

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the American Government / Civics Social Studies Course.

<h2 style="margin: 0;">American Government / Civics - Unit Number 3- The United States Constitution</h2>	
<p>Elaborated Unit Focus</p>	<p>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.</p>
<p>Connection to Connecting Theme/Enduring Understandings</p>	<p>Beliefs and Ideals; Conflict Resolution</p> <ul style="list-style-type: none"> • Three-Fifths Compromise • Great Compromise • Ratification <p>Governance</p> <ul style="list-style-type: none"> • Articles of Confederation • United States Constitution <p>Distribution of Power</p> <ul style="list-style-type: none"> • Limited Government • Federalism • Checks and Balances <p>Rule of Law</p> <ul style="list-style-type: none"> • Popular Sovereignty • Bill of Rights <p>Individuals, Groups, and Institutions</p> <ul style="list-style-type: none"> • Federalists • Anti-Federalists
<p>GSE for Social Studies (standards and elements)</p>	<p>SSCG3 - Demonstrate knowledge of the framing and structure of the United States Constitution.</p> <ol style="list-style-type: none"> 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. <p>SSCG6 - Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.</p>

<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>L9-10RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10RHSS3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS6- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10WHST1- Write arguments focused on discipline-specific content.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills:</p> <ul style="list-style-type: none"> 4. Distinguish between fact and opinion 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 8. Identify social studies reference resources to use for a specific purpose 10. Analyze artifacts 11. Draw conclusions and make generalizations 17. Interpret political cartoons. <p>Map and Globe Skills:</p> <ul style="list-style-type: none"> 4. Compare and contrast categories of natural, cultural, and political features found on maps 11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.

Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1 (Beliefs and Ideals; Conflict Resolution)	<p>How did the beliefs and ideals of the United States influence conflict resolutions at the Constitutional Convention?</p> <ul style="list-style-type: none"> • 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?
Enduring Understanding 2 (Governance)	<p>How did the increasing complexity of the new American society develop a need for a more complex form of government at the federal level?</p> <ul style="list-style-type: none"> • 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?
Enduring Understanding 3 (Distribution of Power)	<p>How does the United States Constitution distribute power in the government in a way that reflects the values and beliefs of American society?</p> <ul style="list-style-type: none"> • 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?
Enduring Understanding 4 (Rule of Law)	<p>How does the Rule of Law influence the behavior of citizens and establish procedures for making policies in the American democracy?</p> <ul style="list-style-type: none"> • 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?
Enduring Understanding 5 (Individuals, Groups, and Institutions)	<p>How did the actions of individuals and groups influence the United States Constitution ratification process?</p> <ul style="list-style-type: none"> • How did the Federalists influence the debate over ratification? • How did the Anti-Federalists influence the debate over ratification?

Sample Instructional Activities/Assessments

Concepts in American Government: Three-Fifths Compromise

Activity: Using the following website, <http://www.heritage.org/constitution/#!/articles/1/essays/6/three-fifths-clause>, students will read through the Three-Fifths Compromise, found in the Constitution under Article 1, Section 2, Clause 3.

Another resource follows: <http://www.government-and-constitution.org/us-constitution/three-fifths-compromise.htm>. This resource outlines the impact of the Three-Fifths Compromise.

After the students have researched primary documents and gained a basic understanding of the Three-Fifths Compromise, they will reflect on the perspectives, from both sides – the government and the slaves – and they will write a journal entry based on that reflection. It should be two to three paragraphs in length.

GSE Standards and Elements	<p>SSCG3 - Demonstrate knowledge of the framing and structure of the United States Constitution</p> <p>a. Analyze debates during the drafting of the Constitution, including the Three-Fifths Compromise, the Great Compromise, and the Commerce Clause.</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS10 – By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 complexity band independently and proficiently.</p> <p>L9-10WHST1 – Write arguments focused on discipline-specific content.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>11. Compare maps with data sets (charts, tables, graphs), and/or readings to draw conclusions and make generalizations</p> <p>17. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>4. Distinguish between fact and opinion</p> <p>5. Identify main idea, detail, and sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>10. Analyze artifacts</p> <p>11. Draw conclusions and make generalizations</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	<p>Beliefs and Ideals; Conflict Resolution</p>

Sample Instructional Activities/Assessments

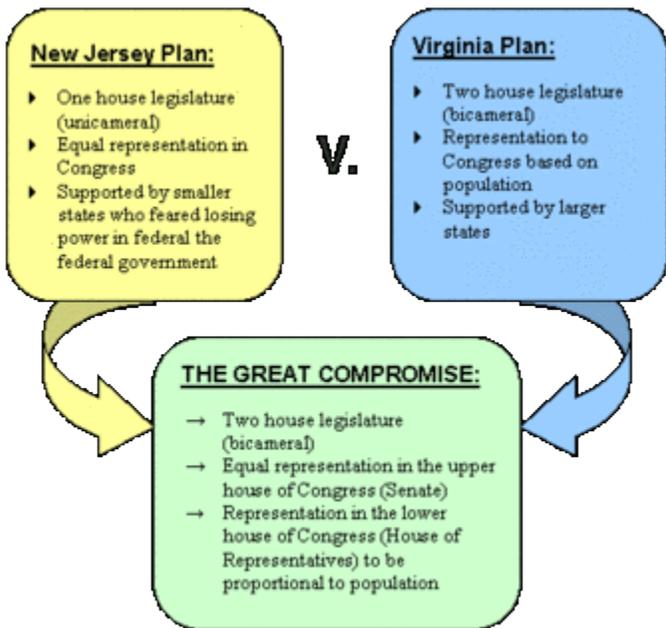
Concepts in American Government: The Great Compromise

Using primary resources, students will analyze the significance of the Great Compromise to the structure of the legislative branch.

Activity: Students will use online tools to research primary documents for The Great Compromise. They will use the graphic organizer below to illustrate how points from both the Virginia Plan and the New Jersey Plan came together to form the Connecticut Compromise, better known as The Great Compromise.

Activity #2: Students will create a political cartoon, as it relates to the Great Compromise. Included in the cartoon should be the challenges of coming to an agreement from the contending viewpoints of those who supported the Virginia Plan and those who supported the New Jersey Plan.

GSE Standards and Elements	<p>SSCG3 - Demonstrate knowledge of the framing and structure of the United States Constitution</p> <p>a. Analyze debates during the drafting of the Constitution, including the Three-Fifths Compromise, the Great Compromise, and the Commerce Clause.</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS10 – By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 complexity band independently and proficiently.</p> <p>L9-10WHST1 – Write arguments focused on discipline-specific content.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>11. Compare maps with data sets (charts, tables, graphs), and/or readings to draw conclusions and make generalizations</p> <p>17. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>4. Distinguish between fact and opinion</p> <p>5. Identify main idea, detail, and sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>10. Analyze artifacts</p> <p>11. Draw conclusions and make generalizations</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	<p>Beliefs and Ideals; Conflict Resolution</p>



<https://www.pinterest.com/pin/467670742531974946/>

Sample Instructional Activities/Assessments

Concepts in American Government: Commerce Clause

Using primary resources, students will investigate the significance of the Commerce Clause.

Activity: Students will use the link to the following website to research the terms of the United States Constitution's Commerce Clause. They will take notes on the guidelines included in the clause:

<https://www.britannica.com/topic/commerce-clause>

Then, students will be divided into three groups to study a landmark Supreme Court case that defined the role of the national government in commerce. The case is *Gibbons v. Ogden*. All of the facts and circumstances of the case can be found at:

<https://www.oyez.org/cases/1789-1850/22us1>.

There were 7 Supreme Court justices during the era of this case, so 7 students will play the role of justices. They will elect one individual to serve as the Chief Justice. The remaining students will be divided into two groups. One side will play the role of Gibbons, the plaintiff, while the other side will play the role of the defendant, Ogden. Both the plaintiff and defendant groups will prepare their cases. This may take one to two class periods. Once both sides are ready to argue their case, they will take turns in front of the Supreme Court. Each side will have a maximum of 10 minutes to argue their case. After the arguments have been presented, the Supreme Court justices will meet in private to make a decision on the case. They will prepare a brief majority opinion and dissenting opinion, if the vote is not unanimous.

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Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS10 – By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 complexity band independently and proficiently.</p> <p>L9-10WHST1 – Write arguments focused on discipline-specific content.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>11. Compare maps with data sets (charts, tables, graphs), and/or readings to draw conclusions and make generalizations</p> <p>17. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p>
Enduring Understanding(s)	<p>INFORMATION PROCESSING SKILLS:</p> <p>4. Distinguish between fact and opinion</p> <p>5. Identify main idea, detail, and sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>11. Draw conclusions and make generalizations</p> <p>Governance</p>

Sample Instructional Activities/Assessments

Concepts in American Government: Articles of Confederation

Using primary resources, online research, and a graphic organizer, students will understand the content and weaknesses of the Articles of Confederation.

ACTIVITY #1: The Articles of Confederation primary document can be downloaded from the Library of Congress website:

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

Below is a ‘student-friendly’ version of the Articles of Confederation:

ACTIVITY #2: Using a graphic organizer similar to the one below, have students explore and identify the powers given to the state and national governments by the Articles, along with a listing of the weaknesses of the Articles of Confederation.

GSE Standards and Elements	<p>SSCG3 - Demonstrate knowledge of the framing and structure of the United States Constitution</p> <p>b. Analyze how the Constitution addresses the weaknesses of the Articles of Confederation.</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS10 – By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 complexity band independently and proficiently.</p> <p>L9-10WHST1 – Write arguments focused on discipline-specific content.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>11. Compare maps with data sets (charts, tables, graphs), and/or readings to draw conclusions and make generalizations</p> <p>17. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>4. Distinguish between fact and opinion</p> <p>5. Identify main idea, detail, and sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>10. Analyze artifacts</p> <p>11. Draw conclusions and make generalizations</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	Governance

STUDENT-FRIENDLY VERSION OF THE ARTICLES OF CONFEDERATION

Preamble

To everyone who reads this document, we the undersigned delegates send greetings.

Articles of Confederation and permanent union among the states of New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.

Article I: The new nation will be called “The United States of America”.

Article II: All states are independent from one another. The state governments will retain all powers that are not specifically given to the national Congress.

Article III: The states agree to maintain friendly relationships. They will defend one another in times of trouble and protect their shared liberties and mutual welfare.

Article IV: To maintain friendly relations among the states, all free inhabitants can move among the states and conduct business wherein without extra taxes. If fugitives from one state are living in another state, they should be sent back to face prosecution. All records and judicial rulings applying to individuals in one state should be accepted by all other states.

Article V: Every year, state legislatures will send representatives to the national Congress. Each state shall send no less than two and no more than seven delegates, and each state will have only one vote in Congress.

Article VI: No state can enter into a formal alliance with any foreign power. Neither states nor Congress shall give any title of nobility to anyone in the United States. Two or more states cannot enter into their own treaty. States cannot maintain standing armies or navies without Congress’ approval. Unless invaded, no state shall wage war without permission from Congress.

Article VII: In times of war, state legislatures will appoint all officers under the rank of colonel and maintain their armies.

Article VIII: To pay for war, states will receive money from the National Treasury in proportion to the amount of land they own. The state legislatures will collect the taxes needed to fund the Treasury.

Article IX: The national Congress will have the power to:

- Declare war
- Negotiate foreign treaties
- Settle disputes between states
- Regulate currency
- Direct the operations of land and naval forces
- Borrow money from the states

Congress cannot carry out any resolution unless nine of the thirteen states agree.

Congress will have a president to organize debate for a one-year term.

Article X: A committee of the states will be given the power to run the United States during the times Congress is in recess.

Article XI: Canada will be allowed admission into the United States. Any other colony requesting admission will need nine votes in Congress.

Article XII: Congress pledges to repay any money borrowed from individual states during the Revolution.

Article XIII: All states agree to abide by the Articles of Confederation. To amend the Articles, Congress and all of the state legislatures must unanimously agree.

After students read through the Articles of Confederation, they should complete the following graphic organizer found in Activity #2:

ARTICLES OF CONFEDERATION GRAPHIC ORGANIZER

Confederation: _____

State Government Powers	National Government Powers
<ul style="list-style-type: none"> *Taxation *Create a state court system *Enforce laws passed by Congress *All powers not delegated to the national government 	<ul style="list-style-type: none"> *Limited powers *Declare and wage war *Make treaties *Settle disputes between states *Petition, or request, money from the states (but no power to collect) *Direct operations of land and naval forces
Weaknesses of the Articles of Confederation	
<ul style="list-style-type: none"> *National government cannot impose or collect taxes *No national currency *No national court system *No executive branch *No power to regulate trade among the states *One vote per state regardless of population *Two-thirds majority (9 of 13 states) needed to pass laws *Unanimous consent (13 states) needed to amend the Articles of Confederation 	

Sample Instructional Activities/Assessments

Concepts in American Government: Limited Government

Using online tools, students will develop an understanding of limited government by creating their own political cartoon.

ACTIVITY: Students will create their own political cartoon depicting the concept of limited government. Students may draw the cartoon, or they may create it online using graphic tools.

GSE Standards and Elements	<p>SSCG3 - Demonstrate knowledge of the framing and structure of the United States Constitution</p> <p>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.</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS10 – By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 complexity band independently and proficiently.</p> <p>L9-10WHST1 – Write arguments focused on discipline-specific content.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>11. Compare maps with data sets (charts, tables, graphs), and/or readings to draw conclusions and make generalizations</p> <p>17. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p>
Enduring Understanding(s)	<p>INFORMATION PROCESSING SKILLS:</p> <p>4. Distinguish between fact and opinion</p> <p>5. Identify main idea, detail, and sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>10. Analyze artifacts</p> <p>11. Draw conclusions and make generalizations</p> <p>17. Interpret political cartoons.</p> <p>Distribution of Power</p>

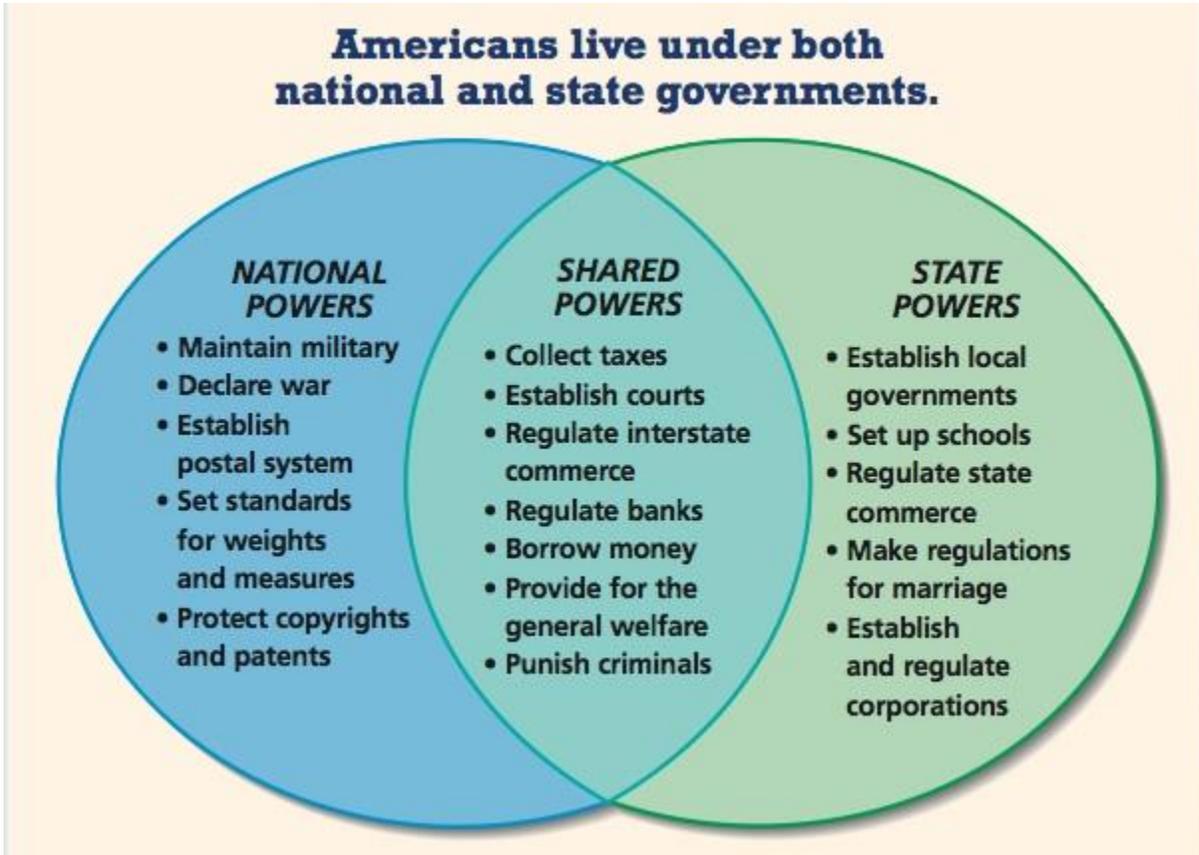
Sample Instructional Activities/Assessments

Concepts in American Government: Federalism

Using online tools, diagrams, and charts, students will examine the political concept of federalism.

ACTIVITY #1: Under federalism, there are some powers that are specifically given to the national government, and some powers that are given to the state governments. Other powers are shared by the national and state governments. Using a Venn Diagram, students will develop an understanding of which powers are assigned to each level of government, and which powers are shared. This activity can be completed on a white board. Students will take turns coming up to write in national, state, and shared powers. The diagram below provides a teacher guide for the answers.

GSE Standards and Elements	<p>SSCG3 - Demonstrate knowledge of the framing and structure of the United States Constitution</p> <p>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.</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS10 – By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 complexity band independently and proficiently.</p> <p>L9-10WHST1 – Write arguments focused on discipline-specific content.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>11. Compare maps with data sets (charts, tables, graphs), and/or readings to draw conclusions and make generalizations</p> <p>17. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>4. Distinguish between fact and opinion</p> <p>5. Identify main idea, detail, and sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>10. Analyze artifacts</p> <p>11. Draw conclusions and make generalizations</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	<p>Distribution of Power</p>



Sample Instructional Activities/Assessments

Concepts in American Government: Popular Sovereignty

Using primary source documents, students will analyze the meaning of popular sovereignty and how it works.

Activity: In this activity, students will analyze the concept of popular sovereignty through United States historical documents. First, they will examine two primary source excerpts. As students read each one, ask them to think about how the source might relate to the concept of popular sovereignty. Then, students will write a definition of popular sovereignty in their own words. Using the graphic organizer below the excerpts, students will respond to a prompt.

GSE Standards and Elements	<p>SSCG3 - Demonstrate knowledge of the framing and structure of the United States Constitution</p> <p>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.</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS10 – By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 complexity band independently and proficiently.</p> <p>L9-10WHST1 – Write arguments focused on discipline-specific content.</p>
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Enduring Understanding(s)	<p>Rule of Law</p>

Document A: Excerpt from Declaration of Independence, 1776

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation with such principles...

Citation: *The Declaration of Independence*, Washington D.C. National Archives and Records Administration.

Document B: Excerpt from No. 22 of *The Federalist Papers*, 1787

The fabric of the American empire ought to rest on the solid basis of THE CONSENT OF THE PEOPLE. The streams of national power ought to flow immediately from that pure, original fountain of all legitimate authority.

Citation: Hamilton, Alexander. *Federalist No. 22: The Same Subject Continued: Other Defects of the Present Confederation*. *New York Packet*, December 14, 1787.

Primary Document Analysis

After reading each document, respond to the following prompt:

"How does this document reflect the concept of popular sovereignty?"

Document A
Document B

Sample Instructional Activities/Assessments

Concepts in American Government: Federalists v. Anti-Federalists

Using primary sources and online research students will examine the significance of the earliest political parties, the Federalists and the Anti-Federalists, on the creation of the United States Constitution.

ACTIVITY #1: Students will read excerpts from the *Federalist Papers* and Patrick Henry’s anti-federalist speeches. They will debate the issues pertaining to ratification at the time the new Constitution was presented to the states for consideration. Students will also compare the arguments to issues of today. Then, students will write an essay answering the prompt: “How have the beliefs and ideals found in our early government documents changed or remained the same throughout our country’s development?”

Websites:

Federalist Papers: <http://www.foundingfathers.info/federalistpapers/>

Summary and analysis of the Federalist Papers: <http://www.foundingfathers.info/federalistpapers/>

Anti-Federalist Papers: The Address and Reasons of Dissent of the Minority of the Convention of Pennsylvania to their Constituents

Speeches of Patrick Henry <http://www.constitution.org/afp/afp.htm>

GSE Standards and Elements

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

d. Explain the key ideas in the debate over ratification made by the Federalists and the Anti-Federalists.

Literacy Standards

L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.

L9-10RHSS3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

L9-10RHSS10 – By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 complexity band independently and proficiently.

L9-10WHST1 – Write arguments focused on discipline-specific content.

MAP SKILLS:

4. Compare and contrast the categories of natural, cultural, and political features found on maps

11. Compare maps with data sets (charts, tables, graphs), and/or readings to draw conclusions and make generalizations

17. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.

INFORMATION PROCESSING SKILLS:

4. Distinguish between fact and opinion

5. Identify main idea, detail, and sequence of events, and cause and effect in a social studies context

6. Identify and use primary and secondary sources

8. Identify social studies reference resources to use for a specific purpose

10. Analyze artifacts

11. Draw conclusions and make generalizations

17. Interpret political cartoons.

Social Studies Matrices

Enduring Understanding(s)

Individuals, Groups, and Institutions

Sample Instructional Activities/Assessments

Concepts in American Government: Bill of Rights

Using primary sources and online research, students will analyze the meaning and importance of the rights guaranteed by the Bill of Rights.

ACTIVITY #1: Students will identify the fundamental liberties protected by the Bill of Rights. Distribute the Bill of Rights, which can be found at: <https://www.loc.gov/rr/program/bib/ourdocs/billofrights.html>. 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 graphic organizer below. 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.

GSE Standards and Elements	SSCG6 - Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS10 – By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 complexity band independently and proficiently.</p> <p>L9-10WHST1 – Write arguments focused on discipline-specific content.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>11. Compare maps with data sets (charts, tables, graphs), and/or readings to draw conclusions and make generalizations</p> <p>17. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>4. Distinguish between fact and opinion</p> <p>5. Identify main idea, detail, and sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>10. Analyze artifacts</p> <p>11. Draw conclusions and make generalizations</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	Bill of Rights

Analyzing The Bill of Rights (Amendments #1 through #10)	
Amendment 1	In Your Own Words
Amendment 2	In Your Own Words
Amendment 3	In Your Own Words
Amendment 4	In Your Own Words
Amendment 5	In Your Own Words
Amendment 6	In Your Own Words

Amendment 7	In Your Own Words
Amendment 8	In Your Own Words
Amendment 9	In Your Own Words
Amendment 10	In Your Own Words