| **USG Unit 1 Foundations of Democracy** | |
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| **Unit Overview** | |
| The principles of American democracy are reflected in the founding documents and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated. This unit asks students to explore the origins of American Democracy in its variety of forms, analyzing them, and determine individual rights and responsibilities at the national, state, and local levels. | |
| **Overarching Inquiry Question** | |
| What aspects of our country’s founding influence you the most as a citizen?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme(s)** | |
| * Political Values & Institutions * Process of Law | |
| **Skills Emphasis at a Glance** | |
| * **Establish Relationships (ER):** Explore how various Enlightenment philosophers influenced the Declaration of Independence. * **Interpret (IN):** Evaluatewhich limitations of the Articles of Confederation led to the call for a Constitutional Convention. * **Communicate and Conclude (CC):** Compare and contrast the plans presented for the Constitution and determine the reasons the ultimate plan was chosen. * **Informed Participation (IP):** Engage in the political process using acquired knowledge to perform civic duties. | |
| **Standard(s) and Indicators** | |
| **Standard(s) and Indicators**  **Standard 1:** Demonstrate an understanding of the fundamental historical and philosophical principles and ideas that led to the development of the American constitutional democracy.  **Indicator USG.1.ER**: Analyze the philosophical influences on core political principles in the American constitutional democracy.  **Indicator USG.1.IN:** Interpret founding documents and principles that led to the creation of the American constitutional democracy.  **Indicator USG.1.CC:** Analyze the major debates and compromises underlying the formation and ratification of the Constitution.  **Indicator USG.1.P:** Investigate and communicate the importance of constitutional principles and fundamental values and apply them in abstract and real world situations. | |
| **I Can Statement(s)** | |
| I can analyze the philosophical influences on core political principles in the American constitutional democracy. (USG.1.ER)  I can interpret founding documents and principles that led to the creation of the American constitutional democracy. (USG.1.IN)  I can analyze the major debates and compromises underlying the formation and ratification of the Constitution. (USG.1.CC)  I can investigate and communicate the importance of constitutional principles and fundamental values and apply them in abstract and real world situations. (USG.1.IP) | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can analyze the philosophical influences on core political principles in the American constitutional democracy.**   * To introduce the course, students will explore the core political principles of American government- Due Process, Natural Rights, Representative Government, Republicanism, Rule of Law, Separation of Powers, and Social Contract.   + Students will create an electronic file such as a Google Slides or Quizlet for each concept. To begin the activity students should define the concept. Throughout the rest of the activity, students will come back to their electronic file and add on historical significance to the concept. The vocabulary activity is an ongoing activity throughout this part of the unit sequence. As students learn more about the Enlightenment philosophers and their beliefs, students should go back to their electronic file and add significant information as needed * Students will then apply the knowledge of the key terms to the Enlightenment Philosophers such as Baron de Montesquieu, John Locke, Thomas Hobbes, and William Blackstone   + Students should be broken into groups with each group based on a philosopher, the Greeks, or the Romans to research information to answer the guiding question of “Why do they matter to American government?” As students are researching and then later listening to other groups present, they are adding the new information to their electronic file based on its relevance to each vocabulary term. * Teachers will ask students to reflect on the information they have collected about each core political principle. Students will engage in a ranking activity in which they list each of the seven core political principles in order of importance and defend in a few sentences why they chose this order. Teachers will encourage students to consider the opinions of the philosophers when making their rankings. Students should have an opportunity to share their opinions with either a small group or whole class. | * Students will be revisiting this vocabulary continuously throughout the course. * Teachers should prompt students throughout the lesson to add information to their electronic file. For example when reviewing John Locke the teacher should use guiding questions to promote inquiry into his role in the social contract theory. * While students are working through this activity teachers should be mindful of their summarizing skills and intervene to teach those skills as necessary either individually or as a whole group. * This is not an exhaustive list of philosophers that could be used in this activity. Teachers should consider including other philosophers that they feel are necessary for student understanding. * It is important that students understand there are no right or wrong answers in this activity. Teachers should reassure students that it is okay to have differing opinions about government; this is a fundamental part of American government and civics. The emphasis should be on defending their stances with substantial evidence. |
| **I can interpret founding documents and principles that led to the creation of the American constitutional democracy.**   * Students will begin by completing a Say, Mean, Matter Chart of one of the following documents: Magna Carta, English Bill of Rights, Mayflower Compact, Common Sense, Declaration of Independence, Articles of Confederation, and the Federalist Papers (such as Federalist No. 10, 70, & 78). While completing the Say, Mean, Matter Chart students will analyze the historical and philosophical origins of American Constitutional Democracy.   + The small groups could create a paper or digital poster that answers the following guiding questions:     - What core political principle is this document linked to?     - What Enlightenment philosopher is this founding document linked to?     - What, if any, influences from Greeks & Romans can be found in this founding document? * Students will then complete a gallery walk of each of the other groups works filling in the appropriate information in regards to their ongoing electronic file of key concepts * Students will also add these new documents to their ongoing electronic vocabulary file while linking them to previous core political principles and philosophers * Students will then be able to connect their document and core political principles analysis through a Say, Mean Matter comparing two or three documents with shared core political principles, Enlightenment philosophers, and influences from the Greeks and Romans. Students should then be asked to determine which document they think is most important in terms of American government and why that document is significant. | * [The Library of Congress Primary Source Analysis Tool](http://www.loc.gov/teachers/primary-source-analysis-tool/) could assist students in their analysis & research * The teacher could assign roles in the small groups such as leader, material manager, timekeeper, recorder, helper or speaker. * If teachers need some additional information about Say, Mean, Matter, visit [Literacy Strategies](http://usddrtiliteracystrategies.weebly.com/say-mean-matter.html). * If you need some additional information about gallery walks, visit [Facing History and Ourselves.](https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk) * Teacher may find it beneficial to do an I do, We do, You do with students before assigning documents * Teachers could assign the documents randomly to students, or allow students to pick their documents. Teacher could also have students work alone, in pairs, or small groups |
| **I can analyze the major debates and compromises underlying the formation and ratification of the Constitution.**   * Students will be provided with a copy of the Articles of Confederation and with a partner use the guiding question "How could this be a problem?" to determine how each article or article they were individually assigned could possibly present a problem to the newly formed government as they list the inadequacies. Teachers should model an example of an analysis of a problem found in the Articles of Confederation. Students could complete a think, pair, share with another partnership to compare & contrast the different problems found by each group. * Students will view [Constitutional Compromises: CrashCourse Government and Politics](https://www.youtube.com/watch?v=kCCmuftyj8A&disable_polymer=true) either in class or individually in order to establish a basic understanding of the terminology and key players. * Students will compare and contrast the different plans (i.e. New Jersey Plan, Virginia Plan, Connecticut Plan, Three-Fifths Compromise) presented at the Constitutional Convention and interpret how the final Constitution was established by representing the influence from these documents in an illustrated flow chart or foldable. * Students will take part in a full analysis of the United States Constitution. Starting with a student translation of the preamble, an analysis of the articles, then an examination of the Bill of Rights and other Amendments of the Constitution. | * Teachers could have students with partners analyze the entire Articles of Confederation or assign partners one piece of the document. Teachers could have students complete the think, pair, share with one group & then present their findings to the whole group or groups could complete a think, pair, share with numerous partnerships. * Teachers may focus on having students read and analyze various documents. Teachers may have students compare and contrast the various aspects of the plans and analyze how these lead to the creation of the current US Constitution. * Teachers could use the [icivics.org lesson](https://www.icivics.org/teachers/lesson-plans/anatomy-constitution) of “Anatomy of the Constitution” to introduce the outline of the Constitution * Teachers need to consider ways to assess the students’ analyses of the Constitution as well as determining the reading level of their students. |
| **I can investigate and communicate the importance of constitutional principles and fundamental values and apply them in abstract and real world situations.**   * An introduction into this indicator will involve students first attempting to answer basic constitutional questions addressed by the Supreme Court.   + Students will discuss the questions such as “When and why can the government limit speech?” or “How can you assert your rights to freedom of assembly and petition?”     - Teachers can do this by providing the background information of a Supreme Court case such as Tinker v. Des Moines and having students come to their own conclusion on the case * Students will investigate how the founding philosophies influence Americans through court cases by exploring decisions such as *Marbury v. Madison (1803)* and/or *McCulloch v. Maryland (1819)*. Students could refer back to the Bill of Rights to investigate significant Supreme Court of the United States (SCOTUS) decisions.   + The students will first develop a graphic organizer that compares & contrasts numerous Supreme Court cases of the same “constitutional questions.” * Students will research their own modern day political topic and offer a solution based on precedent set by previous court decisions. Students will analyze how these real world scenarios align to the constitution and fundamental principles discussed throughout the unit.   + In their research, the students should answer the following questions.     - Has this issue already been raised? How?     - Was this raised on the state or federal level?     - How would they argue it differently to achieve a different outcome?   + Students should also have the opportunity to present their research & solutions to the class. * Students will then draft a communication with their representatives at the city, county, district, state, and/or national levels regarding the issue from the above assignment and then relate it to an individual right they deem most essential to their role as a citizen in the American constitutional democracy. Students could work with a partner or small group to evaluate the type of communication they think would be most effective for their individual concerns. Students with their partners or small groups could then communicate their ideas & research to the representative of their choosing, in the method of their choosing as a conclusion to the assignment. | * Suggested constitutional questions can be found on the [Constitutional Center's Interactive Website](https://constitutioncenter.org/interactive-constitution/constitutional-conversations). * Teachers could provide their students with a [list of significant Supreme Court cases](https://www.uscourts.gov/about-federal-courts/educational-resources/supreme-court-landmarks) to choose from for their graphic organizer. Teachers could model a modern-day issue or concern and how it relates to one Supreme Court Case before having students completing the research assignment. * Teachers may find more information on SCOTUS cases at [Qyez.org](https://www.oyez.org/). * Teachers could have students explore [All Sides](https://www.allsides.com/media-bias/media-bias-ratings) allowing students the opportunity to compare and contrast sources & their bias. * Extension activity could be that students explore the recent government mandated shutdowns due to a pandemic and the Constitutional implications of them by using research from multiple media types. Students may complete a Venn diagram comparing government action to the constitution principles. * Teachers can find information about their representatives by visiting the [Find Your Legislators page](https://www.scstatehouse.gov/legislatorssearch.php) on the South Carolina Legislature website. * Teachers may need to provide more support for students who choose to communicate at meetings vs writing an email. Teachers may not want to assign a grade for following through with communication but may want to make it a class project to present to the class their research, conclusions, and method of communication to a representative. |

**References**

AllSides Media Bias Ratings. (n.d.). Retrieved from <https://www.allsides.com/media-bias/media-bias-ratings>

Oyez. (n.d.). Retrieved May 6, 2020, from <https://www.oyez.org/>

Find Your Legislators. (n.d.). Retrieved May 6, 2020, from <https://www.scstatehouse.gov/legislatorssearch.php>

**Additional Resources:**

[Using Primary Sources](https://www.loc.gov/teachers/usingprimarysources/) - The Library of Congress gives information about using primary sources and has a catalogue of primary documents for educational use.

[Digital Public Library of America](https://dp.la/)- The Digital Public Library has a catalogue of various images, sound clips, videos, etc for educational use.

[iCivics Games](https://www.icivics.org/games)- icivics is a website with various lesson plans, activities, and games for educational use.

[MrBettsClass Review Videos](https://www.youtube.com/user/MrBettsClass)- MrBetts has various videos set up for review of content and educational use.

[Hhughes Review Videos](https://www.youtube.com/channel/UCErKUCncCyBgEdxWAtrj5hg)- HipHughes has various videos for review of content and educational use.

[Supreme Court Cases](https://www.uscourts.gov/about-federal-courts/educational-resources/supreme-court-landmarks)- United States Courts has various educator resources and also landmark cases that can be used for educational purposes.

[Historical Documents](https://www.archives.gov/historical-docs)**-** The National Archive has various educator resources including lesson plans and documents for use in the classroom.

[KhanAcademy](https://www.khanacademy.org/)- Khan Academy is a study site that gives free lessons in the form of videos and quizzes. It spans various content for both teacher and student use.