

Grade 7 Unit 6: American Ideals and the American Experience

Enduring Understandings/Skill Focus	Assessment Plan
<p>This unit will investigate the challenges and triumphs to fulfilling our American ideals. The unit will begin with an examination of the goals highlighted in the Preamble of the Constitution. By tracing the preamble through American history, students will assess the effectiveness of our early citizens in meeting the goals of the Constitution. Students will evaluate how each American ideal has grown and expanded to be more inclusive. As we continue to struggle in fulfilling the potential of the American ideals, students will be encouraged to identify additional areas of growth toward a “more perfect union.”</p> <p>Students will consider the following question:</p> <p>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p>	<p>Mini Moot Court, Mock Trial or Simulated Legislative hearing</p>
Texts	NJSLA Social Studies Standards
<p>Textbook- United States History Beginnings to 1877</p> <p>Primary Sources</p> <ul style="list-style-type: none"> • The Articles of Confederation • The Declaration of Independence • The United States Constitution • 15th Amendment • 4th Amendment <p>Beyond the Bubble</p> <ul style="list-style-type: none"> • None <p>Other Materials</p> <ul style="list-style-type: none"> • C-Span Video Clips • PBS Learning Media Video Clips • iCivic.org • NJ Center for Civic Education • League of Women Voters of Southern Monmouth County • Equaljusticeunderlaw.org • Cultureoffidgnity.com • Constitutional Rights Foundation • Edsitement • https://justiceintheclassroom.net/ • https://www.nhcivics.org • https://billofrightsinstitute.org/ 	<p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans and Native Americans during this time period.</p> <p>6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.</p> <p>6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery and other issues during the Antebellum period.</p> <p>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th and 15th Amendments to the United State Constitution from multiple perspectives.</p> <p>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p> <p>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.</p> <p>6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery and other issues during the Antebellum period.</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p> <p>6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., Supreme Court decisions).</p>

<ul style="list-style-type: none"> American Bar Association Freedoms Foundation National Constitution Center 	<p>6.1.8.CivicsPI.3.a. Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.</p> <p>6.1.8.CivicsPI.3.b and 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th and 15th Amendments to the United State Constitution from multiple perspectives.</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p>
Writing Tasks	
<p>Big Ideas</p> <ol style="list-style-type: none"> How has extending the right to vote supported the concept of the consent of the governed? How does the Constitution “establish justice”? How do we ensure that people are treated fairly? Can there be justice without equality? How well has the U.S. balanced the need for order and the protection of rights during times of peace and times of war? To what extent has the American experience succeeded in promoting the general welfare or common good? How can we best balance individual rights and the general welfare when these important concepts are in conflict? 	<p>As a performance assessment, engage your student in a Mock Trial, Moot Court, Simulated Congressional Hearing, Simulated State Legislative Hearing or Town Council Hearing. Directions for each are included in Suggested Practices and many scenarios can be found in online materials by the Constitutional Rights Foundation, Street Law, the American Bar Association, and the NJ State Bar Foundation, including the NJ State Bar Foundation Law Adventure Competition, and elsewhere.</p>
SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> Think-Pair-Share White Board Response Cooperative Learning Strategies Comprehension Strategies 	<p>Accommodation:</p> <ul style="list-style-type: none"> Extended Time for assignments Re-teaching material Small group/guided reading groups for comprehension

<ul style="list-style-type: none"> • Popcorn Reading 	<ul style="list-style-type: none"> • Homogeneous grouping • Present information in various formats • Graphic organizers for written assignments • Modeling/Examples of fluency and expectations of assignments • Redirection • Break down reading and writing tasks into smaller chunks <p>Modifications:</p> <ul style="list-style-type: none"> • Modify amount of work required • Offer multiple forms of assessment • Differentiate assignments • Allow extended time to complete assignments <p>Gifted and Talented/Academically Talented:</p> <ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies of investigations • Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom. • Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning. • Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. • Allow students to move more quickly through the material. 			
Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 st Century Skills	Academic Vocabulary	
Mathematics: Visual and Performing Arts: Health/PE: World Languages: Language Arts: RI.CR.7.1, RI.CI.7.2, RI.IT.7.3, L.VL.7.3, RI.TS.7.4, RI.PP.7.5, RI.MF.7.6, RI.AA.7.7, SL.II.7.2, SL.PI.7.4, W.WP.7.4. Science:	Substitution: Digital versions of materials are available. Augmentation: Students prepare, complete, and submit summative assessments using Schoology.	<input type="checkbox"/> Creativity & Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Economic and Government Influences <input type="checkbox"/> Critical Thinking & Problem Solving	Tier 1	N/A
			Tier 2	Academic Vocabulary words not in general use, not content specific and appear far more in written texts than in speech Examples in this Unit:

<p>Technology: Career Ready Practices: 9.4.8.CT.3, 9.4.8.IML.2</p>	<p>Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.</p>	<p><i>Students must use problem solving and critical thinking skills in many classroom questions.</i></p> <p><input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p><input checked="" type="checkbox"/> Global and Cultural Awareness</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input type="checkbox"/> Information Literacy</p>		<p><i>Examples for Teaching:</i></p> <ul style="list-style-type: none"> • Introducing words during or after text • Student friendly definitions <p><i>Examples in this Unit</i></p> <ul style="list-style-type: none"> • Distinct • Influence <hr/> <p><i>Domain-Specific Vocabulary</i></p> <ul style="list-style-type: none"> • words related to a specific content or field of study • students are likely to encounter in the future <p><i>Examples in this Unit</i></p> <ul style="list-style-type: none"> • Consent of the governed, dignity, due process, English Bill of Rights, Life, Human Rights, Inalienable, Liberty, Magna Carta, Natural Rights, Property, Rule of Law, Social Contract, Authority, Autocracy, Consent of the governed, Democracy, Dictatorship, Government, Individual Rights, Legitimate, Monarchy, Oligarchy, Order, Popular Sovereignty, Power, Republic, State of Nature, <p><i>Examples for Teaching:</i></p> <ul style="list-style-type: none"> • Contextualize the words • Mental Models
<p>Learning Map (Pacing Guide)</p>				

Week	Text (s)	Learning Outcomes, Topics, and Suggested Activities
1	US Constitution 15 th Amendment 19 th Amendment	Who could vote in the early United States? o C-SPAN Classroom: Video Clip: Who Could Vote in the Early United States? OR The Expansion of Voting Rights charts and video links OR o PBS Learning Media: History of U.S. Voting Rights <input type="checkbox"/> The Fifteenth Amendment: PBS Learning Media: The 15th Amendment and the Battle Over Voting Rights <input type="checkbox"/> The struggle for Women’s Right to Vote: o PBS Learning Media: She Resisted: Seneca Falls Convention; Strategies of Suffrage; She Resisted: Strategies of Suffrage OR o iCivics: Women’s Suffrage: A Movement in the Right Direction Infographic OR o The New Jersey Center for Civic Education: Alice Paul and Women’s Suffrage OR o League of Women Voters of Southern Monmouth County “Fight For the Vote”
2	The Indian Removal Act of 1830 Worcester v. Georgia Cherokee Nation 14 th Amendment	What is Justice or Fairness? o Background article: Equality and Justice: History and Ideals — Equal Justice Under Law o Culture of Dignity.com activity: The Difference between Equality and Equity o NJ Center for Civic Education: What is fairness or justice? <input type="checkbox"/> To what extent has the United States established justice for all? <input type="checkbox"/> How fairly has the United States treated Native Americans? o C-Span Classroom Lesson Plan: The Indian Removal Act of 1830 OR o PBS Learning Media: Trail of Tears: The Cherokee Fight Against Removal and Worcester v. Georgia Cherokee Nation OR o NJ Center for Civic Education: Cherokee Removal historical roleplaying activity OR o Constitutional Rights Foundation: Choosing a Native American Policy: Simulation Activity? <input type="checkbox"/> How fairly has the United States treated African Americans? o NEH Edsitement: Slavery and the American Founding; “The Inconsistency Not to be Excused” OR o PBS learning Media: Teaching Guide: Exploring American Abolitionism OR o C-Span Classroom: Poll Taxes; Literacy Test; Grandfather Clause <input type="checkbox"/> What is “due process” and how does it protect individual rights? o Justice In The Classroom: Due Process and the Constitution o NJ Center for Civic Education: What is due process and why is it important? <input type="checkbox"/> What does the 14th Amendment mean by “equal protection under the law”? o PBS Learning Media: The Reconstruction Amendments OR o NJ Center for Civic Education: What does “equal protection” mean? (You may want to only teach about procedural due process since substantive due process is a bit more complicated and might be saved for high school).

3	<p>4th Amendment</p> <p>Schenck v. United States</p>	<p>What is “domestic tranquility”? o NJ Center for Civic Education: How do you “ensure domestic tranquility”?</p> <p><input type="checkbox"/> How does the Fourth Amendment protect privacy rights? o New Hampshire Institute for Civics Education: Privacy and the 4th Amendment o Learningforjustice: What is a Hate Crime?</p> <p><input type="checkbox"/> Should privacy rights be curtailed during war? o C-SPAN: Schenck v. United States and the Espionage Act o Bill or Rights Institute: Security, Liberty and the Patriot Act</p> <p><input type="checkbox"/> What is habeas corpus and why is it important? o C-SPAN Classroom: The Meaning and Origins of Habeas Corpus OR The Writ of Habeas Corpus and the Constitution</p> <p><input type="checkbox"/> What is the peaceful transfer of power important in a democracy? o iCivics: Peaceful Transfer of Power</p>
4	<p>1st Amendment</p>	<p>How does the government promote the general welfare or common good? o NJ Center for Civic Education: What does “promote the general welfare” mean? o NJ Center for Civic Education: What is “liberty?”</p> <p><input type="checkbox"/> Why is freedom of expression so important? When should it be limited? o NJ Center for Civic Education: First Amendment Freedom of Expression OR o National Constitution Center The First Amendment Plan of Study OR o TPS: Sedition Act: Should speech ever be restricted? o American Bar Association: Right to Petition Lesson Plan OR o Freedoms Foundation: Freedom of Petition & Assembly Lesson Plan OR o National Constitution Center: Freedom of Assembly & Petition Lesson Plan</p> <p><input type="checkbox"/> What is the difference between “the establishment of religion” and the “free exercise of religion”? How do we balance religious beliefs v. the common good? o NJ Center for Civic Education: How does the First Amendment protect freedom of religion?</p> <p><input type="checkbox"/> How do we balance individual rights and the general welfare when these important concepts are in conflict? o C-SPAN: Individual Liberty and the Common Good</p>