

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 5- Civil Liberties & Civil Rights</h2>	
Elaborated Unit Focus	In this unit, students will examine American civil liberties and civil rights and their significance in a democracy. Students will analyze due process of law, specifically as it is expressed in the 5 th and 14 th amendments, and they will explore how amendments have extended the right to vote in the United States.
Connection to Connecting Theme/Enduring Understandings	<p>Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.</p> <ul style="list-style-type: none"> • Civil Liberties • Civil Rights <p>Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of government also increases.</p> <ul style="list-style-type: none"> • Due Process • Incorporation • Right to vote
GSE for Social Studies (standards and elements)	<p>SSCG7- Demonstrate knowledge of civil liberties and civil rights.</p> <ol style="list-style-type: none"> a. Define civil liberties as protections against government actions (e.g., First Amendment). b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, <i>Brown v. Board of Education</i>, etc.) c. Analyze due process of law as expressed in the 5th and 14th Amendments, as understood through the process of incorporation. d. Identify how amendments extend the right to vote.
Connection to Literacy Standards for Social Studies (reading and/or writing)	<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>L9-10RHSS9 - Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>L9-10WHST4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>L9-10WHST5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L9-10WHST6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display Information flexibly and dynamically.</p>
Connection to Social Studies Matrices (information processing and/or map and globe skills)	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 2. Organize items chronologically 3. Identify issues and/or problems and alternate solutions 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 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages.

	<p>Map and Globe Skills:</p> <p>4. Compare and contrast categories of natural, cultural, and political features found on maps</p> <p>7. Use a map to explain impact of geography on historical and current events</p> <p>10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p>
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Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1 (Rule of Law)</p>	<p>How does the Rule of Law in a democracy establish procedures and limit the power of government?</p> <ul style="list-style-type: none"> • How does the Rule of Law ensure that civil liberties are protected in the United States? • How does the Rule of Law ensure that individual civil rights are protected in the United States? • How has the Civil Rights Act of 1964 been an example of the Rule of Law in action in the United States?
<p>Enduring Understanding 2 (Governance)</p>	<p>How has the changing dynamic of American society influenced the governance of the United States?</p> <ul style="list-style-type: none"> • How has the concept of due process evolved in the United States over time? • How has the concept of incorporation influenced governance at both the state and national levels of government? • Why have the qualifications for the right to vote in the United States changed over time

Sample Instructional Activities/Assessments

Concepts in American Government / Civics: Civil Liberties, Civil Rights, & The Civil Rights Act

Using primary documents, research, and small group activities, students will investigate the concepts and differences between civil liberties and civil rights afforded to all citizens in the United States.

GSE Standards and Elements	<p>SSCG7- Demonstrate knowledge of civil liberties and civil rights.</p> <ul style="list-style-type: none"> a. Define civil liberties as protections against government actions (e.g., First Amendment). b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, <i>Brown v. Board of Education</i>, etc.)
Literacy Standards	<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>L9-10RHSS9 - Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>L9-10WHST4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>L9-10WHST5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L9-10WHST6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
Social Studies Matrices	<p>Information Processing Skills:</p> <ul style="list-style-type: none"> 2. Organize items chronologically 3. Identify issues and/or problems and alternate solutions 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 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages. <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 7. Use a map to explain impact of geography on historical and current events 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.
Enduring Understanding(s)	<p>Rule of Law</p>

ACTIVITY #1: Students will participate in a small group activity outlined below:

Begin by asking students to consider the following scenario: Two students are talking quietly, but seriously, to each other. A third student at the next locker overhears the conversation, which happens to be about an act the other two students have committed in violation of school rules. The third student shares the conversation with two other students, one of whom reports the incident to the principal. The principal searches the students in accordance with school policy.

Place students in small groups of three or four. Have each group consider and discuss the following. Each group should come to an agreement as to whether or not the first two students' rights have been violated:

- The first two students have a right to privacy.
- The third student has a right to freedom of speech.
- The other students are morally or legally obligated to report the incident.
- The locker search may be conducted without a warrant.

After groups have come to consensus agreement on each of the four topics, students will debate the topics in cases where there are differing opinions.

<http://www.discoveryeducation.com/teachers/free-lesson-plans/civil-rights-an-investigation.cfm>

ACTIVITY #2: Students will construct a timeline of the Civil Rights Movement in the United States, beginning with the passing of the 14th Amendment in 1868. They may use the Microsoft Office timeline tools and templates or another program of their choice to complete the assignment.

The following events **MUST** be included on the timeline. Additional events may be added if students believe they are significant in the movement: (provide events but have students research the dates)

- 1868 – 14th Amendment
- 1870 – 15th Amendment
- 1875 – Congress passes the first Civil Rights Act
- 1890 – the first Women’s Suffrage Amendment was introduced in Congress, but was defeated
- 1896 – Plessy v. Ferguson
- 1910 – NAACP is founded
- 1920 – 19th Amendment
- 1848 – *Shelley v. Kramer*
- 1954 – *Brown v. Board of Education*
- 1955 – Rosa Parks refuses to give up her bus seat
- 1964 – Civil Rights Act of 1964
- 1966 – NOW formed
- 1968 – *Green v. County School Board of New Kent County*
- 1971 – *Swann v. Charlotte-Mecklenburg Board of Education*
- 1996 – Proposition 209 – California

<http://www.civilrights.org/resources/civilrights101/chronology.html?referrer=https://www.google.com/>

Sample Instructional Activities/Assessments

Concepts in American Government / Civics: 1st Amendment

Using primary and secondary resources, students will examine the significance of the liberties provided to citizens in the 1st Amendment.

GSE Standards and Elements	<p>SSCG7- Demonstrate knowledge of civil liberties and civil rights.</p> <p>a. Define civil liberties as protections against government actions (e.g., First Amendment).</p>
Literacy Standards	<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>L9-10RHSS9 - Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>L9-10WHST4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>L9-10WHST5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L9-10WHST6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
Social Studies Matrices	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 2. Organize items chronologically 3. Identify issues and/or problems and alternate solutions 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 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast categories of natural, cultural, and political features found on maps 7. Use a map to explain impact of geography on historical and current events 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.
Enduring Understanding(s)	<p>Rule of Law</p>

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

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

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

GRAPHIC ORGANIZER FOR 1ST AMENDMENT SUPREME COURT CASES

COURT CASE	1ST AMENDMENT RIGHT

Students will then be divided into 5 groups (one group/court case). They will create a skit demonstrating the protections offered in their particular case. Skits should be a minimum of 3 minutes, but no longer than 5 minutes. The grading rubric below should be given to students so that they understand the expectations as they plan the skits.

Rubric for Skit or Role Play

Task Description: (Teacher may explain specific assignment in this space.)					
Criteria	weight	Exceptional	Admirable	Acceptable	Attempted
Understanding of Topic	40%	<input type="checkbox"/> Factual information is accurate <input type="checkbox"/> Indicates a clear understanding of topic	<input type="checkbox"/> Factual information is mostly accurate <input type="checkbox"/> Good understanding of topic	<input type="checkbox"/> Factual information is somewhat accurate <input type="checkbox"/> Fair understanding of topic	<input type="checkbox"/> Information is inaccurate <input type="checkbox"/> Presentation is off topic
Cooperation	30%	<input type="checkbox"/> Accepts ideas of others; able to compromise <input type="checkbox"/> All members contribute	<input type="checkbox"/> Accepts most ideas without negative comments; able to compromise <input type="checkbox"/> Some members contribute	<input type="checkbox"/> Unwilling to compromise <input type="checkbox"/> Few members contribute	<input type="checkbox"/> Group does not work together <input type="checkbox"/> One person does all the work
Presentation	30%	<input type="checkbox"/> Shows confidence <input type="checkbox"/> Informative <input type="checkbox"/> Entertaining; engages audience <input type="checkbox"/> Speaks loudly and clearly <input type="checkbox"/> Appropriate use of body language	<input type="checkbox"/> Shows some confidence <input type="checkbox"/> Presents some information <input type="checkbox"/> Engages audience <input type="checkbox"/> Can be heard <input type="checkbox"/> Some use of body language	<input type="checkbox"/> Unsure of responsibility <input type="checkbox"/> Somewhat informative <input type="checkbox"/> Engages audience intermittently <input type="checkbox"/> Hard to hear <input type="checkbox"/> Some movement	<input type="checkbox"/> Portrayal stalls <input type="checkbox"/> Lacks information <input type="checkbox"/> Audience bored <input type="checkbox"/> Mumbles <input type="checkbox"/> Body language is lacking; inappropriate

Final Score _____

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: *Brown v. Board of Education*

Using primary sources, students will analyze the Supreme Court’s decision in *Brown v. Board of Education*. They will explain how the decision relates to the government’s role in protecting civil rights.

GSE Standards and Elements	<p>SSCG7- Demonstrate knowledge of civil liberties and civil rights.</p> <p>b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, <i>Brown v. Board of Education</i>, etc.)</p>
Literacy Standards	<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>L9-10RHSS9 - Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>L9-10WHST4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>L9-10WHST5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L9-10WHST6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
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Enduring Understanding(s)	<p>Rule of Law</p>

ACTIVITY: Students will conduct research focused on the *Brown v. Board of Education* decision. They will then use primary sources, such as the Supreme Court’s majority opinion, to develop an understanding of why the court made the decision. Using online resources, including primary and secondary sources, students will create a blog entry; if you have a classroom blog, this would be a great place for the students to share their work. In the blog, students will evaluate the effectiveness of the Court’s decision in *Brown v. Board of Education*. They must use primary and secondary sources to support their position. The blog should be at least 500 words in length, and should be written as a formal paper. After posting their blog entries, each student will respond to 3 other student blogs. They cannot just say they agree or disagree. They must use primary and secondary resources to support why they agree or disagree. Each of the 3 blog responses must be a minimum of 250 words. Below is a rubric that can be used to evaluate the blog:

Blogging Rubric

Blogging is an act of reflecting and posting one’s thoughts on a given subject or topic. It should be reflective in nature, and make a personal connection to your learning and/or your classroom. The following rubric will be used for blogging activities. *Note that not all categories will be scored for every assignment.*

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

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Due Process – the 5th and 14th Amendments

Using primary sources, students will investigate the meaning of due process and how the 5th and 14th Amendments guarantee the right to due process.

GSE Standards and Elements	<p>SSCG7- Demonstrate knowledge of civil liberties and civil rights.</p> <p>c. Analyze due process of law as expressed in the 5th and 14th Amendments, as understood through the process of incorporation.</p>
Literacy Standards	<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>L9-10RHSS9 - Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>L9-10WHST4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>L9-10WHST5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L9-10WHST6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
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Enduring Understanding(s)	<p>Governance</p>

ACTIVITY #1: Students will receive a handout containing the text of the 5th Amendment. To begin this activity, should annotate the amendment on the handout. Next, divide the class into five groups. Divide the 5th Amendment into its five clauses and ask each group to spend about 20 minutes scripting a short skit demonstrating their clause in action. Students can be as creative as they like in their presentation, provided they relate the necessary information. After the groups are done performing their skits, regroup and ask the students to write a description of each skit, explaining how it related to the Fifth Amendment.

<http://education.seattlepi.com/classroom-activities-fifth-amendment-3280.html>

ACTIVITY #2: Interpret the following political cartoon, which addresses one part of the 5th Amendment.



"We're never going to get anywhere if you keep taking the fifth amendment."

