



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

Barbara Forest, M.A.
Courtney Gistorb, M.Ed.

Denese Carter, M.Ed.
Tracy Bock, Ed.S.



HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The four Curriculum Cycles for the year help pace instruction and ensure students have consistent coverage of the social studies content. The Cycle Duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events. Identified Compelling Question guide student inquiry during the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. The curriculum cycle is further broken down into topics. The Topics indicate the instructional focus of the curriculum cycle.

Each topic map contains these components:

- **Diocese of Alexandria Academic Standards**
- **Supporting questions** to guide the inquiry of each topic.
- **Vocabulary:** potential terms student must be familiar with and may struggle with during this topic. This list is not the sole list of terms students must learn or be able to apply while studying social studies.
- **Learning Targets** are the expected skills and concepts students are to know and be able to do by the end of each topic. The Learning Targets in the curriculum maps are starting points. The list is not exhaustive or exclusionary. The school, based on an analysis of student data, identifies the understandings, skills, and concepts that support these targets established by the school.
- **Instructional Resources** include resources that promote inquiry, student understanding, and mastery of skills.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR TIER 1 INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size in parentheses.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)



Unit 1 Foundations of U.S. Government

<p><u>Compelling Question:</u> Why is government necessary? How is our government unique? How was our government established?</p>	<p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Ongoing teacher-created formative assessments • Teacher-created summative assessments 	<p><u>Duration:</u> Yearlong: 36 Instructional days out of 39 school days Trimester: 24 Instructional days out of 27 school days Block: 18 Instructional days out of 39 school days</p>
--	--	---

Topic 1: Why is Government Necessary? **Suggested Duration:** 2 Weeks

- SUPPORTING QUESTION (S):**
- Why does civil society require order and authority?
 - How did the philosophies of Hobbes and Locke help develop social-contract theory?
 - How did the natural-rights philosophy influence the development of the U.S. government?

VOCABULARY:
Individual rights, Popular sovereignty, Limited government, Human equality, authority, government, power, legitimacy, public good or common good, sovereignty, John Locke, Thomas Hobbes, social contract

DIOCESE OF ACADEMIC STANDARDS:

SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution). DOK 2

SS-HS-1.1.3 Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2

SS-HS-1.3.2 Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-5.3.3 Students will analyze how an Age of Revolution brought about changes in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long-range impact of these changes on the modern world. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can explain what life would be like in a state of nature. (HS-1.3.1, HS-2.1.1, HS-2.3.1, HS- 2.3.2, HS-3.1.1, HS-5.1.1, HS-5.3.3) I can explain why laws, rules, and order are necessary. (HS-1.1.1, HS-1.1.2, HS-1.3.1, HS- 1.3.2, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.3.3) I can compare and contrast the philosophies on government of Hobbes and Locke. (HS- 1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.2, HS-1.3.1, HS-1.3.2, HS-2.1.1, HS-2.2.1, HS-2.3.1, 2.3.2, HS-3.1.1, HS-5.1.1, HS-5.1.2, HS-5.3.3) I can explain the ideas of Enlightenment philosophers and their influence on U.S. government (human equality, natural rights, individual rights, consent of the governed, and popular sovereignty). (HS-1.1.1, HS-1.1.2, HS- 1.2.2, HS-1.3.1, HS-1.3.2, HS-2.1.1, HS-5.1.1, HS-5.1.2, HS-5.3.3) I can evaluate the implications of social- contract theory on authority and the common good (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.2, HS-1.3.2, HS-2.1.1, HS-2.2.1, HS- 2.3.2, HS-5.1.1, HS-5.1.2, HS-5.3.3) 	<ul style="list-style-type: none"> Gallery Walk: Students analyze photographs depicting life in a state of nature (Hurricane Katrina and Warlords in Afghanistan). Provide laws (federal, state, or local) to groups of students and have them analyze the laws and consider what life would be like if the specific law they were given did not exist. Have students brainstorm responses to the following: “What would happen if we had no government? What is government? Why do we need government?” Have students discuss in groups and chart responses as a whole class. Display for students the following Thomas Paine quote, “Government, even in its best state, is but a necessary evil; in its worst state, an intolerable one.” Have students do a quick write, responding to the quote. Have students research the philosophies of Hobbes and Locke and create a Face-to-Face Cartoon showing their views on government. Compare and Contrast Chart Five Sources of Power-- formal authority, expertise, coercion, persuasion, rewards (Create scenarios showing examples of each.) Identify and explain Locke’s philosophy of leaving a state of nature to form civil society. 	<ul style="list-style-type: none"> iCivics Hobbes’ Moral and Political Philosophy- Stanford Encyclopedia of Philosophy John Locke: Second Treatise of Civil Government (pdf) Bill of Rights Institute Law for Kids Hobbes, Locke and Rousseau Comparison Grid Locke’s Political Philosophy- Stanford Encyclopedia of Philosophy Thomas Hobbes: Leviathan Thomas Hobbes and John Locke: Using Enlightenment Philosophy to Teach Civil Rights and Civil Liberties Social Contract Theory

Topic 2: HOW IS OUR GOVERNMENT UNIQUE?**Suggested Duration: 1 Weeks****SUPPORTING QUESTION (S):**

How do the Enlightenment philosophies influence the fundamental values of the U.S. government?

How do U.S. citizens share democratic values or beliefs, even though not all citizens work from the same belief system?

VOCABULARY:

Philosophy, Baron de Montesquieu, Jean Jacques Rousseau, democratic, equality, justice, freedom, suffrage, tolerance, equality, cooperation, security, self-reliance, community, stability, democracy, federalism, separation of powers, checks and balances, civil society

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution). DOK 2

SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2

SS-HS-1.3.2 Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-5.3.3 Students will analyze how an Age of Revolution brought about changes in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> • I can explain how the ideas of Montesquieu and Rousseau influenced the formation of U.S. government. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-1.2.2, HS-1.3.1, HS-1.3.2, HS-2.1.1, HS-5.1.1, HS-5.1.2, HS-5.3.3) • I can explain the concept of federalism. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-1.2.2, HS-1.3.2, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS-5.3.3) • I can evaluate U.S. democratic values that are shared (freedom, suffrage, tolerance, equality, cooperation, security, justice, self-reliance, community, stability, democracy) (HS-1.1.1, HS-1.1.2, HS-1.2.2, HS-1.3.1, HS-1.3.2, HS-2.1.1, HS-5.1.1, HS-5.1.2, HS-5.3.3) 	<ul style="list-style-type: none"> • Create/Research scenarios from history that demonstrate unchecked political power and the consequences; have students write an essay on their thoughts on what should happen when government refuses to govern through the will of the people (Arab Spring). • Research Montesquieu's views on separation of powers • Have students research and discover that Rousseau expands on social-contract theory, adding the idea that for a government formed by social contract to have legitimacy, it must be based on the general will of the people. If the government acts contrary to the general will of the people, it has broken the social contract and should be dissolved. • Explain how Montesquieu's and Rousseau's views further social-contract theory, the need for legitimacy in authority, and create a civil society. • Word association with definitions of words or word web • Activity discussing freedom around the world, using Freedom House or Civic Voices • Develop a graphic illustration showing the origins of political ideas that became part of the US Constitution 	<ul style="list-style-type: none"> • Montesquieu: The Spirit of the Laws, 1748 • Two Enlightenment philosophes: Montesquieu and Rousseau • Freedom House • Civic Voice

Topic 3: HOW WAS OUR GOVERNMENT ESTABLISHED?**Suggested Duration:** 4 Weeks**SUPPORTING QUESTION (S):**

How did the conflicts under British rule lead to the drafting of the Declaration of Independence?

Why did the colonists fight for rights and liberties during the American Revolution?

How did the weaknesses of the Articles of Confederation lead to the creation of the U.S. Constitution?

How is the U.S. Constitution a living document that incorporates the principles of a democratic government?

VOCABULARY:

Declaration of Independence, Articles of Confederation, Common Good, ratification, Bill of Rights, Amendment, Constitution Convention, Constitution, compromise, cooperation, conflict, representation, unicameral, bicameral, self-government, Mayflower Compact, town hall meetings, delegate, Virginia Plan, New Jersey Plan, 3/5 Compromise, Rule of Law, limited government, popular sovereignty, separation of powers, federalism, checks and balances, independent judiciary, and individual rights

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution). DOK 2

SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2

SS-HS-1.3.2 Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

SS-HS-1.3.3 Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-3.1.2 Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.

SS-HS-3.2.1 Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world. DOK 2

SS-HS-3.2.3 Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

SS-HS-3.3.1 Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

SS-HS-3.3.3 Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.

SS-HS-3.4.1 Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK

3SS-HS-3.4.3 Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-4.1.2 Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.

SS-HS-4.1.3 Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

SS-HS-4.2.1 Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

SS-HS-4.2.2 Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

SS-HS-4.2.4 Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

SS-HS-4.3.2 Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. DOK 2

SS-HS-4.4.1 Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

SS-HS-5.3.3 Students will analyze how an Age of Revolution brought about changes in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can explain the colonization of North America and the actions of the British government that prompted the drafting of the Declaration of Independence. (HS-1.1.1, HS-1.1.2, HS-1.2.2, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-3.2.1, HS-3.2.3, HS-3.3.1, HS-3.3.3, HS-3.4.1, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.4, HS-4.3.1, HS-4.3.2, HS-5.1.1, HS-5.1.2, HS-5.3.3) I can explain the significance of the principles in the Declaration of Independence in shaping U.S. government. (HS-1.1.1, HS-1.1.2, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS-5.3.3) I can discuss the chronology of the American Revolution and the advantages of the Patriots. (HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-4.1.1, HS-4.1.2, HS-4.1.3, HS-4.2.1, HS-4.2.2, HS-4.2.4, HS-4.4.1, HS-5.1.1, HS-5.1.2, HS-5.3.3) I can analyze the events that exposed the weaknesses of the Articles of 	<ul style="list-style-type: none"> Time lines of major events from colonization leading up to the French and Indian War Time Line Activity—Have small groups of students research one major British action and then create a class timeline. Describe the colonial experience with self-government (Mayflower compact, New England town hall meeting); first elected assembly (House of Burgesses); who was allowed to participate (white male landowners); Benign Neglect Primary source analysis of Declaration of Independence; highlight democratic values in document and cite examples: Natural Rights; Human equality; Government by Consent; “Long train of abuses”/Rule of Law; Right to Revolution. 	<ul style="list-style-type: none"> Revolutionary Perspectives- Enlightenment Influence Enlightenment Influence: A Summary View of the Rights of British America School House Rock-- “No More Kings” Breaking Down the Declaration of Independence Declaration of Independence Who is Human? Declaration of Independence- Why did the Founders write the Declaration of Independence? The Rule of Law and Why It Matters Patriots and Loyalists The Age of Democratic Revolution American Revolution: Experiences of Rebellion The Choices Program: <i>The U.S. Constitution: Weaknesses of the Articles of Confederation</i> Book Articles of Confederation



Unit 2 HOW DOES OUR GOVERNMENT FUNCTION?

<p><u>Compelling Question:</u> How does our government function?</p>	<p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Ongoing teacher-created formative assessments • Teacher-created summative assessments 	<p><u>Duration:</u> Yearlong: 40 Instructional days out of 44 school days Trimester: 24 Instructional days out of 27 school days Block: 21 Instructional days out of 44 school days</p>
---	--	--

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution). DOK 2

SS-HS-1.1.3 Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

SS-HS-2.2.1 Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-3.1.2 Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.

Topic 1: LEGISLATIVE BRANCH **Suggested Duration: 2 Weeks**

SUPPORTING QUESTION (S):
How does the use of legislative power affect the lives of citizens?

VOCABULARY:
Term, Majority leader, Minority Leader, Party Whip, Speaker of the House, committee, session, delegated/expressed powers, reserved powers, concurrent powers, override, impeach, remove from office, confirm/confirmation, bill, "kill" a bill, cloture, federalism

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can describe the powers of Congress as listed in the U.S. Constitution. (HS-1.1.1, HS- 1.1.2, HS-1.2.1) I can describe the lawmaking process and possible hurdles along the way. (HS-1.1.1, HS- 1.1.2, HS-1.2.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2) I can explain how Congress checks the power of the President and Judicial branch. (HS- 1.1.1, HS-1.1.2, HS-1.2.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2) I can identify the qualifications of Senators and Representatives. (HS-1.1.1, HS-4.1.1) I can compare the leadership roles in the House and the Senate. (HS-1.1.1) I can explain the role of legislators in establishing public policy and the budget. (HS-1.1.1, HS-1.1.3, HS-1.2.1, HS-2.1.1, HS- 2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-4.1.1, HS-5.1.1, HS-5.1.2) I can identify and evaluate historical and political factors that have led the legislative branch to exert varying levels of influence throughout history. (HS-1.1.1, HS-1.1.3, HS-1.1.2, HS-1.2.1, HS-2.1.1, HS- 2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS- 4.1.1, HS-5.1.1, HS-5.1.2) 	<ul style="list-style-type: none"> Article 1 Scavenger Hunt: Students create graphic organizer listing the powers of Congress (using only the Constitution). Students create a political cartoon of a power of Congress. The Annenberg Guide to the United States Constitution Students can create a flow chart on the lawmaking process from proposed legislation to the signing of a bill into law. Annenberg Classroom: The Making of a Law The Legislative Process: How a Bill Becomes a Federal Law Students create a bill-to-law board game. Students could examine the movie, <i>Iron-Jawed Angels</i>. Propose hypothetical scenarios of how and when Congress has checked the power of the President and Judicial branch of government. Students can do a constitutional scavenger hunt on what are the qualifications for serving as a senator or representative in the Constitution. Compare and contrast the job description and leadership roles of Senators and Representatives (e.g., Senators represent an entire state; Representatives represent a smaller constituency). Look at a current issue and see how the public policy was established (e.g., immigration, tax). Have students identify Kentucky’s senators and representatives and research their voting records and/or positions on identified issues. Look at historical or current issues that show the power or the weakness of the legislative branch (e.g., New Deal, Civil War, the beginning of the Gilded Age). Examine The Chinese Exclusion Act in <i>Becoming American: The Chinese Experience</i> from <i>Exploring Civics: Facing History and Ourselves</i>. Examine the Indian Removal Act Have students identify Kentucky’s senators and representatives and research their voting records and/or positions on identified issues 	<ul style="list-style-type: none"> Library of Congress Gilder Lehrman Institute National Archives www.teachinghistory.org Docs Teach Stanford History Education Group Colonial Williamsburg Our Documents Annenberg Classroom Truman Library- Three Branches & Balance of Power

Topic 2: EXECUTIVE BRANCH**Suggested Duration:** 2 Weeks**SUPPORTING QUESTION (S):**

How do the decisions of the Executive branch affect the lives of U.S. citizens?

VOCABULARY:

Executive order, Cabinet, veto, Commander in Chief, Chief of State, foreign policy, domestic policy

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can describe the powers of the executive branch and where they are listed in the Constitution. (HS-1.1.1, HS-1.1.2, HS-1.2.1) I can analyze/evaluate the role of the President in the lawmaking process. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2) I can explain how the executive branch checks the power of the legislative and judicial branches. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-2.3.1, HS-2.3.2) I can describe the organization of the executive branch. (HS-1.1.1, HS-1.2.1) I can describe the qualifications for serving as President. (HS-1.1.1, HS-4.1.1) I can identify and evaluate historical and political factors that have led the executive branch to exert varying levels of influence throughout history. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-4.1.1, HS-5.1.1, HS-5.1.2) I can identify cabinet posts and the function of different departments and their role as presidential advisors. (HS-1.1.1, HS-1.1.3, HS-1.2.1) I can describe the purposes and functions of the federal bureaucracy and explain the role of bureaucrats in shaping the public agenda. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-4.1.1, HS-5.1.1, HS-5.1.2) 	<ul style="list-style-type: none"> Introduce executive branch with the quote: "There are no easy matters that will ever come to you as President. If they are easy, they will be settled at a lower level." Eisenhower to Kennedy the day before Kennedy took the oath of office. Ask students to discuss the responsibilities, power, and limits of being the US President in today's world. Have students draw political cartoons representing actions of the current or a past president. Discussion question: Why can Americans criticize the U.S. President? Should we? Using Article 2 of the Constitution, identify the powers of the President. Have students create a Help Wanted ad for the Presidency. Truman Library: Three Branches and the Balance of Power The Annenberg Guide to the United States Constitution Have students look at the President as the "Chief Legislator." Analyze situations in which Presidents have vetoed bills. Students create a graphic organizer: The Cabinet Posts and Their Responsibilities. Research current members of the Cabinet and find real-world examples of their work. White House- The Cabinet Find the qualifications of the President in the Constitution. Discuss why these qualifications would exist. Analyze situations in which executives have exerted varying levels of influence: Jefferson and the Louisiana Purchase; H. Truman and the Steel Workers Strike; Lincoln and the Emancipation Proclamation; Johnson and the escalation of the Vietnam War; Reagan and the air traffic controller strike; F. Roosevelt and the New Deal ; Japanese internment: <i>Farewell to Manzanar Study Guide (Facing History)</i>. 	<ul style="list-style-type: none"> Library of Congress Gilder Lehrman Institute National Archives www.teachinghistory.org Docs Teach Stanford History Education Group Colonial Williamsburg Our Documents Annenberg Classroom

Topic 3: JUDICIAL BRANCH**Suggested Duration:** 2 Weeks**SUPPORTING QUESTION (S):**

How can the decisions of the Supreme Court affect citizens' lives and choices?

VOCABULARY:

Precedent, remand, Chief Justice, Justice, appeal, appellate, District court, maritime, opinion, dissenting opinion, concurring opinion, prosecution, defense, jury, strict interpretation, loose interpretation

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can describe the power of the judicial branch and where it is listed in the U.S. Constitution. (HS-1.1.1, HS-1.1.2, HS-1.2.1) I can explain how the process of judicial review checks the powers of the legislative and executive branches. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2) I can explain the appointment process of federal judges and Supreme Court justices and the role of the Senate in the confirmation process. (HS-1.1.1, HS-1.2.1, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2) I can explain the appeals process for a case reaching the U.S. Supreme Court. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-5.1.1, HS-5.1.2) I can explain how the Supreme Court reaches a decision. (HS-1.1.1, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2) I can explain how shifting ideologies influence interpretation of the Constitution. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-5.1.1, HS-5.1.2) I can evaluate the potential societal consequences of Supreme Court interpretations/rulings. (HS-1.1.1, HS-1.1.2, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-5.1.1, HS-5.1.2) 	<ul style="list-style-type: none"> Examine Article 3 of the Constitution by having students summarize the power of the judicial branch. Ask students to define the term landmark <i>case</i> and ask if they can name any. (If so, ask why it was a landmark.) Give groups of students landmark cases to research and report on. Truman Library: Three Branches and the Balance of Power The Annenberg Guide to the United States Constitution Process of Judicial Review Flow Chart: Follow a law from its signing to its review by the Supreme Court (<i>Texas v. Johnson</i>). Annenberg Classroom: Key Constitutional Concepts Examine how the appointment process works. Choose one of the Supreme Court justices and follow his/her confirmation process (e.g., John Roberts, Sonia Sotomayor). Supreme Court Students research one court case from the local level, to the opinion issued by the Supreme Court. (Use any case from Landmark Supreme Court Cases.) Landmark Supreme Court Cases Research the process of how the Supreme Court makes a decision using the Supreme Court web page. Clarify vocabulary terms such as <i>dissenting opinion</i>, <i>oral arguments</i>, <i>motions</i>, etc. Supreme Court and its Procedures Compare Supreme Court decisions made in <i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education</i>. Discuss what made the Supreme Court shift opinions. Have students look at <i>Marbury v. Madison</i>, <i>Miranda v. Arizona</i>, <i>Gideon v. Wainwright</i>, or <i>Brown v. Board of Education</i> to see the implications of pivotal Supreme Court cases. Students can present cases to the class and offer why the Supreme Court case they researched has affected society. Have students look at <i>Loving v. Virginia</i> to examine how this Supreme Court case has had a significant impact on society. 	<ul style="list-style-type: none"> Library of Congress Gilder Lehrman Institute National Archives www.teachinghistory.org Docs Teach Stanford History Education Group Colonial Williamsburg Our Documents



<p><u>Compelling Question:</u> How have federalism and separation of powers been put into action in our history?</p>	<p><u>Assessments:</u></p> <ul style="list-style-type: none"> ▪ Ongoing teacher-created formative assessments ▪ Teacher-created summative assessments 	<p><u>Duration:</u> Yearlong: 43 Instructional days out of 46 school days Trimester: 28 Instructional days out of 29 school days Block: 21 Instructional days out of 46 school days</p>
---	--	---

Topic 1: CHOICES IN WHO ARE WE? | Suggested Duration: 1 Week

SUPPORTING QUESTION (S):
How does the way we identify ourselves and think of others impact the choices we make?
How does race, prejudice, and stereotyping impact our perceptions of others?

VOCABULARY:
Identity, segregation, prejudice, stereotypes, perception

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

- SS-HS-1.3.1** Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2
- SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2
- SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2
- SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor)

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p><u>LESSON 1: Who Are We?</u></p> <ul style="list-style-type: none"> I can analyze how values, beliefs, and experiences make up my identity. (HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2) <p><u>LESSON 1: Who Are We?</u></p> <ul style="list-style-type: none"> I can analyze how identity is a combination of the labels others place on us, as well as the words and phrases we use to describe ourselves. (HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2) <p><u>LESSON 2 Why "Little Things are Big"</u></p> <ul style="list-style-type: none"> I can explain how stereotypes can influence choices we make every day. (HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2) <p><u>LESSON 2 Why "Little Things are Big"</u></p> <ul style="list-style-type: none"> I can evaluate and analyze Jesus Colon's choices in "Little Things Are Big". (HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2) <p><u>LESSON 3 Why Differences Matter</u></p> <ul style="list-style-type: none"> I can explain and give examples of prejudice and discrimination in the world today. (HS-1.3.1, HS-2.1.1, HS-2.3.1, HS-4.2.3, HS-5.1.1, HS-5.1.2) <p><u>LESSON 4: Race and Identity</u></p> <ul style="list-style-type: none"> I can analyze ideas about race and racism from a variety of sources. (HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2) <p><u>LESSON 4: Race and Identity</u></p> <ul style="list-style-type: none"> I can express how ideas about race shape perceptions and how stereotypes, based on race, are formed. (HS-2.1.1, HS-2.3.1, HS-5.1.1, HS-5.1.2) 	<ul style="list-style-type: none"> <u>LESSON 1: Who Are We?</u> Create an identity box and compare and contrast with Jennifer Wang's identity. Begin by reading <i>Warriors Don't Cry</i>. Students can use the Book in an Hour or Readers Theatre strategy. <u>LESSON 2: Why "Little Things Are Big"</u> Read and predict the outcome of "Little Things Are Big." Discuss the choices made during the story. Reflect on how society's views influenced Jesus Colon's choices. Reflect on a time when you were faced with a tough decision involving stereotyping. <u>LESSON 3: Why Differences Matter</u> Analyze "Eye of the Storm" for meaning and questions regarding the experiment. Compare and contrast Jane Elliot's experiment to Susie Phipps' story <u>LESSON 4: Race and Identity</u> Use a Web activity to have students play word association with the word <i>race</i>. Look at different definitions of the word <i>race</i>. Have students read "Those Who Don't" and analyze how the reading reflects an understanding of how identity shapes perception; how stereotypes are formed; and how they can be overcome. 	<ul style="list-style-type: none"> Link to Choices in Little Rock Race: The Power of an Illusion-YouTube

Topic 2: CHOICES IN SEGREGATION**Suggested Duration: 2 Weeks****SUPPORTING QUESTION (S):**

How does the establishment of legal segregation inspire citizen participation, prompting the Civil Rights Movement?

VOCABULARY:Precedent, racism, segregation, *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, Jim Crow, black codes**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution). DOK 2

SS-HS-1.1.3 Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2

SS-HS-1.3.2 Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

SS-HS-1.3.3 Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

SS-HS-2.2.1 Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-4.1.2 Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.

SS-HS-4.1.3 Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

SS-HS-4.2.3 Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

SS-HS-5.2.6 Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>LESSON 5: The Legacies of Segregation</p> <ul style="list-style-type: none"> I can compare and contrast different perspectives on segregation. (HS-1.3.1, HS- 1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.1.2, HS-4.1.3, HS-4.2.3, HS- 5.1.1, HS- 5.1.2, HS-5.2.6) <p>LESSON 5: The Legacies of Segregation</p> <ul style="list-style-type: none"> I can explain what the consequences are for dividing people by race. (HS-1.3.1, HS- 2.1.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS- 4.1.2, HS- 4.1.3, HS-4.2.3, HS-4.3.1, HS- 5.1.1, HS-5.1.2, HS-5.2.6) <p>LESSON 6: The Legal Basis for Segregation</p> <ul style="list-style-type: none"> I can interpret the decision in <i>Plessy v. Ferguson</i> and identify the precedent established. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS- 1.2.1, HS-1.2.2, HS-1.3.1, HS-1.3.2, HS- 2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS- 5.1.2) <p>LESSON 6: The Legal Basis for Segregation</p> <ul style="list-style-type: none"> I can explain the phrase, "separate, but equal." (HS-1.1.2, HS-1.1.3, HS-1.3.1, HS- 1.3.2, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS- 5.1.2, HS-5.2.6) <p>LESSON 6: The Legal Basis for Segregation</p> <ul style="list-style-type: none"> I can interpret and summarize the 13th, 14th, and 15th Amendments. (HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS- 2.2.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS- 5.1.2, HS-5.2.1) <p>LESSON 7: The Consequences of <i>Plessy v. Ferguson</i></p> <ul style="list-style-type: none"> I can analyze and interpret primary source documents on segregation. (HS- 1.1.2, HS- 1.1.3, HS-1.2.2, HS-1.3.1, HS- 1.3.2, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS- 4.1.1, HS-4.1.3, HS- 4.2.3, HS-4.3.1, HS- 5.1.1, HS-5.1.2, HS-5.2.6) 	<ul style="list-style-type: none"> LESSON 5: The Legacies of Segregation Have students create own definition of the word <i>segregation</i>. Have students create a Human Time Line to provide a chronological overview of significant events of desegregation and civil rights. Read two reflection stories on segregation. Have students reflect in writing on how Lisa and Daniel attempted to overcome their pasts. LESSON 6: The Legal Basis for Segregation Summarize the 13th, 14th, and 15th Amendments using "Make a Headline" activity. Read the decision in <i>Plessy v. Ferguson</i> to determine if the 14th Amendment applies to this Supreme Court case. Express an opinion on how the decision in <i>Plessy</i> would have impacted the nation at the time. Define the term <i>precedent</i> and discuss how precedent is established. LESSON 7: The Consequences of <i>Plessy v. Ferguson</i> Students jigsaw packets of primary source documents on segregation images, laws, charts, and graphs to analyze the impact the decision in <i>Plessy v. Ferguson</i> had on daily life in America. Students should reflect on at least three things they learned about segregation based on the evidence provided to them. LESSON 8: The Road to <i>Brown v. Board of Education</i> Have students trace the steps and strategies of the NAACP to get <i>Plessy v Ferguson</i> overturned. Analyze the decision in <i>Plessy v. Ferguson</i> . Analyze the political cartoon "Inch by Inch." 	<ul style="list-style-type: none"> Link to Choices in Little Rock <i>Plessy v. Ferguson</i>: Visual (cartoon depicting <i>Plessy</i> railway incident): Plessy v. Ferguson visual

LESSON 7: The Consequences of *Plessy v. Ferguson*

- I can analyze the role the legislative branch had on creating a segregated South. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.1, HS-1.3.2, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.2.3, HS-5.1.1, HS-5.1.2, HS-5.2.1, HS-5.2.6)

LESSON 8: The Road to *Brown v. Board of Education*

- I can predict the impact the decision in *Brown v. Board of Education* would have on students during that time. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.1, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.1.2, HS-4.1.3, HS-4.3.1, HS-5.1.1, HS-5.1.2,

Topic 3: CHOICES IN THE IMPACT OF EMMETT TILL**Suggested Duration: 2 Weeks****SUPPORTING QUESTION (S):**

How does the murder of Emmett Till affect Americans, inspiring them to join the Civil Rights Movement?

VOCABULARY:

Lynching, pivotal, historical context, historical factor

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2

SS-HS-1.3.3 Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-4.1.2 Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.

SS-HS-4.2.3 Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

SS-HS-5.2.6 Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p><u>LESSON 9: The Story of Emmett Till</u></p> <ul style="list-style-type: none"> I can describe how Emmett Till's murder became a pivotal moment in the Civil Rights Movement. (HS-1.3.3, HS-2.1.1, HS-2.3.1, HS- 5.1.1, HS-5.1.2, HS-5.2.6) <p><u>LESSON 10: The Legacy of Lynching</u></p> <ul style="list-style-type: none"> I can explain how the legacy of lynching in the U.S. helped make the murder of Emmett Till a pivotal moment. (HS-1.3.1, HS-2.1.1, HS-2.3.1, HS-4.1.1, HS-4.1.2, HS- 4.2.3, HS-5.1.1, HS-5.1.2, HS-5.2.6) <p><u>LESSON 11: Investigating Emmett Till's Historical Context</u></p> <ul style="list-style-type: none"> I can explain how historical context is used in understanding historical events. (HS-2.1.1, HS- 2.3.1, HS-2.3.2, HS-4.1.1, HS-4.2.3, HS-5.1.1, HS-5.1.2, HS-5.2.6) <p><u>LESSON 11: Investigating Emmett Till's Historical Context</u></p> <ul style="list-style-type: none"> I can describe how studying historical context helps us understand why Emmett Till was murdered and why it became a pivotal moment in history. (HS-1.3.1, HS-1.3.3, HS- 2.1.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.1.2, HS-4.2.3, HS-5.1.1, HS-5.1.2, HS-5.2.6) <p><u>LESSON 12: Why Was the Murder of Emmett Till a Pivotal Moment in Civil-Rights History?</u></p> <ul style="list-style-type: none"> I can construct a thesis paper on the significant factors that contributed to the impact of the murder of Emmett Till. (HS- 1.3.1, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.2.3, HS-5.1.1, HS-5.1.2, HS-5.2.6) 	<ul style="list-style-type: none"> <u>LESSON 9: The Story of Emmett Till</u> View <i>Awakenings-Eyes on the Prize</i> or PBS's American Experience: <i>The Murder of Emmett Till</i> to introduce the story of Emmett Till. Have students identify the <i>perpetrators, victims, bystanders, and up standers</i>. Read selected quotations about the impact of the lynching of Emmett Till to start discussion on how this event became a pivotal moment in the civil rights movement. <u>LESSON 10: The Legacy of Lynching</u> <u>LESSON 11: Investigating Emmett Till's Historical Context</u> Analyze primary source documents from the PBS Web site, <i>The Rise and Fall of Jim Crow</i>, and Facing History module on Civil Rights to understand the history of lynching and the historical context of Emmett Till's murder. Create a list of current events that future generations will consider the historical context of our time. <u>LESSON 12: Why Was the Murder of Emmett Till a Pivotal Moment in Civil-Rights History?</u> Using the Emmett Till Preparation Packet, have students construct an essay on the factors that led to the murder of Emmett Till being a pivotal moment in the civil-rights movement. 	<ul style="list-style-type: none"> Link to Choices in Little Rock Choices in Little Rock Unit: Lesson 9 Optional Video: <i>Eyes on the Prize; Eyes on the Prize Study Guide</i> pp. 14-19 PBS's American Experience: The Murder of Emmett Till Choices in Little Rock Unit: Lessons 10 and 11 The Untold Story of Emmett Louis Till Facing History Civil Rights Curriculum A Passion for Justice Ida B. Wells Two Towns of Jasper: PBS DVD and Study Guide (Facing History) Choices in Little Rock Unit: Lesson 12 The Rise and Fall of Jim Crow Emmett Till Preparation Packet Eyes on the Prize Study Guide pp. 14-19

Topic 4: THE CHOICES MADE**Suggested Duration: 2 Weeks****COMPELLING QUESTION (S):**

How did the choices of individuals influence the outcome of the crisis in Little Rock?

VOCABULARY:Segregation, 101st Airborne, Orval Faubus, Eisenhower, federalism, separation of powers, jurisdiction, executive order, delegated and reserved powers, upstander, bystander, victim, perpetrator, conservative, liberal, public opinion**LOUISIANA ACADEMIC STANDARDS:**

SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution). DOK 2

SS-HS-1.1.3 Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2

SS-HS-1.3.2 Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

SS-HS-1.3.3 Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

SS-HS-4.2.3 Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

SS-HS-5.2.6 Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>LESSON 13: The First Day of School</p> <ul style="list-style-type: none"> I can analyze a primary source document to identify the role of victim, perpetrator, bystander, and upstander (HS-1.3.1, HS- 1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS- 5.1.1, HS-5.1.2, HS-5.2.6) <p>LESSON 13: The First Day of School</p> <ul style="list-style-type: none"> I can identify the Little Rock Nine and discuss what led to mob attack on Elizabeth Eckford. (HS-1.1.2, HS-1.3.1, HS-1.3.2, HS-1.3.3, HS- 2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS-5.2.6) <p>LESSON 14: The Choices Leaders Made</p> <ul style="list-style-type: none"> I can explain the role federalism played during the Little Rock Crisis. (HS-1.1.1, HS-1.1.2, HS- 1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.2, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS- 5.2.6) <p>LESSON 14: The Choices Leaders Made</p> <ul style="list-style-type: none"> I can explain how public opinion can shape a leader's decision on a tough issue. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.2, HS-1.3.2, HS- 1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS-5.2.6) <p>LESSON 15: The Choices the Media Made</p> <ul style="list-style-type: none"> I can analyze the role the media played in the crisis in Little Rock and how media can influence public policy. (HS-1.1.1, HS-1.2.1, HS-1.3.1, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS- 2.3.2, HS-4.1.1, HS-4.2.3, HS-5.1.1, HS-5.1.2, HS-5.2.6) <p>LESSON 15: The Choices the Media Made</p> <ul style="list-style-type: none"> I can analyze the role journalists play in reporting an important story. (HS-1.3.3, HS- 2.1.1, HS-2.3.1, HS-2.3.2, HS-4.2.3, HS-5.1.1, HS-5.1.2, HS-5.2.6) 	<ul style="list-style-type: none"> LESSON 13: The First Day of School Have students analyze the famous Elizabeth Eckford photo and instruct students to choose two people in the photo and write briefstories about what that person might be thinking and why. Using a time line, have students chart the events leading up to the morning of Elizabeth Eckford's encounter with the mob. LESSON 14: The Choices Leaders Made Complete the time line activity in which students determine <i>turning points</i> in the events before and during the crisis in Little Rock. Watch <i>Fighting Back</i> from <i>Eyes on the Prize</i>; examine primary source documents; and have students look at the perspectives and pressures both President Eisenhower and Governor Faubus were facing during the crisis. Complete the Identifying Decisions activity in binder. Complete Shaping Public Opinion activity in binder. LESSON 15: The Choices the Media Made Complete the <i>Crisis Heard Around the World</i> activity and discuss the impact headlines from around the world might have influenced decisions made by leaders and ordinary citizens during the crisis. Complete the <i>What is the Role of Media</i> activity to engage students in what happens when the reporter becomes part of the story and what role journalists should play in an intense situation. LESSON 16: The Choices the Students Made Using a variety of pedagogical strategies like identity charts, Big Paper activity, Reader's Theatre, and reflection, students can examine the mindset and perspectives of both the Little Rock Nine and white students during the Little Rock crisis. LESSON 17: The Choices the Community Made Read personal accounts from Lesson 17 Choices in Little Rock and reflect on the choices of those citizens. Use Big Paper activity to reflect on why so many citizens chose to be bystanders during the crisis. LESSON 18: The State vs. The Federal Courts Analyze a time line of events from February 20, 1958, to September 1958 on the issue of integration and the role of the courts. Create a news story on the Supreme Court decision in <i>Cooper v. Aaron</i>. 	<ul style="list-style-type: none"> Link to Choices in Little Rock <u>Choices in Little Rock Unit: Lesson 13</u> <ul style="list-style-type: none"> Optional Video: <i>Eyes on the Prize: Fighting Back</i> <u>Choices in Little Rock Unit: Lesson 14</u> <ul style="list-style-type: none"> Optional Video: <i>Eyes on the Prize: Fighting Back</i> <i>Elizabeth Eckford</i>- audio from Elizabeth Eckford on her first day of school located on <i>Facing History's</i> Web site: www.facinghistory.org <u>Choices in Little Rock Unit: Lesson 15</u> <ul style="list-style-type: none"> Optional Video: <i>Eyes on the Prize: Fighting Back</i> <u>Choices in Little Rock Unit: Lesson 16</u> <u>Choices in Little Rock Unit: Lesson 17</u> <u>Choices in Little Rock Unit: Lesson 18</u> <u>Choices in Little Rock Unit: Lesson 19</u>

LESSON 16: The Choices the Students Made

- I can evaluate the choices made by the Little Rock Nine and other students before and during the crisis in Little Rock. (HS-1.3.1, HS- 1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS-5.2.6)

LESSON 17: The Choices the Community Made

- I can reflect on the choices and actions of individuals in the community during the crisis in Little Rock. (HS-1.3.1, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-4.3.1, HS-5.1.1, HS- 5.1.2, HS-5.2.6)

LESSON 17: The Choices the Community Made

- I can identify how community members became bystanders, upstanders, and perpetrators during the crisis in Little Rock. (HS-1.3.1, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS- 2.3.2, HS-5.1.1, HS-5.1.2, HS-5.2.6)

LESSON 18: The State vs. The Federal Courts

- I can analyze the role the courts played after the initial attempt at integrating Little Rock Central High School. (HS-1.1.1, HS-1.1.2, HS- 1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.2, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS- 5.2.6)

LESSON 19: Shaping Public Opinion

- I can explain how public opinion is often shaped by persuasive messages and political ads from everyday citizens (HS-1.1.1, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-4.2.3, HS-5.1.1, HS-5.1.2, HS-5.2.6)

LESSON 19: Shaping Public Opinion

- Analyze political ads published in 1958 to persuade citizens on the issue of integration of the public schools in Little Rock (found in Lesson 19).
- Design a campaign on an issue that is important to you.



Unit 4 CITIZENS ENGAGED IN GOVERNMENT

<p><u>Compelling Question:</u> How is our government relevant to its citizens? (Political Behavior) How do citizens participate in our government? (Citizenship) How did the struggle for voting rights expand civic participation? (Voting Rights)</p>	<p><u>Assessments:</u></p> <ul style="list-style-type: none"> ▪ Ongoing teacher-created formative assessments ▪ Teacher-created summative assessments 	<p><u>Duration:</u> Yearlong: 37 Instructional days out of 37 school days Trimester: 25 Instructional days out of 30 school days Block: 19 Instructional days out of 37 school days</p>
--	--	---

Topic 1: HOW IS OUR GOVERNMENT RELEVANT TO ITS CITIZENS? **Suggested Duration: 2 Weeks**

VOCABULARY:
 Special interest groups, lobbyist, lobbying, grassroots, public policy, primary, nominee, candidate, election, popular vote, electoral vote, Electoral College, media, watch dog, First Amendment, freedom of speech, freedom of press, civic engagement

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution). DOK 2

SS-HS-1.1.3 Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2

SS-HS-1.3.3 Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

SS-HS-2.2.1 Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-4.1.3 Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

SS-HS-4.2.1 Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

SS-HS-4.2.3 Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

SS-HS-4.2.4 Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can analyze how special interest groups, lobbyists, and grassroots organizations play a significant part in how policy is formed and implemented. (HS-1.1.1, HS-1.1.3, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-5.1.1, HS-5.1.2) I can describe the presidential election process from the primaries to the general election. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS-4.2.4, HS-5.1.1, HS-5.1.2) I can analyze the role the media has played in politics in recent history and today. (HS-1.1.1, HS-1.1.2, HS-1.2.2, HS-1.3.1, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.2.3, HS-5.1.1, HS-5.1.2) I can explain how the popular vote influences the decision of the Electoral College in electing the President and Vice-President. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS-4.2.3, HS-4.2.4, HS-5.1.1, HS-5.1.2) I can explain how citizens can become politically involved at the local, state, and national levels. (HS-1.1.1, HS-1.2.1, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-5.1.1, HS-5.1.2) 	<ul style="list-style-type: none"> Introduce Abraham Lincoln’s partial quote of “...Government of the People, by the People, for the People...” and ask how his quote defines the concept of American democracy. Create a graphic organizer to help students understand the differences between special- interest groups, lobbyists, and grassroots organizations. Examine specific examples of each of the above to help students understand the role these groups play in modern-day politics. Examine one candidate for the upcoming Presidential election or a past candidate from a previous election. Follow and chart the candidate from the primaries to the general election (e.g. Barack Obama, George W. Bush, current candidates). Take a political issue and look at different media perspectives (i.e., Fox News, MSNBC, CNN). Analyze how the media has influenced the outcome of some historical events (i.e., civil rights movement, Kennedy vs. Nixon Presidential debate, Vietnam, War in Iraq). Look at data from 1824, 1876, 1888, and 2000 Presidential elections and have students debate whether the Electoral College is still a viable way to elect a President. Have students look at the Electoral College and analyze how it varies from state to state. Look at local political organizations students and adults can become involved in. Create Rock the Vote posters. 	<ul style="list-style-type: none"> Article and resources on lobbying and lobbyists in America Whose Special Interests? Khan Academy "Primaries and Caucuses" The Reporter and Study Guide How Can Citizens Participate? Louisville Metro Government Election 2016: Lesson Plans and Digital Resources for Educators Election Collection

Topic 2: HOW DO CITIZENS PARTICIPATE IN OUR GOVERNMENT?**Suggested Duration: 2 Weeks****SUPPORTING QUESTION (S):**

How does political participation ensure our democracy is for the people and by the people?

VOCABULARY:

Immigrant, emigrate, liberal, conservative, right wing, left wing, centrist, foreign policy, domestic policy, naturalization, right, responsibility, obligation

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution). DOK 2

SS-HS-1.1.3 Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2

SS-HS-1.3.2 Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

SS-HS-1.3.3 Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

SS-HS-2.2.1 Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-3.3.4 Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.

SS-HS-3.4.1 Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3

SS-HS-3.4.2 Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

SS-HS-3.4.3 Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-4.1.3 Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

SS-HS-4.2.1 Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

SS-HS-4.2.2 Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. **DOK 2**
SS-HS-4.2.3 Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor)

SS-HS-4.2.4 Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). **DOK 3**

SS-HS-4.3.2 Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. **DOK 2**

SS-HS-4.4.3 Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can explain the rights and responsibilities American citizens share. (HS-1.1.1, HS-1.1.3, HS-1.2.2, HS-1.3.1, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1) I can explain the requirements to become an American citizen. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-4.3.1, HS-5.1.1) I can examine some shared beliefs held by most Americans and how their importance can shift over time. (HS-1.1.1, HS-1.2.2, HS-1.3.1, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.2.1, HS-4.2.2, HS-4.2.3, HS-4.2.4, HS-4.3.1, HS-4.4.3, HS-5.1.1, HS-5.1.2) I can analyze how political, social, and economic change has affected domestic and foreign policy in the past and today. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.1, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.3.4, HS-3.4.1, HS-3.4.2, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS-4.2.2, HS-4.2.3, HS-4.2.4, HS-4.3.2, HS-4.4.3, HS-5.1.1, HS-5.1.2) <p>I can explain how factors such as gender, race, location, social class, or religion influence citizens. (HS-1.3.1, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS-4.2.2, HS-4.2.3, HS-4.2.4, HS-4.3.1, HS-4.4.3, HS-5.1.1, HS-5.1.2)</p>	<ul style="list-style-type: none"> Have a discussion on whether voting is a right or responsibility. Have students develop time lines showing the expansion of voting rights in the U.S. Have students look at local people in the community who have demonstrated strong civic participation (e.g., Anne Braden, Tom Owen, Christopher 2X). Students should be able to identify how everyday citizens demonstrate civic participation throughout their lives. Look at the different ways U.S. citizenship is obtained. Examine cases where citizenship can be questioned. Examine the controversy over illegal immigration. Students define and rank the values found in the <i>Choices Program: Values and Public Policy</i> lesson. Present students with at least two historical times when values have shifted (e.g., 9/11, World War II, New Deal, civil rights movement). Students can predict how the same values would have been ranked during one of these historical references. Students look at certain events in history (e.g., global recession, World War II, suffrage movement, The Great Society) and chart the political, social, and economic changes that were present to influence public policy. Examine census data to see how changing demographics can and do shift American politics and belief systems (e.g., aging population, who actually votes, role of women in politics). 	<ul style="list-style-type: none"> iCivics The Choices Program: U.S. Immigration Policy in An Unsettled World Book Supplemental Materials Etc. Materials United States v Wong Kim Ark (1898) Immigration test Citizenship Counts The Choices Program: Values and Public Policy CNN Student News State-by-State Election analysis Census data Upfront Magazine (need a subscription) American National Election Studies Congressional Medal of Honor Foundation

Topic 3: HOW DID THE STRUGGLE FOR VOTING RIGHTS EXPAND CIVIC PARTICIPATION?

Suggested Duration: 2 Weeks

SUPPORTING QUESTION (S):

How did the struggle for voting rights expand civic participation?

VOCABULARY:

15th Amendment, protest, civil disobedience, non-violent philosophy, literacy test, grandfather clause, black codes, Selma, Voting Rights Act 1965, Freedom Summer

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution). DOK 2

SS-HS-1.1.3 Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2

SS-HS-1.3.2 Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

SS-HS-1.3.3 Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

SS-HS-2.2.1 Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

SS-HS-4.2.1 Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

SS-HS-5.2.6 Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p><u>Voting Rights Lesson 1:</u></p> <ul style="list-style-type: none"> I can explore historical documents to analyze the difference between voting as a right and as an opportunity. (HS-1.1.1, HS-1.1.2, HS- 1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.1, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS- 5.1.1, HS-5.1.2, HS-5.2.6) <p><u>Voting Rights Lesson 2:</u></p> <ul style="list-style-type: none"> I can explain the philosophy of nonviolence and apply that philosophy to the actions of those in the Civil Rights Movement. (HS-1.1.1, HS-1.1.2, HS-1.2.2, HS-1.3.1, HS-1.3.2, HS- 1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.2.1, HS-5.1.1, HS-5.1.2, HS- 5.2.6) <p><u>Voting Rights Lesson 3:</u></p> <ul style="list-style-type: none"> I can analyze <i>Eyes on the Prize-Bridge to Freedom</i> to understand the nonviolent direct action and the sacrifices made by participants in the Civil Rights Movement. (HS-1.1.1, HS- 1.1.2, HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.1, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS- 2.3.1, HS-2.3.2, HS-4.1.1, HS-4.2.1, HS-5.1.1, HS-5.1.2, HS-5.2.6) <p><u>Voting Rights Lesson 4:</u></p> <ul style="list-style-type: none"> I can analyze the Voting Rights Act of 1965. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS- 1.2.2, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.2.1, HS- 5.1.1, HS-5.1.2, HS-5.2.6) <p><u>Voting Rights Lesson 4:</u></p> <ul style="list-style-type: none"> I can compare and contrast how voting data reflects on my own ideas about the importance of voting. (HS-1.1.1, HS-1.1.3, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-5.1.1, HS-5.1.2, HS-5.2.6) 	<p><u>Voting Rights Lesson 1:</u></p> <ul style="list-style-type: none"> Analyze primary resources and produce a report that investigates voter discrimination in the South. Create responses as to how the U.S. Attorney General should respond to voter discrimination. <p><u>Voting Rights Lesson 2:</u></p> <ul style="list-style-type: none"> View portions of <i>Eyes on the Prize-Bridge to Freedom</i>. Interpret a portion of the essay, "Nonviolence and Racial Justice." Brainstorm a list of nonviolent protest strategies used during the civil rights movement. Using the barometer discussion strategy, engage students with the question, "Is voting an effective way to challenge injustice?" <p><u>Voting Rights Lesson 3:</u></p> <ul style="list-style-type: none"> Complete the graphic organizers while viewing <i>Eyes on the Prize- Bridge to Freedom</i>. Have students reflect on moments in the film they would emphasize if they were teaching this content to students. <p><u>Voting Rights Lesson 4:</u></p> <ul style="list-style-type: none"> Read and dissect the Voting Rights Act of 1965. Reflect on how the passage of this act would impact voter discrimination in the South. Analyze voting data from before 1965 to today to examine who votes (gender, ethnicity, age, etc). Write a reflection on what voting data say about the importance of voting in our country. Students also can compare voting data in the United States with that of other countries. 	<ul style="list-style-type: none"> State by State Election Analysis