experiences

Prior to teaching this unit it would be helpful for students to be comfortable reading and analyzing primary/secondary sources and responding in various forms of writing to those sources.

Learning Experience # 1

The teacher may engage students in a WebQuest so that students can begin to investigate the social, political, geographic, and economic challenges facing the new nation as Americans work to establish a national identity.

Generalization Connection(s):	The establishment of and beliefs about the common good, and an individual’s rights, roles, and responsibilities, influences the development of a national identity
Teacher Resources:	http://www.ushistory.org/us/12.asp (Article: <i>The Societal Impacts of the American Revolution</i>) http://www.educationworld.com/a_tech/tech/tech011.shtml (How to develop a WebQuest) http://webquest.org/ (Finding and creating WebQuests) http://www.saylor.org/site/wp-content/uploads/2012/11/HIST303-2.6.1-HowRevolutionaryWasTheRevolution-FINAL.pdf (Article: <i>How Revolutionary Was the American Revolution?</i>) http://www.teenink.com/nonfiction/academic/article/591066/Political-Social-and-Economic-Change-after-the-American-Revolution/ (Article: <i>Political, Social, and Economic Change after the American Revolution</i>)
Student Resources:	http://www.ushistory.org/us/12.asp (Article: <i>The Societal Impacts of the American Revolution</i>)

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	http://www.saylor.org/site/wp-content/uploads/2012/11/HIST303-2.6.1-HowRevolutionaryWasTheRevolution-FINAL.pdf (Article: <i>How Revolutionary Was the American Revolution?</i>) http://www.teenink.com/nonfiction/academic/article/591066/Political-Social-and-Economic-Change-after-the-American-Revolution/ (Article: <i>Political, Social, and Economic Change after the American Revolution</i>)	
Assessment:	Students will complete a teacher developed WebQuest focusing on the social, economic and political culture of the newly independent 13 states.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may develop their own WebQuest
Critical Content:	<ul style="list-style-type: none"> • The causes and effects of the Land Ordinance of 1785 • The post-war economic depression including the shortage of currency, high taxes, creditors, farm foreclosures, and bankruptcies • The establishment of state governments in the 13 states • The social changes in the newly established United States (e.g., new laws, rules for land ownership) 	
Key Skills:	<ul style="list-style-type: none"> • Define debt • Explain the social, political, and economic effects of independence 	
Critical Language:	Debt, independence, patriotism, bankruptcy, state government, federal government, freedom, equality, republican government, propaganda, self-determination	

Learning Experience # 2		
The teacher may provide primary sources (e.g., Articles of Confederation, Virginia Bill of Rights, excerpts from Pennsylvania Constitution, political cartoons) so that students can explain the early attempts at establishing a new government.		
Generalization Connection(s):	The principles, institutions, and systems of a government reflect beliefs about power and authority The struggle between individual rights, states' rights, and the powers of the federal government provides a constant tension in national political culture Maintenance of the common good oftentimes requires a balance of individual freedoms and public demands	
Teacher Resources:	http://constitution.laws.com/american-history/constitutional-government/articles-of-confederation (An explanation of the Articles of Confederation) http://chnm.gmu.edu/tah-loudoun/blog/lessons/the-articles-of-confederation/ (Lesson Plan: Articles of Confederation) http://www.ushistory.org/us/14.asp (Reading: "Making Rules" - The importance of establishing a new government) http://avalon.law.yale.edu/18th_century/pa08.asp (Pennsylvania Constitution) http://www.archives.gov/exhibits/charters/virginia_declaration_of_rights.html (Virginia Bill of Rights)	

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	http://www.loc.gov/rr/program/bib/ourdocs/articles.html (The Articles of Confederation at the Library of Congress) http://www.archives.gov/exhibits/charters/charters_of_freedom_4.html (The First Constitution ~ The Articles of Confederation at the National Archives) http://www.geneseo.edu/~bennett/EdWrite.htm (How to write an editorial)	
Student Resources:	http://www.loc.gov/rr/program/bib/ourdocs/articles.html (The Articles of Confederation at the Library of Congress) http://www.history.com/topics/articles-of-confederation (History Channel -The Articles of Confederation) http://www.archives.gov/exhibits/charters/charters_of_freedom_4.html (The First Constitution ~ The Articles of Confederation at the National Archives) http://www.geneseo.edu/~bennett/EdWrite.htm (How to write an editorial)	
Assessment:	Students will write an editorial article on a selected event/attempt at establishing a new government and highlight either the successes or failures of that attempt. (CCSS WHST. 6-8.1 ; CCSS WHST. 6-8.4)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may write their editorial with a partner	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write a response to a classmate’s editorial
Critical Content:	<ul style="list-style-type: none"> • The strengths, weaknesses, and failures of the Articles of Confederation • The challenges of forming state constitutions • The role of Congress in the Articles of Confederation • The role of significant individuals such as George Washington and Benjamin Franklin in the attempts at establishing a central government 	
Key Skills:	<ul style="list-style-type: none"> • Analyze the strengths and weaknesses of the Articles of Confederation • Write a persuasive article to highlight the success or failures of the first attempts at creating a government 	
Critical Language:	Virginia Bill of Rights, Articles of Confederation, federal government, state government, trade, debt, legislative, Congress, Pennsylvania Constitution, governor, bill of rights (state’s bill of rights)	

Learning Experience # 3	
The teacher may provide primary and secondary sources (e.g., letters from the delegates to Congress, notes from The Federal Convention) so that students can analyze the issues (states’ rights v. strong federal government; individual rights v. the common good; representation) and debates surrounding the writing of the Constitution.	
Generalization Connection(s):	The establishment of and beliefs about the common good, and an individual’s rights, roles, and responsibilities, influences the development of a national identity Ongoing tensions and struggles between individual rights and the common good can redefine a nation’s identity

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	The principles, institutions, and systems of a government reflect beliefs about power and authority The struggle between individual rights, states' rights, and the powers of the federal government provides a constant tension in national political culture	
Teacher Resources:	http://memory.loc.gov/ammem/amlaw/lwdg.html (Letters of the delegates to Congress) http://teachingamericanhistory.org/convention/debates/ (Madison's notes on the debates) http://bensguide.gpo.gov/m-constitution (Short article on the writing of the Constitution) http://www.umbc.edu/che/arch/documents/ShaysRebellionPAT_final.pdf (Lesson Plan: Shay's Rebellion incl. primary sources)	
Student Resources:	http://memory.loc.gov/ammem/amlaw/lwdg.html (Letters of the delegates to Congress)	
Assessment:	Students will select two of the above issues and complete a graphic organizer showing both its positives and negatives. http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/Pros-Cons-Tables-Chart.bmp (Graphic organizer: pros and cons)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided a partially completed graphic organizer	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students will create their own graphic organizer
Critical Content:	<ul style="list-style-type: none"> • The conflicts and compromises of the Federal Convention of 1787 • The differences between state and federal rights • The causes and effects of Shays' Rebellion • The importance of the common good • The issues facing the Framers of the Constitution • Representative government as a key idea underpinning the United States government 	
Key Skills:	<ul style="list-style-type: none"> • Explain opposing positions • Identify pros and cons 	
Critical Language:	Compromise, states' rights, federal government, common good, individual rights, the Constitution, delegate, representation	

Learning Experience # 4	
The teacher may provide primary and secondary sources (e.g., the Constitution, notes from The Federal Convention, the Virginia Plan, Connecticut Compromise, <i>Federalist Papers</i>) so that students can examine the compromises made in the development and ratification of the Constitution.	
Generalization Connection(s):	The principles, institutions, and systems of a government reflect beliefs about power and authority The struggle between individual rights, states' rights, and the powers of the federal government provides a constant tension in national political culture

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Teacher Resources:	<p>http://www.archives.gov/exhibits/charters/constitution_transcript.html (Transcript of the Constitution)</p> <p>http://elizabethclaire.com/store/media/general/free-download/US-Constitution-in-Simple-English-updated.pdf (The Constitution in simple English)</p> <p>http://thomas.loc.gov/home/histdox/fedpapers.html (The Federalist Papers)</p> <p>http://study.com/academy/lesson/the-virginia-plan-description-facts-quiz.html (Lesson Plan: the Virginia Plan)</p> <p>http://toonlet.com/archive?m=s&a=1&i=61090 (The Connecticut Compromise in a comic strip)</p> <p>http://avalon.law.yale.edu/18th_century/translet.asp (Letter from George Washington accompanying submission of the Constitution to Congress)</p> <p>http://www.history.com/images/media/pdf/Constitution-LessonPlans.pdf (Lesson Plan: Compromise – scroll down to page 6)</p> <p>http://www.congressforkids.net/Constitution_delegates.htm (Information and short quizzes on the Constitution and the process that lead to ratification)</p> <p>http://www.lites.lth5.k12.il.us/finales_units/5th/revolution/articles.pdf (Short overview over major plans/ compromise proposals)</p> <p>https://www.youtube.com/watch?v=HjuOHR3R164 (Video: The Great Compromise)</p>	
Student Resources:	<p>http://www.archives.gov/exhibits/charters/constitution_transcript.html (Transcript of the Constitution)</p> <p>http://elizabethclaire.com/store/media/general/free-download/US-Constitution-in-Simple-English-updated.pdf (The Constitution in simple English)</p> <p>http://www.history.com/topics/constitution (Topics and explanations of compromise)</p> <p>http://www.ushistory.org/gov/2c.asp (Article: Separation of powers, checks and balances, and federalism)</p>	
Assessment:	<p>Students will construct a speech to present to the Constitutional Convention about one of the compromises (NJ plan, 3/5 Compromise, The Great Compromise) based on a role assigned by the teacher (Southern state delegate, small state delegate, large state delegate, etc.). (CCSS RH.6-8.3)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with additional resources (stories, journal entries) specific to the role assigned	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students incorporate a current event that represents a struggle to balance states’ rights and the powers of the federal government in their speech
Critical Content:	<ul style="list-style-type: none"> • The aspects and significance of the New Jersey and Virginia Plans and the Connecticut (Great) Compromise • Reasons for the Slave Trade and ¾ Compromise • Arguments about the need for and election of the chief executive • Arguments over national supremacy and state sovereignty 	
Key Skills:	<ul style="list-style-type: none"> • Explain the Great Compromise • Argue for a particular compromise 	
Critical Language:	Legislative, judicial, executive, veto, delegate, separation of powers, judicial review, bicameral, compromise, sovereignty, national supremacy	

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Learning Experience # 5		
The teacher may provide primary and secondary sources (e.g., the Constitution, the Enlightenment philosophies, John Locke’s <i>Two Treatises of Civil Government</i>) so that students can begin to understand the how the basic principles of democracy are reflected in the governmental structures established by the Founding Fathers.		
Generalization Connection(s):	The principles, institutions, and systems of a government reflect beliefs about power and authority	
Teacher Resources:	http://www.nwp.org/cs/public/print/resource/403 (Article: How to create an illustrated dictionary) http://www.archives.gov/exhibits/charters/constitution_transcript.html (The Constitution) http://www.archives.gov/exhibits/charters/constitution_founding_fathers.html (Biographies of the Founding Fathers) http://www.history.com/topics/enlightenment (Article: The Enlightenment) http://fee.org/freeman/detail/john-locke-natural-rights-to-life-liberty-and-property (Information about John Locke) http://www.teachertube.com/video/roots-of-american-democracy-chap-3-section-2-347621 (Video: Roots of US democracy) http://www.csus.edu/indiv/s/simpson/hist162/locke.pdf (Two Treatises of Civil Government) http://www.cyberlearning-world.com/lessons/oct6usg.htm (Lesson Plan: The system of checks and balances)	
Student Resources:	http://www.nlnrac.org/earlymodern/locke/primary-source-documents (John Locke primary source documents) http://www.archives.gov/exhibits/charters/constitution_transcript.html (The Constitution) http://www.archives.gov/exhibits/charters/constitution_founding_fathers.html (Biographies of the Founding Fathers) http://www.sheppardsoftware.com/usa_game/government/checks_and_balances.htm (Game: checks and balances) http://www.sheppardsoftware.com/usa_game/government/branches_government.htm (Game: Branches of government)	
Assessment:	Students will create an illustrated dictionary (pictures and words) of key terms (individual rights, separation of powers, republic, checks and balances, limited government, popular sovereignty) and important individuals (George Washington, Ben Franklin). http://www.nwp.org/cs/public/print/resource/403 (Illustrated dictionary examples)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.toolsforeducators.com/wordbank/ (Word bank maker) Students may work with a partner	Students may be given a word bank
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may add a real life “connection” to each word
Critical Content:	<ul style="list-style-type: none"> • The definitions of republic and democracy • The impact of Enlightenment on political thought • The philosophy of John Locke • The role of significant individuals such as George Washington and Benjamin Franklin • The difference between legislative, judicial, and executive branches of government • The significance of judicial review • The separation of powers (checks and balances) between the branches of government 	
Key Skills:	<ul style="list-style-type: none"> • Describe various democratic and republican forms of government (e.g., Rome, Greece) 	

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	<ul style="list-style-type: none"> Analyze how Enlightenment impacted political thought Explain Locke’s theory of natural rights and Law of Nature Explain basic democratic principles like separation of powers, checks and balances, limited government Describe the role of the Founding Fathers in the writing of the Constitution The separation of powers is evident in the Constitution through the limits to federal power and the powers given to the states
Critical Language:	Democracy, republic, separation of powers, individual rights, government, John Locke, Enlightenment, checks and balances, natural rights, Founding Fathers, legislative, judicial, executive, republicanism, Law of Nature

Learning Experience # 6		
The teacher may provide primary and secondary sources (e.g., political cartoons, speeches, the Federalist Papers) so that students can differentiate between the ideologies of the political parties that formed (Federalists, Anti-Federalists) as a result of the interpretations of the principles in the Constitution.		
Generalization Connection(s):	The struggle between individual rights, states’ rights, and the powers of the federal government provides a constant tension in national political culture	
Teacher Resources:	http://teachinghistory.org/teaching-materials/teaching-guides/21733 (Lesson Plan: Interpreting political cartoons) http://faculty.polytechnic.org/gfeldmeth/chart.fed.pdf (Federalists and Antifederalists) http://www.earlyamerica.com/earlyamerica/firsts/cartoon/ (The first federal cartoons - <i>Join or Die</i> and <i>Federal Superstructure</i>) http://tinyurl.com/okanzyp (Images of political cartoons of the 1700s) http://www.loc.gov/teachers/classroommaterials/primarysourcesets/political-cartoons/ (Library of Congress political cartoons, classroom materials) http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html (Political cartoon analysis guide)	
Student Resources:	http://faculty.polytechnic.org/gfeldmeth/chart.fed.pdf (Federalists and Anti-federalists)	
Assessment:	Students will construct a political cartoon supporting one of the political parties and construct a paragraph to explain their perspective in the cartoon.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner	Students may write a 2-3 sentence description of their cartoon
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may analyze a partner’s cartoon
Critical Content:	<ul style="list-style-type: none"> The reasoning behind Hamilton’s debt plan and it’s controversy The significance of the formation of political parties The basic beliefs of Federalists and Antifederalists The arguments presented in the <i>Federalist Papers</i> 	

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Key Skills:	<ul style="list-style-type: none"> Analyzing political cartoons Detecting perspective and bias
Critical Language:	Federalists, Whigs, Antifederalists, national bank, speculators, bonds, propaganda, political parties, democrats, republicans, social and political tension

Learning Experience # 7

The teacher may provide primary sources (e.g., the Constitution, Bill of Rights) so that students can debate the importance of protecting individual rights vs. ensuring the common good.

Generalization Connection(s):	The principles, institutions, and systems of a government reflect beliefs about power and authority	
Teacher Resources:	http://billofrightsinstitute.org/founding-documents/bill-of-rights/ (Teacher resources for Bill of Rights) http://www.archives.gov/exhibits/charters/bill_of_rights.html (National Archives: the Bill of Rights – transcript, etc.) http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html (Amendments to the Constitution) http://constitutioncenter.org/constitution/the-amendments (Amendments to the Constitution) http://www.history.com/topics/electoral-college (History Channel: the Electoral College explanation/definitions, video) http://www.lawnix.com/cases/marbury-madison.html (Legal brief of the Marbury vs. Madison) http://www.pbs.org/wnet/supremecourt/democracy/landmark_marbury.html (PBS article of Marbury v. Madison)	
Student Resources:	http://www.historyforkids.org/learn/northamerica/after1500/government/billofrights.htm (A student version of The Bill of Rights) http://constitutioncenter.org/constitution/the-amendments (Amendments to the Constitution) http://www.britannica.com/EBchecked/topic/128312/common-good (Article about the common good) http://www.pbs.org/wnet/supremecourt/democracy/landmark_marbury.html (PBS article of Marbury v. Madison)	
Assessment:	Students will conduct a debate about the importance of the common good vs. individual freedoms. https://debate.uvm.edu/dcpdf/MSPDPFormat_003.pdf (Conducting a middle school debate)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be given a teacher assigned role	Students may create a written argument instead of a formal debate
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may assume the persona of a famous person from this era and present their case during the debate
Critical Content:	<ul style="list-style-type: none"> The foundation set by the Magna Carta and the English Bill of Rights The reasons for and process of writing and ratifying the Bill of Rights The debate surrounding the necessity for the Bill of Rights The causes and effects of Marbury v. Madison The reasoning behind the Electoral college Individual freedoms outlined in the Bill of Rights 	

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Key Skills:	<ul style="list-style-type: none"> • Collect evidence to support a point of view • Argue a point of view
Critical Language:	Amendment, Bill of Rights, individual freedom, individual rights, common good, electoral college, Magna Carta, English Bill of Rights

Learning Experience # 8	
The teacher may lead students in a discussion so that students can analyze the further extension of individual rights provided under the Constitution and the continued efforts of disenfranchised groups in the United States to gain/maintain individual rights and freedoms (e.g., Native Americans, women, African-Americans).	
Generalization Connection(s):	The struggle between individual rights, states' rights, and the powers of the federal government provides a constant tension in national political culture
Teacher Resources:	http://www.tolerance.org/lesson/expanding-voting-rights (Expanding Voting Rights in the United States) http://www.ushistory.org/us/23b.asp (Expansion of the Vote: A White Man's Democracy) https://www.aclu.org/timeline-history-voting-rights-act (Expanded Voting Rights Timeline) http://tinyurl.com/o4gvd7n (Native American Involvement in the US War for Independence) http://www.history.com/topics/native-american-history/american-indian-wars (American-Indian Wars) http://www.mpm.edu/wirp/ICW-143.html (Relations between Native Americans and US Citizens) http://tinyurl.com/mv8qp33 (Lesson Plan: States Role in Expanding Voting Rights) http://www.heritage.org/constitution/#!/articles/1/essays/6/three-fifths-clause (Primary Document: Three Fifths Compromise) https://www.monticello.org/site/jefferson/american-indians (Article: Thomas Jefferson's vision of Native American assimilation into American society) http://avalon.law.yale.edu/subject_menus/ntreaty.asp (Avalon Project - Native American treaties and the papers of Thomas Jefferson) http://www.history.com/topics/native-american-history/native-american-cultures/videos/black-hawk-surrender-speech (Video: Blackhawk surrender speech) http://historymatters.gmu.edu/d/5790/ (Speech: Red Jacket Defends Native American Religion, 1805) http://www.nps.gov/museum/tmc/manz/handouts/Andrew_Jackson_Annual_Message.pdf (Andrew Jackson's speech to Congress pertaining to Indian removal)
Student Resources:	http://www.nps.gov/wori/learn/historyculture/report-of-the-womans-rights-convention.htm (Report of the Seneca Falls Convention) http://www.history.com/topics/native-american-history/american-indian-wars (American-Indian Wars) http://www.mpm.edu/wirp/ICW-143.html (Relations between Native Americans and US Citizens) http://www.justice.gov/crt/about/vot/intro/intro_b.php (Voting Rights Act of 1965) http://www.ourdocuments.gov/doc.php?flash=true&doc=63 (19th Amendment) http://constitutioncenter.org/timeline/html/cw08_12159.html (Map of states granting voting rights to women)
Assessment:	The students will create an annotated timeline that shows the extension of voting rights to all citizens (all white men, African Americans, Native Americans, women) and the repercussions by some groups due to the delay in gaining these rights (Native revolts, Seneca Falls Convention).

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided a partially completed timeline	Students may include a reduced number of events on their timeline
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may include primary source images and/or quotes to their timeline
Critical Content:	<ul style="list-style-type: none"> • The extension of voting rights to various groups over time • State roles in extending voting rights • The impact of the Seneca Falls Convention • The significance of the ¾ Compromise, Slave trade, compromise, and universal manhood suffrage • The Native American role in the War for Independence and position thereafter 	
Key Skills:	<ul style="list-style-type: none"> • Create a timeline • Summarize key events 	
Critical Language:	Suffrage, personal liberty, popular sovereignty, disenfranchisement, free black, native/savages, ¾ Compromise, universal manhood suffrage	

Learning Experience # 9		
The teacher may provide primary and secondary sources (e.g., Monroe Doctrine, Louisiana Purchase, account of the XYZ Affair) so that students can identify the national & international issues (political, economic, territorial and population growth) facing the new nation.		
Generalization Connection(s):	The principles, institutions, and systems of a government reflect beliefs about power and authority The establishment of and beliefs about the common good, and an individual's rights, roles, and responsibilities, influences the development of a national identity	
Teacher Resources:	https://www.mtholyoke.edu/acad/intrel/pre1898.htm (Collection of Primary Documents on US Foreign Policy, Pre-1898) http://avalon.law.yale.edu/19th_century/monroe.asp (The Monroe Doctrine) http://avalon.law.yale.edu/subject_menus/br1814m.asp (War of 1812 and Related Documents) https://history.state.gov/milestones/1784-1800/xyz (XYZ Affair and the Quasi-War) https://history.state.gov/milestones/1801-1829/monroe (Monroe Doctrine: Summary and Responses) http://tinyurl.com/lqz9fhc (Latin America and the Monroe Doctrine) http://www.pbs.org/wned/war-of-1812/essays/american-perspective/ (PBS, An American Perspective: The War of 1812) http://tinyurl.com/pqd9huq (British View of the War of 1812 and other perspectives) http://www.usa-flag-site.org/song-lyrics/star-spangled-banner.shtml (Star Spangled Banner Lyrics) https://www.youtube.com/watch?v=CnRQ8-MMX28 (War of 1812: The Battle of Baltimore and Siege of Fort McHenry)	
Student Resources:	http://avalon.law.yale.edu/19th_century/monroe.asp (The Monroe Doctrine)	

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	http://avalon.law.yale.edu/subject_menus/br1814m.asp (War of 1812 and Related Documents) http://tinyurl.com/lqz9fhc (Latin America and the Monroe Doctrine) https://history.state.gov/milestones/1801-1829/monroe (Monroe Doctrine: Summary and Responses) http://www.pbs.org/wned/war-of-1812/essays/american-perspective/ (PBS, An American Perspective: The War of 1812) http://tinyurl.com/pqd9huq (British View of the War of 1812 and other perspectives) http://www.let.rug.nl/usa/presidents/john-adams/the-xyz-affair-1797.php (John Adams on the XYZ Affair) http://www.usa-flag-site.org/song-lyrics/star-spangled-banner.shtml (Star Spangled Banner Lyrics)	
Assessment:	Students will write a patriotic song or poem drawing from the principles of the Constitution and these foreign affairs to express the emerging American voice in the world.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner	Students may refer to only one of the major foreign affairs events from the unit in their poem or song
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may select a particular rhyme scheme for their poem/song
Critical Content:	<ul style="list-style-type: none"> • The causes and effects of the War of 1812, the XYZ Affair, the Quasi-War, Napoleonic Wars • The American response to international issues like impressment, colonization, etc. • How the National Anthem was inspired at the Siege of Fort McHenry • How the Monroe Doctrine impacted Latin American Revolutions 	
Key Skills:	<ul style="list-style-type: none"> • Create a piece of poetry based on historical events 	
Critical Language:	Foreign affairs, impressment, treaty, Louisiana Purchase, War of 1812, XYZ Affair, Monroe Doctrine, the Quasi-War, colonization	