

Developed By: Brady, Amy
School: Henry County High School
Name of Collaborative: United States History
Curriculum Area: 11th Grade Social Studies
Unit Title: The Road to Independence and Constitutional America
Time Frame: 8 Days

Desired Results

Content Standards

<https://www.georgiastandards.org/standards/georgia%20performance%20standards/united-states-history.pdf>

SSUSH3: The Student will explain the primary causes of the American Revolution.

- a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
- b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.
- c. Explain the importance of Thomas Paine's Common Sense to the movement for independence.

SSUSH4: The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.
- b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
- c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.
- d. Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.

SSUSH5: The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

- a. Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.
- b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in The Federalist concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.
- c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery.
- d. Analyze how the Bill of Rights serves as a protector of individual and states' rights.
- e. Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).

Essential Questions: *What provocative questions will foster inquiry, understanding, and transfer of learning?*

1. How did the French and Indian War spark the colonists' quest for Independence in Colonial America?
2. Do you believe that the Stamp Act and the Intolerable Acts were responsible for revolution in America, or was this the spark of a long underlying issue? Defend your response.
3. After reading excerpts of Thomas Paine's *Common Sense*, describe Paine's influence on colonists to gain Independence from Great Britain.
4. If the French were not seeking to weaken Great Britain, and had an alliance, do you believe that colonists would have been able to win the War for Independence? Defend your response.
5. In your opinion, what was the most outstanding weakness of the Articles of Confederation? Explain.
6. Would you have been a Federalist or anti-federalist? Why?

Content (Unpack Nouns from Standards): <i>Students will know...</i>		Skills (Unpack Verbs from Standards): <i>Students will be able to...</i>
<p><u>SSUSH3 Vocabulary</u> American Revolution, French and Indian War Treaty of Paris 1763, Proclamation 1763 Stamp Act, Intolerable Acts, Sons of Liberty, Daughters of Liberty, Committees of Correspondence, Thomas Paine, Common Sense</p> <p><u>SSUSH4 Vocabulary</u> Declaration of Independence, John Locke, Thomas Jefferson, Benjamin Franklin, Marquis de Lafayette, George Washington, Valley Forge, Battle of Yorktown, Lord Cornwallis, Treaty of Paris 1783</p> <p><u>SSUSH5 Vocabulary</u> US Constitution, Articles of Confederation, Daniel Shay's, federalists, Anti-federalists, The Federalist, Alexander Hamilton, James Madison, Separation of Powers, Great Compromise, Bill of Rights, Whiskey Rebellion, John Adams</p>		<ol style="list-style-type: none">1. Explain the French and Indian War's impact on the American Revolution.2. Explain the response to British Actions and the role of the Sons of Liberty.3. Explain Thomas Paine's influence on the war for Independence through his pamphlet <i>Common Sense</i>.4. Describe the Declaration of Independence's format and intellectual influences as written by Thomas Jefferson.5. Explain France's role in American Independence.6. Analyze the importance of a professional army as designed by George Washington.7. Describe the Battle at Yorktown.8. Explain how the weaknesses in the Articles of Confederation led to the creation of the United States Constitution.9. Explain the Great Compromise and its impact on the development of the Legislative Branch.
Essential Vocabulary: <i>What critical vocabulary must be learned in order to master the content?</i> See above.		
Assessment Evidence		
Summative (attach)	Unit Test	
Formative (build from Summative)	Content Standard Gallery Walk Declaration of Independence Fishbowl Activity Enlightenment Thinker Writing Assignment Modern Day Declaration of Independence Quiz Standard 3 John Hancock Think Aloud Activity Locke vs. Hobbes Articles of Confederation and Constitution Comparison Living Constitution "Primary Document Analysis"	
Common/ Collaborative Goal: 75% or more of the assessment should be from the Summative Assessment	Unit Test	
Learning Plan		
Pacing Guide (weekly or daily) Students are on a block schedule for eighty	Day 1 Opener: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." <i>Declaration of Independence</i>	

minutes.

**A Day students meet
Monday/Wednesday and
every other Friday.**

**B Day students meet
Tuesday Thursday and
every other Friday.**

Students are asked as an opening to the unit to describe their own personal pursuit of happiness as an individual. After students share responses, the teacher will tell students what the pursuit of Happiness at that time meant. (15 minutes)

Guided Learning session 1: **What Are We Learning? What do I need to Know?**
Students will get a handout with the Georgia Performance Standards listed on the front side. Students are required to highlight the verbs, and underline essential vocabulary. Teacher will ask students to call out words. This creates the vocabulary for the entire unit. Students will be required for homework to define the terms on the reverse side of the handout to turn in the day of the unit test. (15 minutes)

Guided Learning Session 2: Enlightenment

Teacher will begin the *Purpose of Government* Power Point. This presentation discusses what a perfect society is, but explains why there is no such thing as a perfect society. Why is government needed? John Locke's theory of social contract is explained, and who in the American Revolution used these ideas for Independence. (20 minutes)

Independent Session: Hobbes vs. Locke (who had the greater influence?)

Students will create a Venn diagram to show the differences and similarities between Thomas Hobbes Ideas from Common Sense and John Locke's Ideas in Two Treatise of a Civil Government. After, the student must choose who had the greater influence on independence and write a five paragraph essay. Students need to use ideas of either Hobbes or Locke to defend their choice, and provide examples from the American Revolution. Due in a week. (25 minutes)

Closing:

Review.

1. What is the purpose of government, according to the natural rights philosophers like Locke?
2. Where does government, according to natural rights philosophers, get its right to govern from?
3. What is social compact?

DAY 2:

Guided Instruction

At the beginning of class, students will receive a note taking guided entitled "Road to Independence." This note taking guide coincides with the "Road to War" Power point presentation. Teacher will go through the primary and secondary causes of the American Revolution. Topics include: French and Indian War ends, salutary neglect, mercantilism, taxes, Proclamation of 1763, Stamp Act, Sugar Act, Quartering Act, Declaratory Act, Townshend Act, Tea Act, Coercive Acts, Intolerable Acts, Boycotts, Sons/Daughters of Liberty, Stamp Act Congress, Boston Massacre, and the First Continental Congress. (30 minutes)-Ending on Slide 21

Independent Guided Reading (must be done in class, because students don't have books to take home)

Students will get a guided reading about the War For Independence. Students must read the section and answer questions regarding the causes of the American Revolution. (40 minutes)

Closing

What today would cause you to seek independence from the government?
Quick write assignment. Students have ten minutes to write a response to this question and turn in at the end of class as a ticket out the door.

DAY 3

Guided Instruction

Students will receive a copy of the Declaration of Independence. Teacher will

explain the instructions for the Declaration of Independence Fish Bowl Activity. Students are broken up into 7 groups. Each group will be given a portion of the Declaration of Independence to analyze, interpret, and explain. They will work together to determine the meaning of the document, and what intellectual resources back up their demands. (45 minutes)

At the end of a forty five minute period, the class will move desks into two circles. One small circle in the center with five desks, and one larger circle on the outside surrounding the small group. The outside group will have a highlighter and a pen. As the group inside the fishbowl explains their portion of the document, and answers guided questions by the teacher, the outside students will listen to their responses and highlight various passages and sentences. They will write the meaning to the side in their own words. (35 minutes)

DAY 4

Guided Instruction

Students will take out their note taking guide entitled "Road to Independence" that coincides with the "Road to War Power Point." The teacher will finish the presentation in that class period. Topics include: Lexington and Concord, Second Continental Congress, British strength and weaknesses, American strength and weaknesses, Patrick Henry, Bunker Hill, Hessian soldiers, Common Sense, John Locke, Baron de Montesquieu, Declaration of Independence, crossing of the Delaware, Battle of Saratoga, Brandywine and Germantown, PA, Valley Forge, Battle of Yorktown, effects of the American Revolution. (30 minutes)

Independent Instruction

Students will be given a mini project. The project consists of students writing their own version of the Declaration of Independence, but instead they are seeking independence from their parents or their school. Students must use the language, as well as the format of the document in order to complete this assignment. Students must also refer to Hobbes, Locke, and Montesquieu to support their cause. While the D. of I. has an extensive list of grievances, students will be required to provide at least twelve. At the end, they are required to make an official statement declaring independence. The document must look old, and must look authentic. A piece of notebook paper and pencil is not acceptable for a final draft. Assignment is due in two weeks. (45 minutes)

Day 5

Guided Instruction

Just Right Government presentation. Now that students have looked at American Independence, how did the U.S. Constitution become the basis for our government? Students will see the structure of the Articles of Confederation, the weaknesses as portrayed in the lack of ability to tax citizens, and the development of the Constitution. (30 minutes)

Independent Instruction

Articles of Confederation vs. U.S. Constitution. Students will compare the structure of the Articles of Confederation the U.S. Constitution. (30 minutes)
State's Rights/ Federal Rights/ Who Wrote the document? /
Did it fail? / What were the results? / What does the preamble state? /
Rights of the people/ Legacy and influence of the document/
(25 minutes)

Guided Instruction 2

Students will turn to the Constitution in the U.S. History Textbook, beginning on page 157. Teacher will give students the Living Constitution Handout. The students will read the Constitution aloud, and then will summarize what each Article, and section is about in their own words. Students will determine the meaning of the Amendments independently (30 minutes)

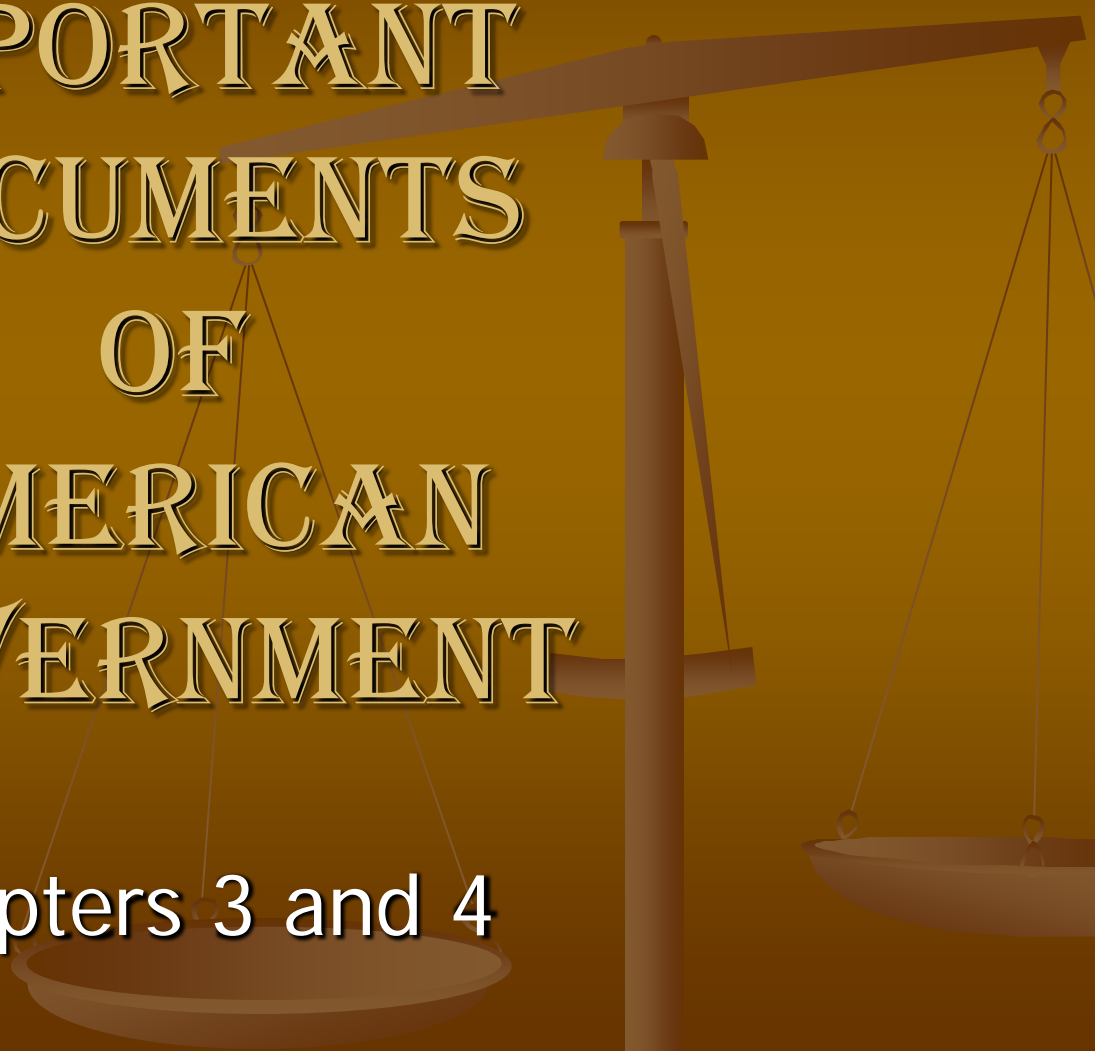
DAY 6

Guided Instruction

Students will finish the Living Constitution Handout and will review in class with a

	<p>partner (25 minutes). This will be turned in for a grade at the end of the 25 minutes.</p> <p>Independent Instruction Students may have time to finish their Enlightenment Essays or Declaration of Independence project in class. (55 minutes).</p> <p>Day 7 Guided Instruction Review standards 3 and 4. Students will get a study guide to review for their unit test. (30 minutes as a class review)</p> <p>Independent Instruction Students are taken to the computer lab in order to put the finishing touches on their Enlightenment Essay as well as their Declaration of Independence. (50 minutes)</p> <p>Day 8 Unit Test Students will also turn in Essay today. Declaration of Independence Project is due the following class.</p>		
Engagement	<p>Independent activities</p> <p>Cooperative learning</p> <p>Technology integration</p> <p>Peer tutoring</p> <p>Discussion</p>	<p>Pairing /small Groups</p> <p>Hands on</p> <p>Project</p> <p>Visuals</p> <p>Performance Task</p>	<p>Learning Stations</p> <p>Whole group instruction</p> <p>Lecture</p> <p>Simulations/Role Play</p> <p>Game</p>
Learning Activities	<p>Vocabulary sheet/breaking down the standard graphic organizers, gallery quiz, Power Point guided notes, comparison and contrasts, primary documents analysis, quiz sheet, and test handouts.</p>		
Differentiation	<p>For Visual learners: Visual Vocabulary. Students take note cards, write the definition for the word, and draw a photo to represent the word.</p> <p>To Incorporate Technology—Students may use internet resources and Microsoft to work on the Living Constitution assignment.</p> <p>For students that need more assistance with writing assignments: Students will get an outline in order to organize their thoughts, main ideas, and supporting sentences. Students should turn these in to teacher for assessment before writing their rough draft. After writing their rough draft, teacher will collect again in order to give feedback. Students will then complete the final draft and turn in.</p> <p>Gallery Quiz- After students have researched information for their standard and element, students will be divided into pairs. Students have a specified station to begin at with a series of questions. Students will have 5 minutes at each station and will be asked to move on at the bell. Any student who has extended time in their IEP paper work, will be allowed to stay at station for an extra two minutes. Teachers will assist all groups, but will guide those with extended time further.</p>		
Materials/Resources	<p>Power Point- Important Documents of America, Road to War, and Just Right Government.</p> <p>Note Taking Guide- Road to Independence, Constitution</p> <p>Textbook- <i>The Americans</i>. Pages. 94-124.</p> <p>Project rubric- Modern Day Declaration of Independence John Hancock Analysis, Enlightenment Thinkers Writing Assignment</p> <p>Handouts- War for Independence, Living Constitution, Locke/Hobbes, Articles of Confederation/Constitution Comparison</p> <p>Test-American Revolution and Independence Test</p>		

References	<p>Philadelphia as an Intellectual Center <i>09/28/2013 - 12:45pm to 2:00pm</i> Bruce Kuklick Professor of History, University of Pennsylvania · Related multimedia:</p> <ul style="list-style-type: none"> ▪ Philadelphia as an Intellectual Center - (Audio/Video) <p>The Declaration of Independence: A Global History <i>09/29/2013 - 9:45am to 11:00am</i> David Armitage Lloyd C. Blankfein Professor of History & Chair of the Department of History, Harvard University · Related multimedia:</p> <ul style="list-style-type: none"> ▪ The Declaration of Independence: A Global History - (Audio/Video) ▪ <i>The Declaration of Independence: A Global History. 2007.</i> <p>Paine, Thomas. <i>Common Sense</i>.</p>
Collaborative Planning	<p>Almost everyday in the morning or afternoon in person or via email to discuss what is taking place, or has taken place, in class for that day and the next.</p> <p>Officially, every other Tuesday (1st and 3rd) 7am; every other Tuesday (2nd and 4th) 3:40pm</p>

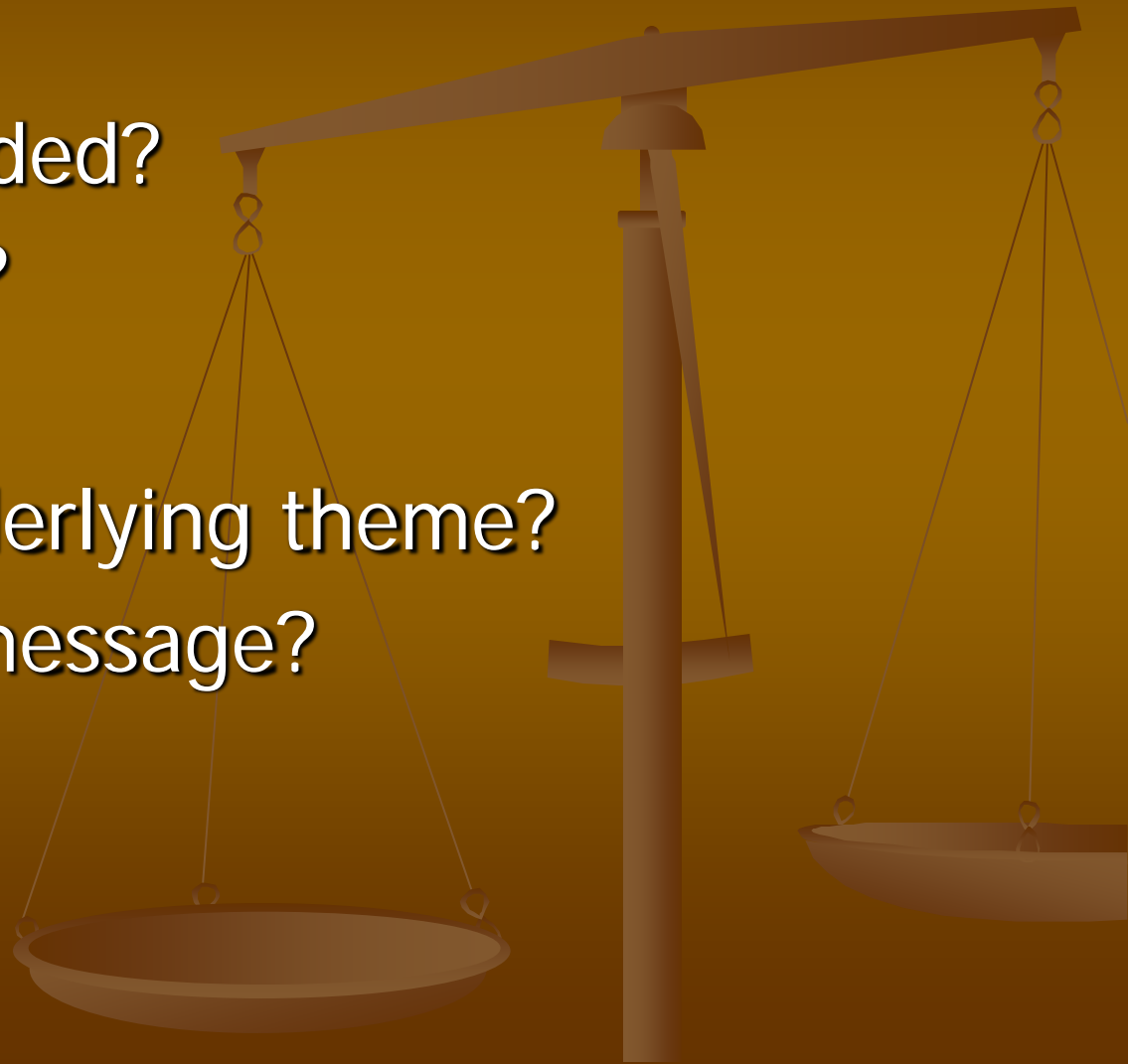


IMPORTANT DOCUMENTS OF AMERICAN GOVERNMENT

Chapters 3 and 4

The Declaration of Independence

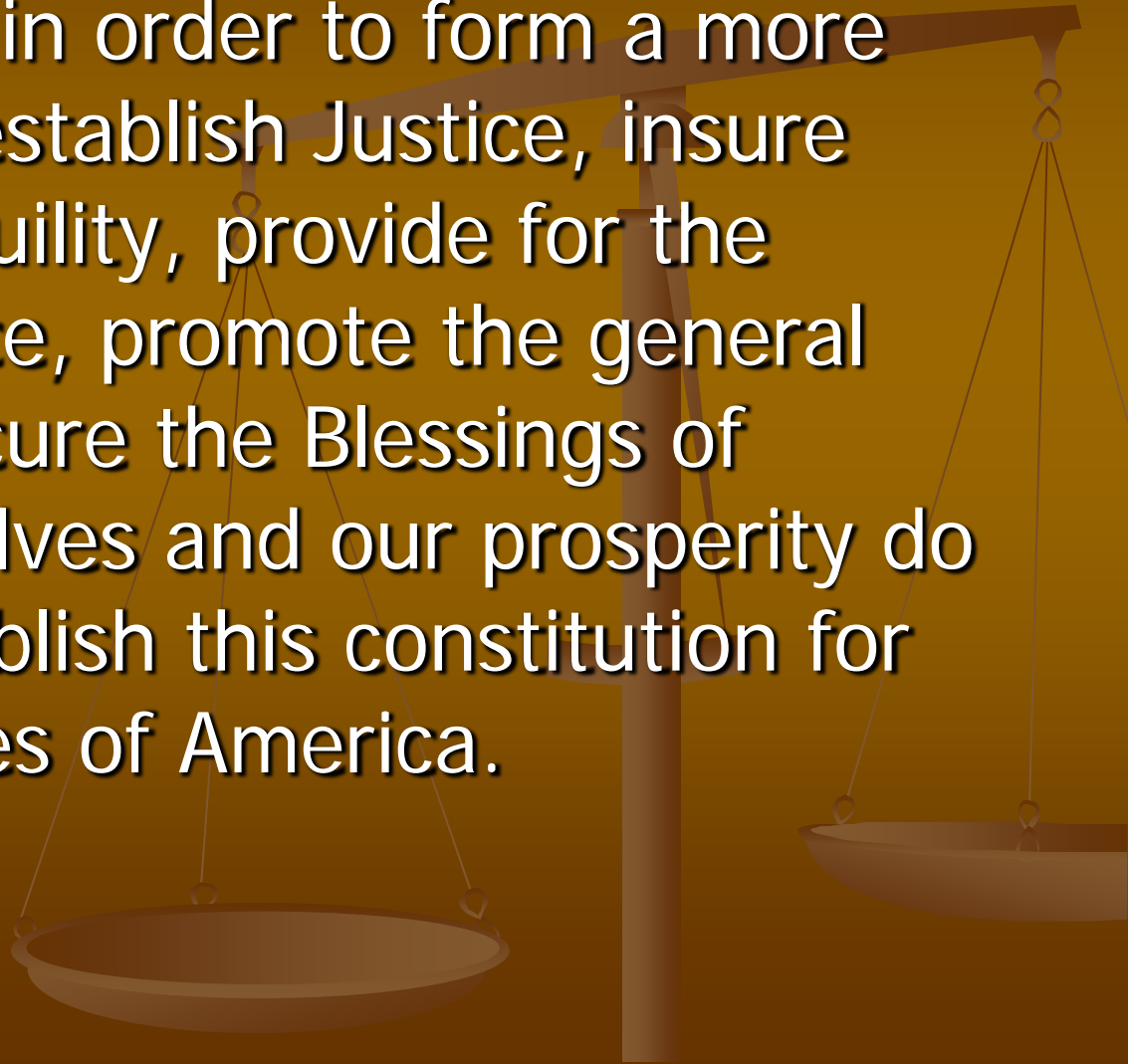
- Who wrote it?
- Why was it needed?
- What did it say?
- Who is "he"?
- What is the underlying theme?
- What was the message?



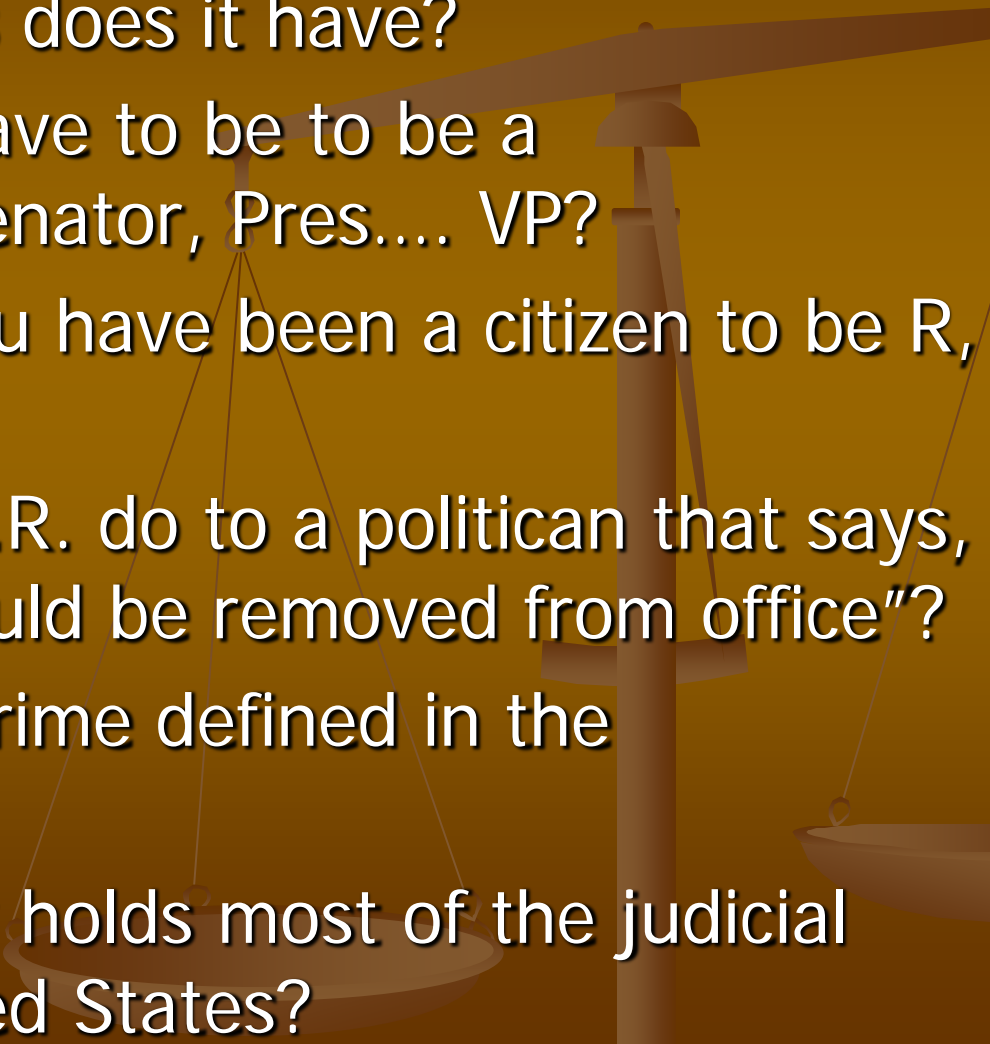
The Constitution!!!!!!

The Preamble

- We the people, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare and secure the Blessings of Liberty to ourselves and our prosperity do ordain and establish this constitution for the United States of America.



Breakdown of the Constitution

- How many articles does it have?
 - How old do you have to be to be a Representative, Senator, Pres.... VP?
 - How long must you have been a citizen to be R, S, P?
 - What can the H.O.R. do to a politician that says, "we think you should be removed from office"?
 - What is the only crime defined in the Constitution?
 - What central body holds most of the judicial power of the United States?
- 

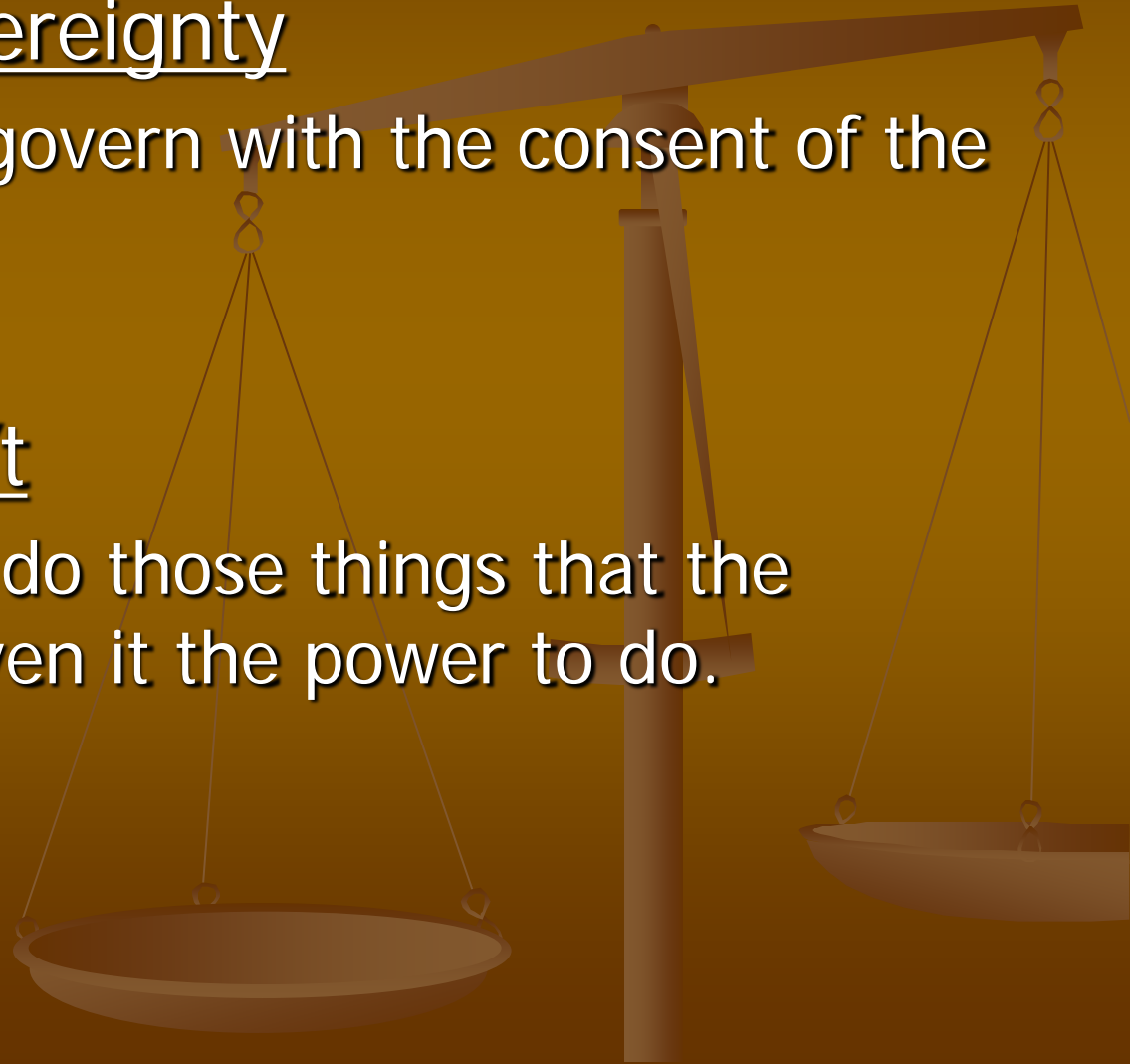
The 6 Basic Principles of Gov't

■ 1.) Popular Sovereignty

- Gov't can only govern with the consent of the governed.

■ 2.) Limited Gov't

- Gov't may only do those things that the people have given it the power to do.



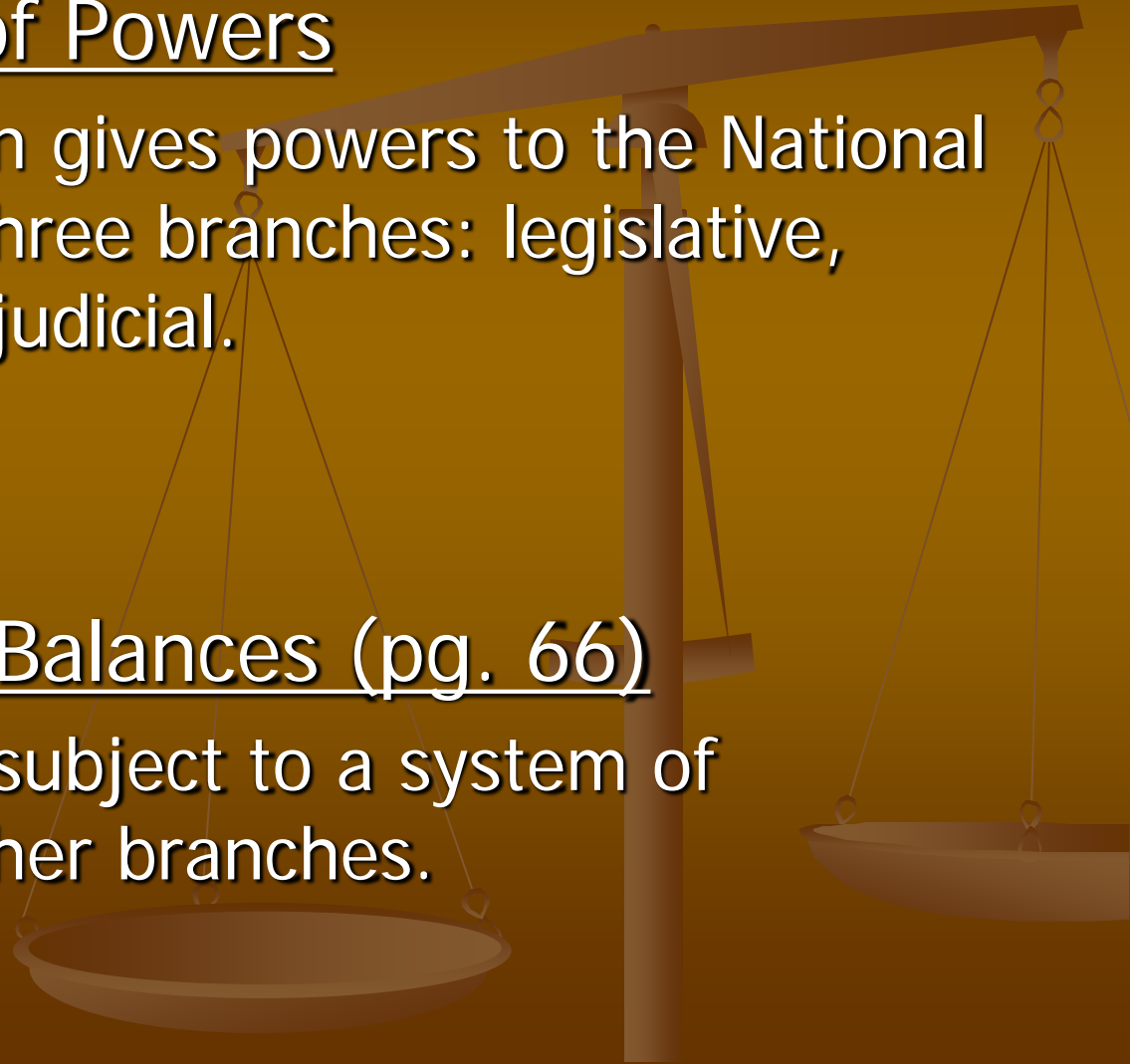
The 6 Basic Principles of Gov't

■ 3.) Separation of Powers

- The Constitution gives powers to the National Gov't through three branches: legislative, executive, and judicial.

■ 4.) Checks and Balances (pg. 66)

- Each branch is subject to a system of restraints by other branches.



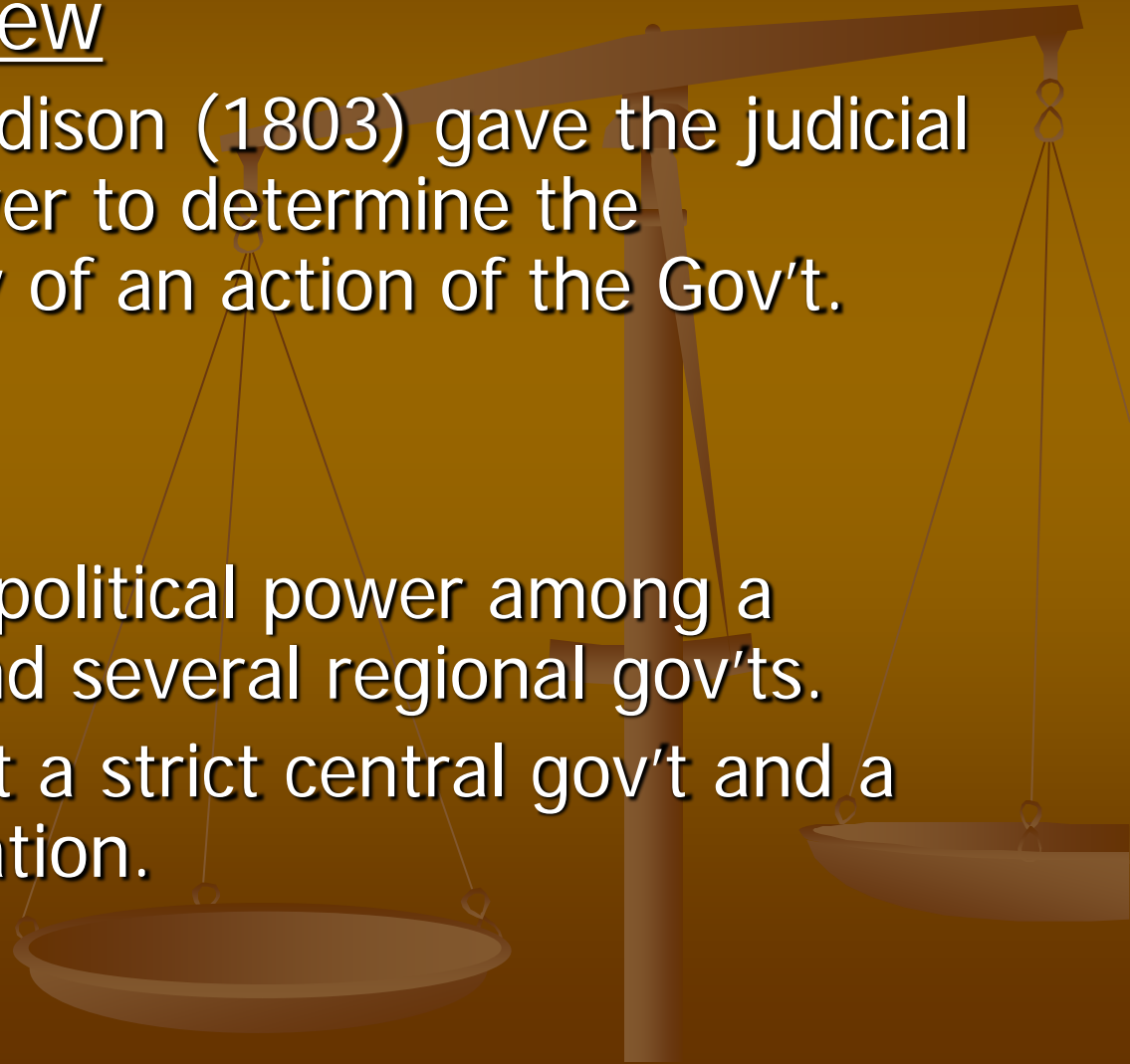
The 6 Basic Principles of Gov't

■ 5.) Judicial Review

- Marbury vs. Madison (1803) gave the judicial branch the power to determine the constitutionality of an action of the Gov't.

■ 6.) Federalism

- The division of political power among a central Gov't and several regional gov'ts.
- Compromise b/t a strict central gov't and a loose confederation.



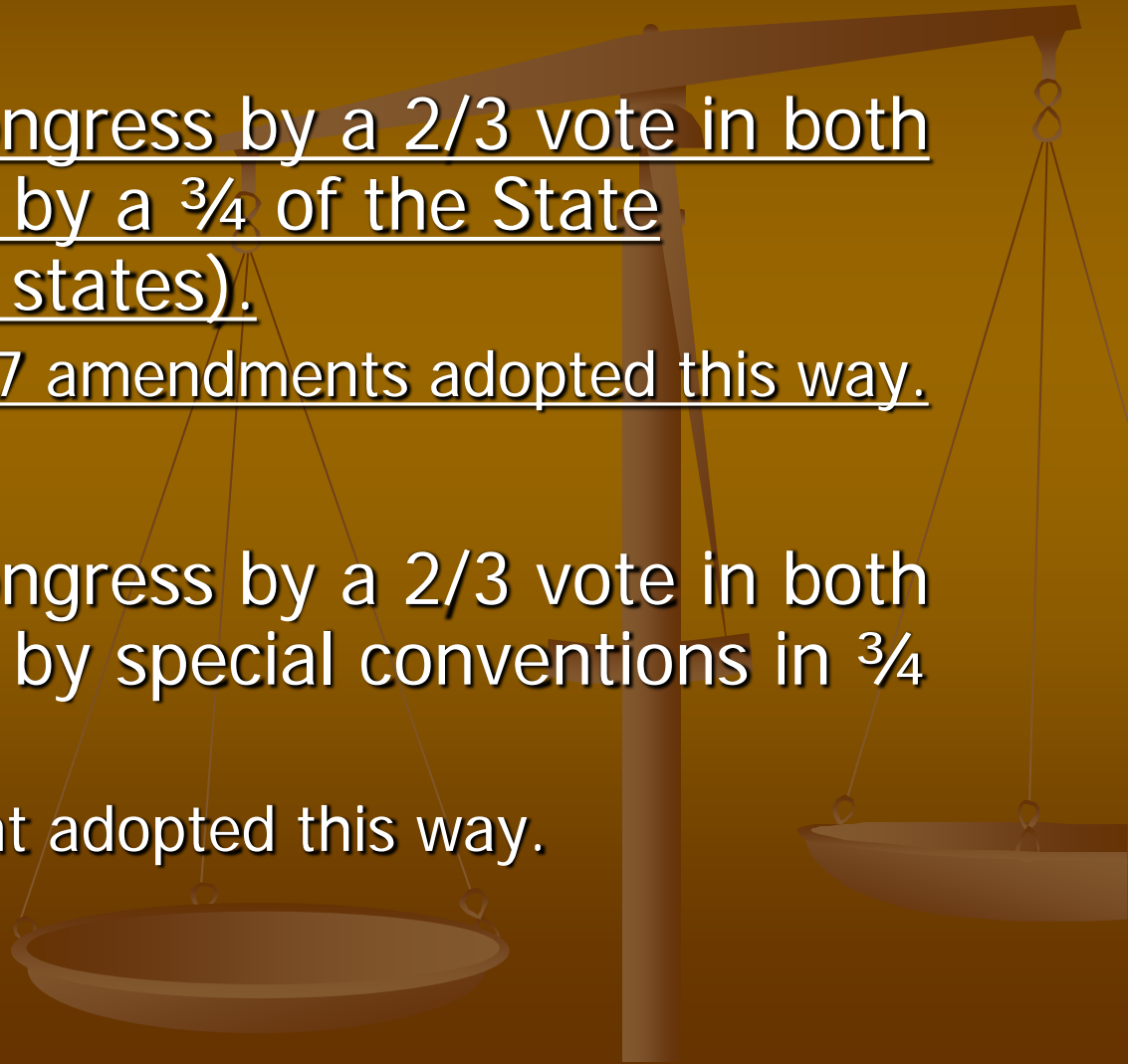
Formally Amending the Constitution

■ 1st method

- Proposed by Congress by a 2/3 vote in both houses, ratified by a $\frac{3}{4}$ of the State legislatures (38 states).
 - 26 out of the 27 amendments adopted this way.

■ 2nd method

- Proposed by Congress by a 2/3 vote in both houses, ratified by special conventions in $\frac{3}{4}$ of the States.
 - 21st amendment adopted this way.



Formally Amending the Constitution

■ 3rd method

- Proposed at a national convention when requested by $\frac{2}{3}$ of the State legislatures, ratified by $\frac{3}{4}$ of the State legislatures.
 - Congress has never called such a convention.

■ 4th method

- Proposed at a national convention called by Congress when requested by $\frac{2}{3}$ of the State legislatures, ratified by special conventions held in $\frac{3}{4}$ of the States.
 - How the Constitution was adopted.

Informal Amendments

- Governmental practices that are accepted, but not necessarily in the Constitution.
- Basic Legislation
 - Congress can pass laws defining and interpreting the meaning of constitutional.
- Executive Action
 - Presidents can do things that aren't in the Constitution.
 - Presidents can make executive agreements with reps in foreign gov'ts, avoiding the constitutional requirement for Senate to approve formal treaties.

Informal Amendments (cont.)

■ Court Decision

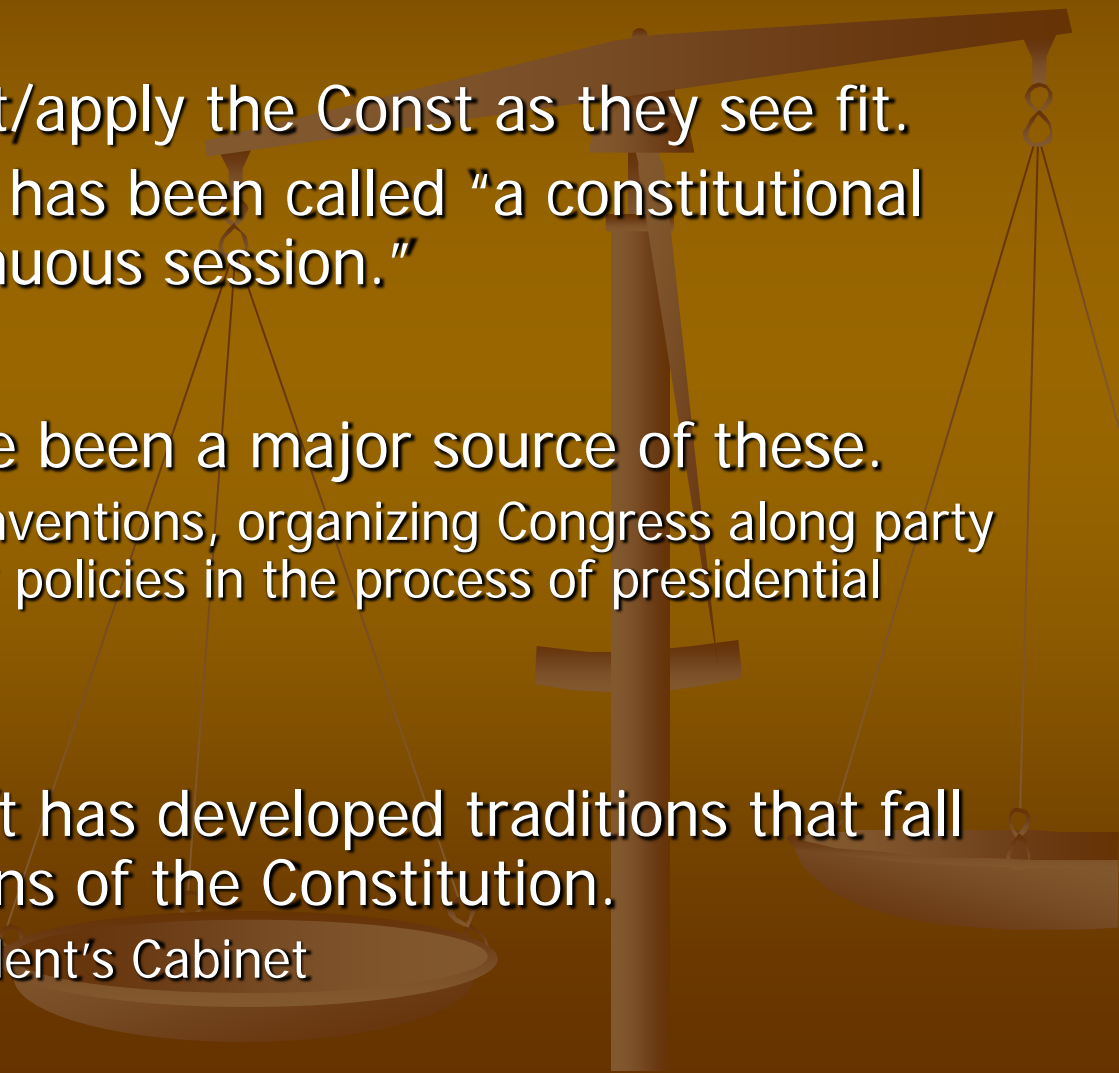
- U.S. courts interpret/apply the Const as they see fit.
- The Supreme Court has been called "a constitutional convention in continuous session."

■ Party Practices

- Political parties have been a major source of these.
 - Holding political conventions, organizing Congress along party lines, injecting party policies in the process of presidential appointments.

■ Custom

- Each branch of gov't has developed traditions that fall outside the provisions of the Constitution.
 - Example: The President's Cabinet



National Gov't has Delegated Powers (Powers granted to it in the Const)

■ Expressed Powers

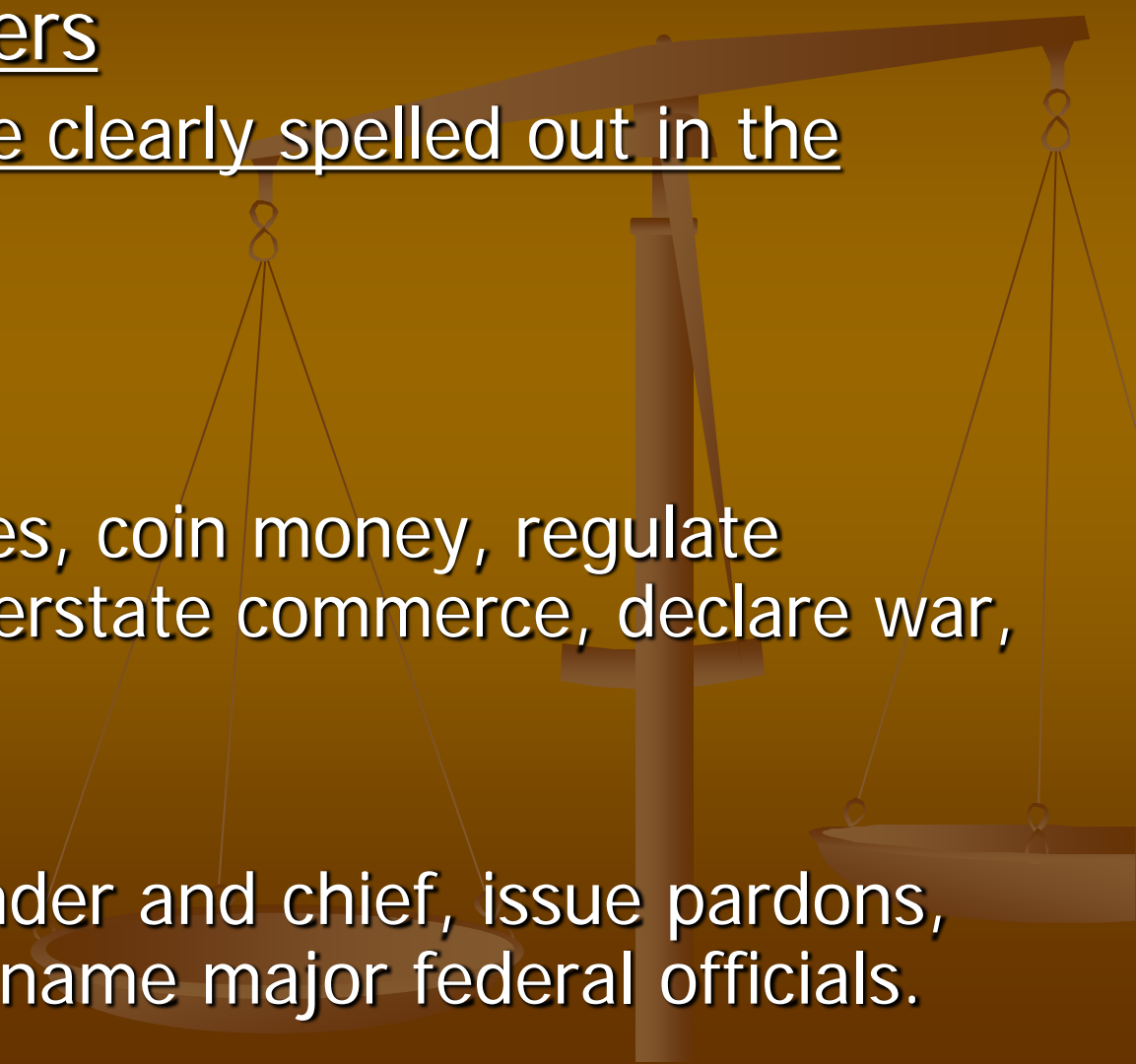
- Powers that are clearly spelled out in the Constitution.

■ Congress Can

- Lay/collect taxes, coin money, regulate foreign and interstate commerce, declare war, etc.

■ President Can

- Act as commander and chief, issue pardons, make treaties, name major federal officials.



National Gov't Delegated Powers

■ Implied Powers

- Powers reasonably implied by the "necessary and proper" power given to Congress
 - Article 1 Section 8: Necessary and Proper Clause
 - Congress has the power, "to make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the Gov't of the U.S. or in any department or officer thereof.:"
 - Aka: Elastic Clause
- Ex: 16th amendment

National Gov't Delegated Powers

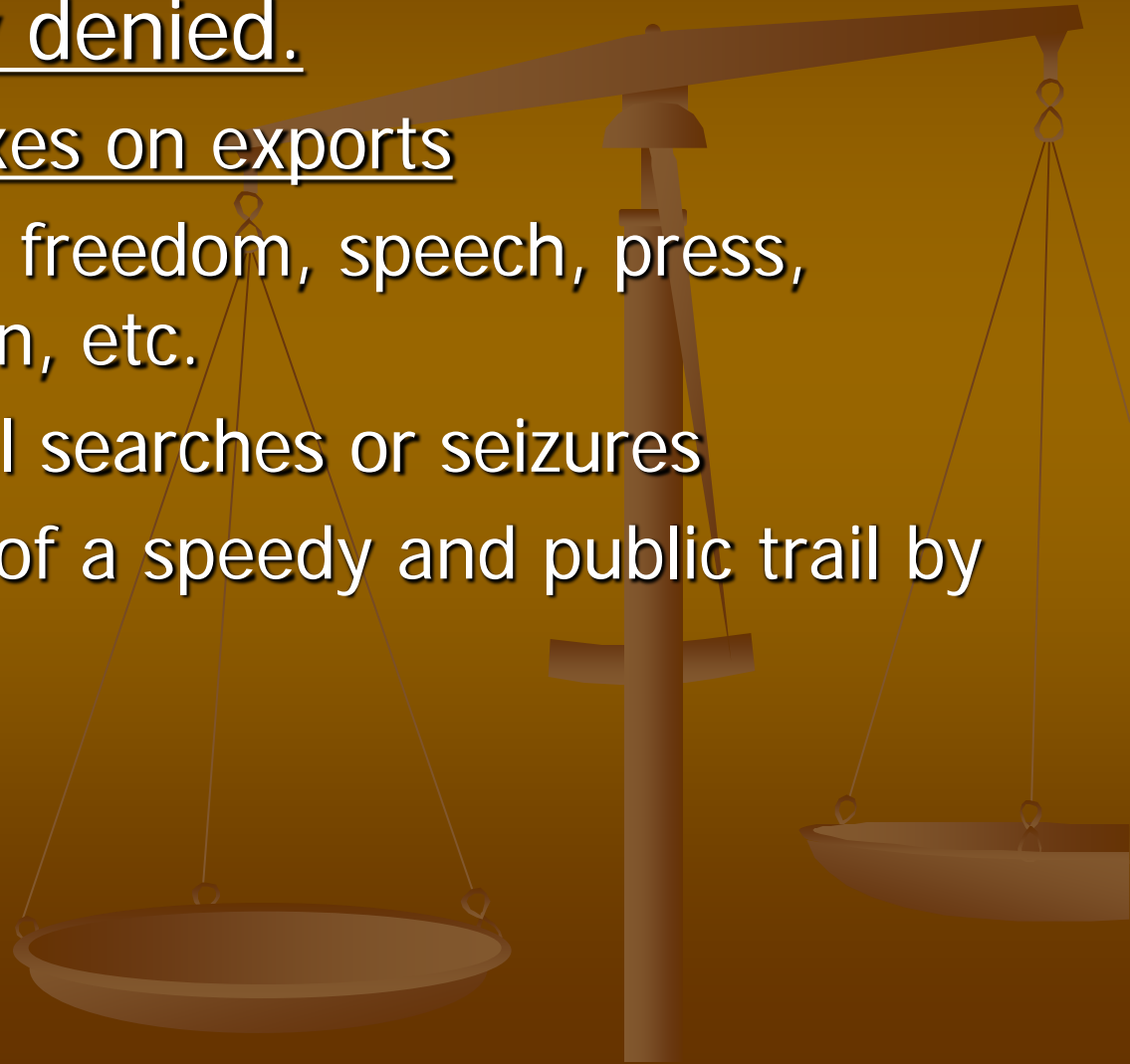
■ Inherent Powers

- Powers that belong to all sovereign states in an international community.
- Powers that National Gov'ts have historically possessed.
 - Power to regulate immigration, to deport aliens, to acquire territory, give diplomatic recognition to other states, protect the nation against rebellion or internal subversion.



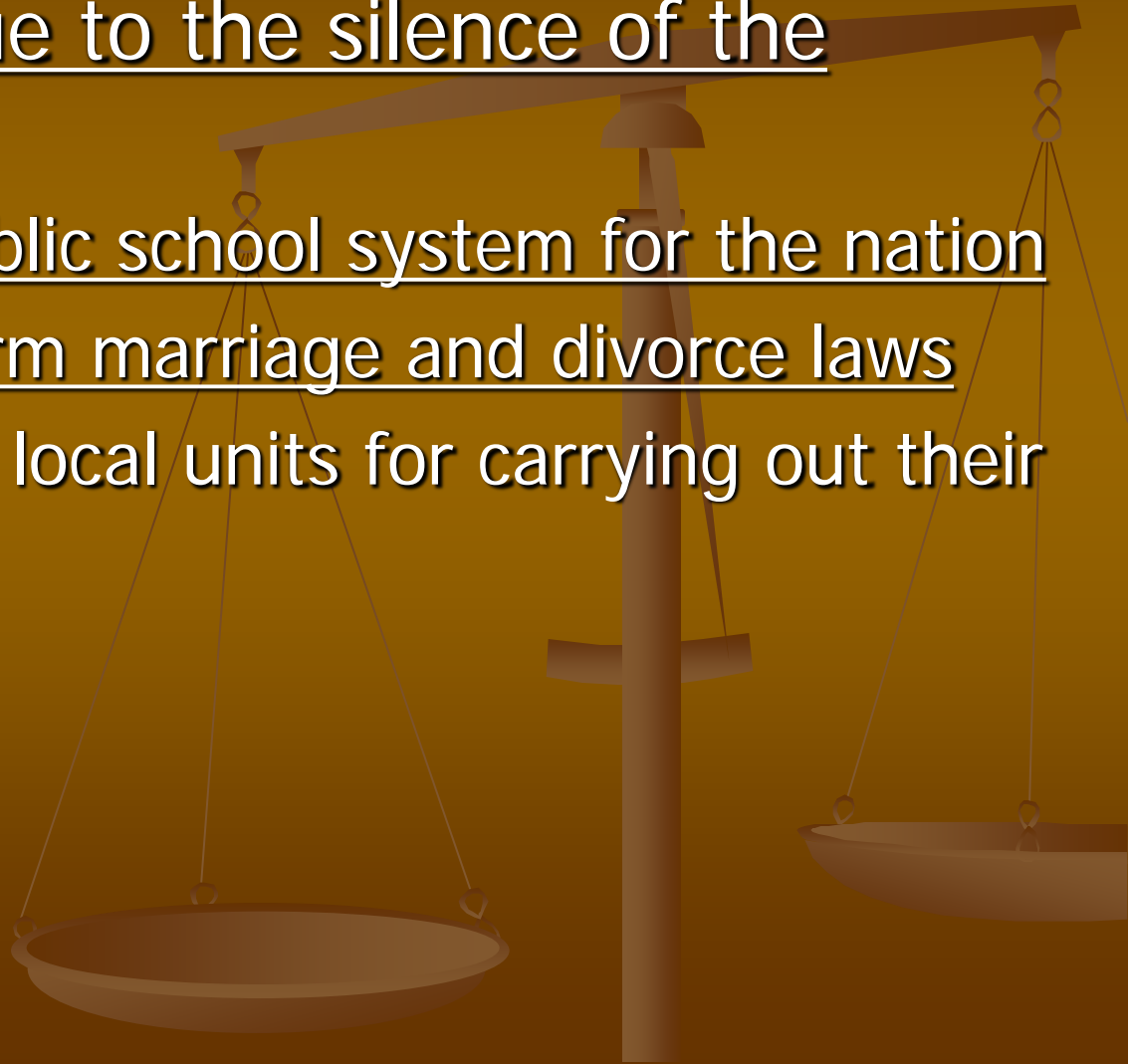
Powers denied to the National Gov't

- Powers expressly denied.
 - Power to levy taxes on exports
 - To deny: religion freedom, speech, press, assembly, petition, etc.
 - To conduct illegal searches or seizures
 - To deny anyone of a speedy and public trial by jury



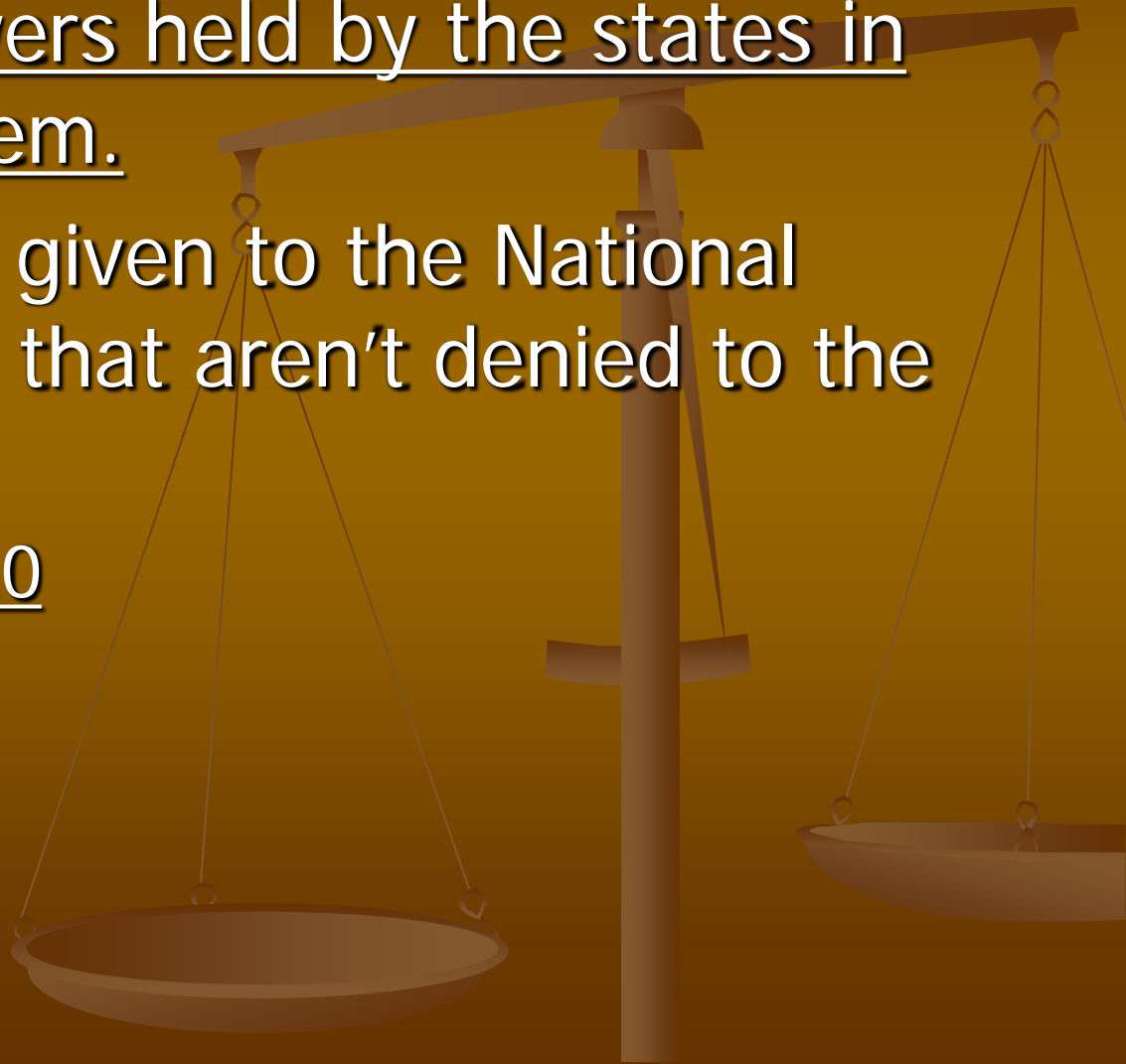
Powers denied to the National Gov't

- Powers denied due to the silence of the Constitution:
 - Can't create a public school system for the nation
 - Can't enact uniform marriage and divorce laws
 - Can't tax state or local units for carrying out their gov't functions

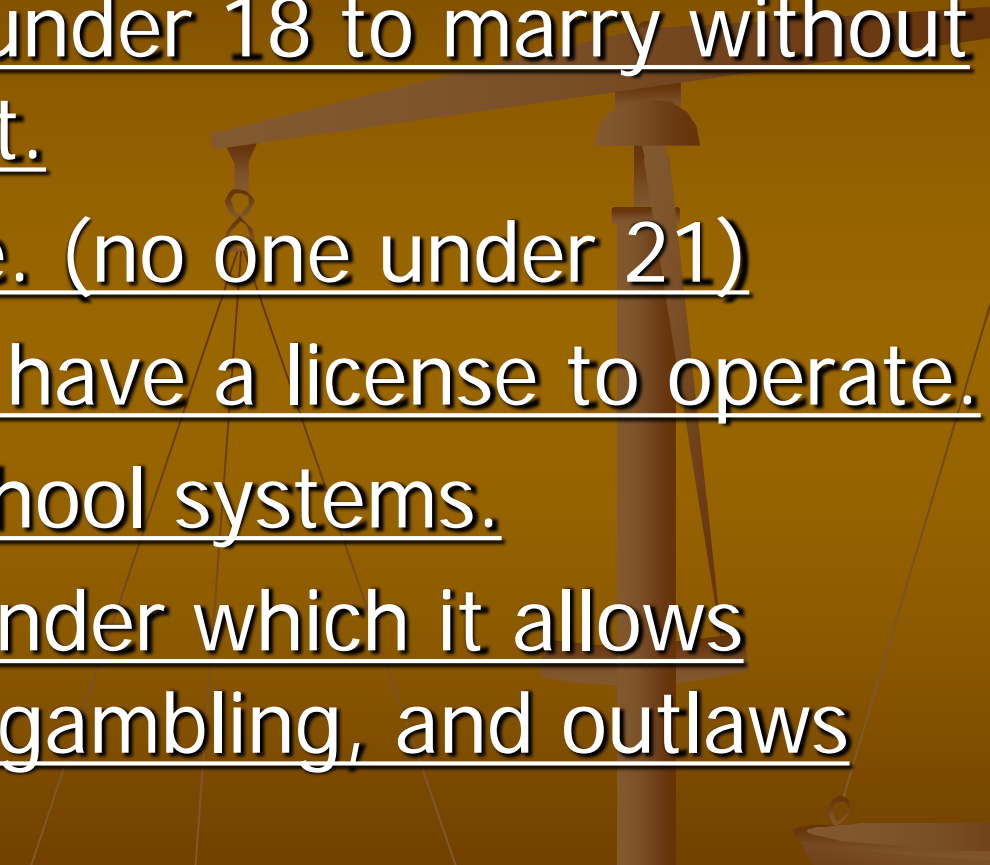


State's Powers – Reserved Powers

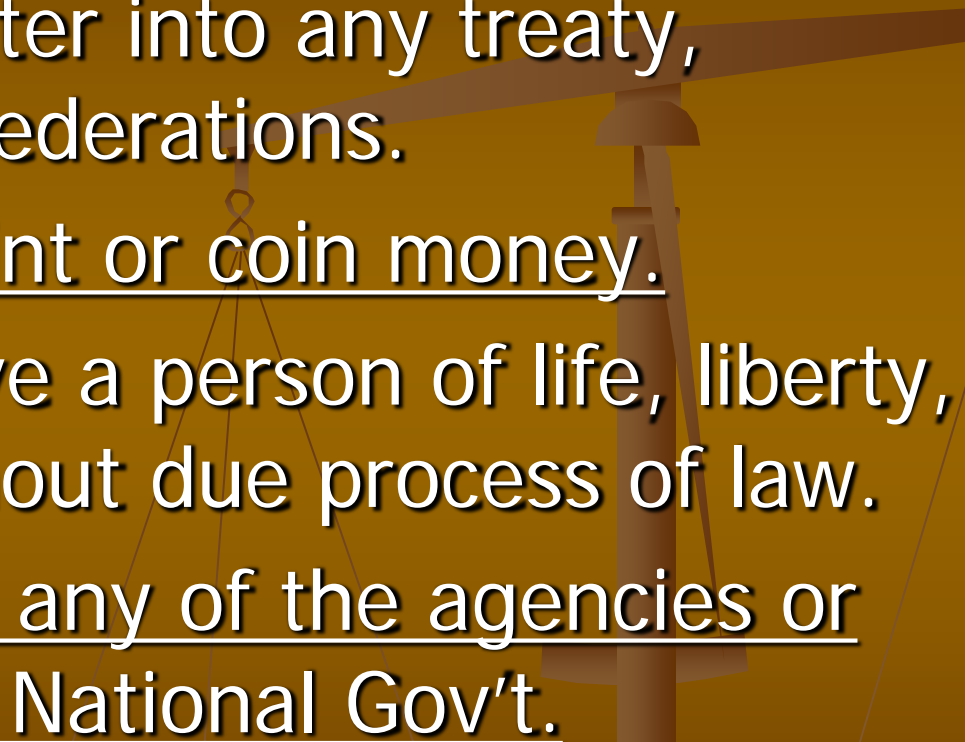
- Reserved – Powers held by the states in the federal system.
- The Powers not given to the National Gov't and those that aren't denied to the States.
 - Amendment #10



The States Can:

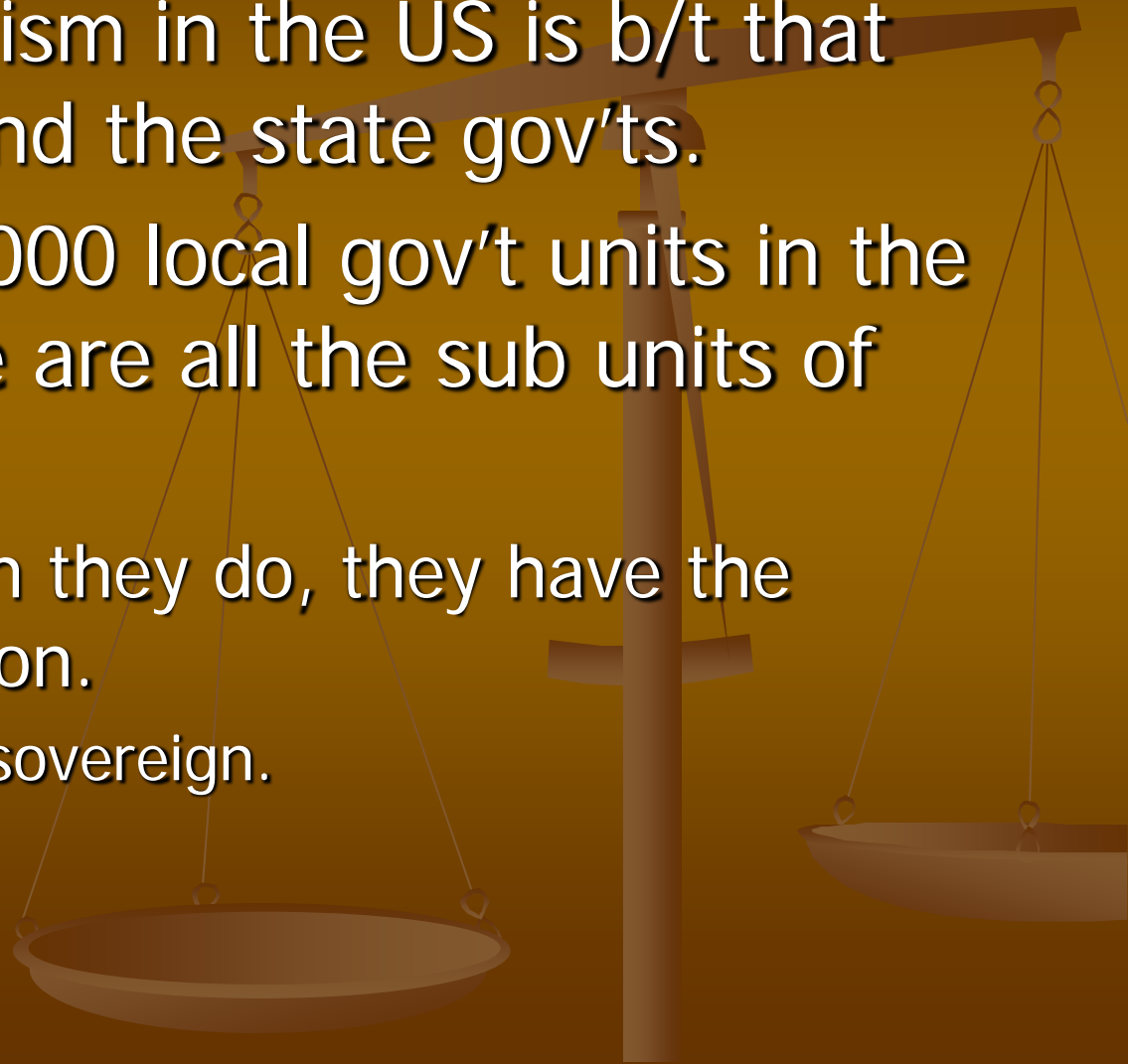
- Forbid persons under 18 to marry without parental consent.
 - Set drinking age. (no one under 21)
 - Require Dr.'s to have a license to operate.
 - Set up public school systems.
 - Set conditions under which it allows certain kinds of gambling, and outlaws others.
- 

What the State's Can't Do...

- No State can enter into any treaty, alliance, or confederations.
 - No State can print or coin money.
 - None can deprive a person of life, liberty, or property without due process of law.
 - State's can't tax any of the agencies or functions of the National Gov't.
- 

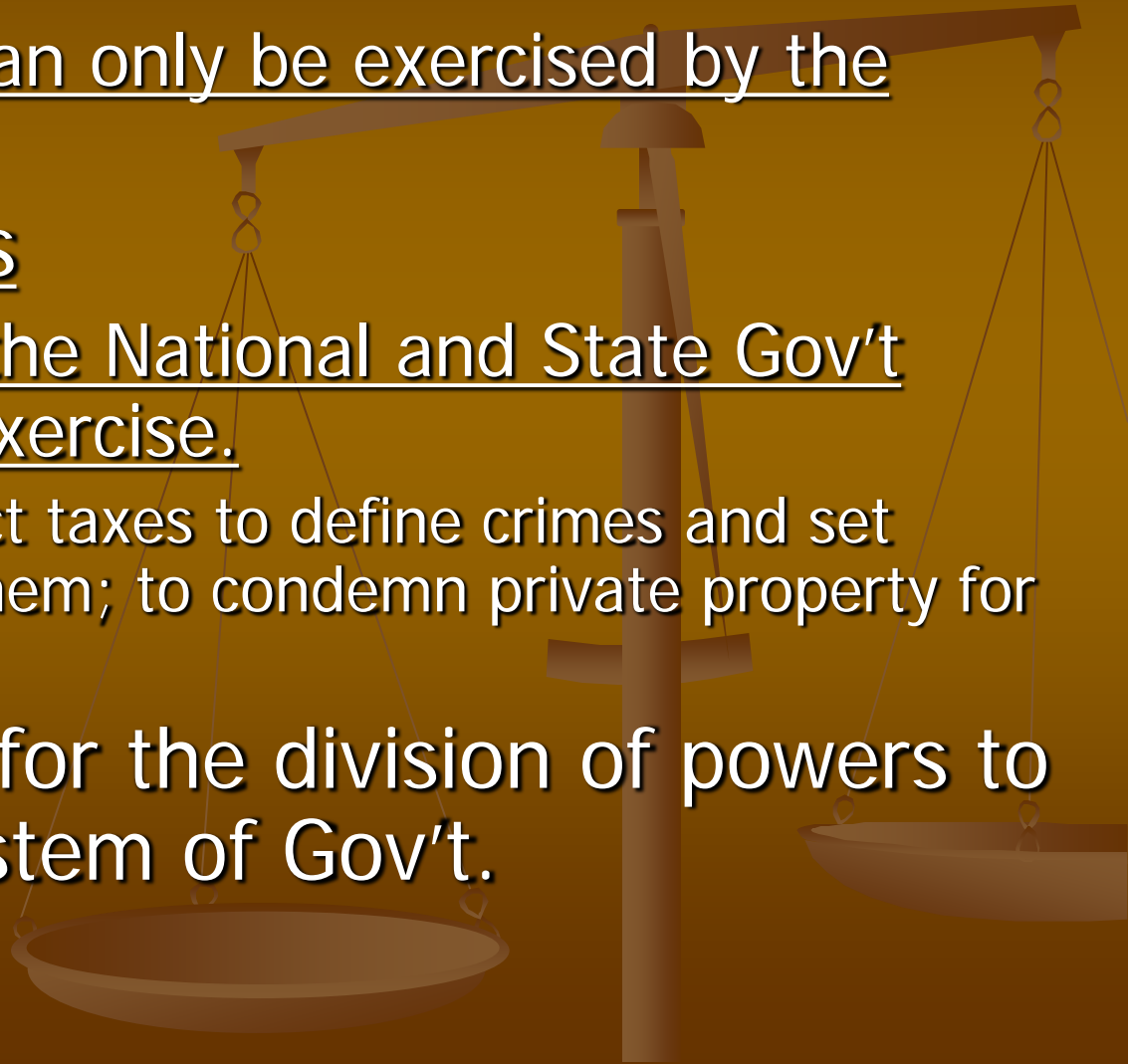
Federal System and Local Gov't

- The real federalism in the US is b/t that national gov't and the state gov'ts.
- More than 800,000 local gov't units in the US today (these are all the sub units of state gov'ts).
 - Whatever action they do, they have the state's permission.
 - They are NOT sovereign.



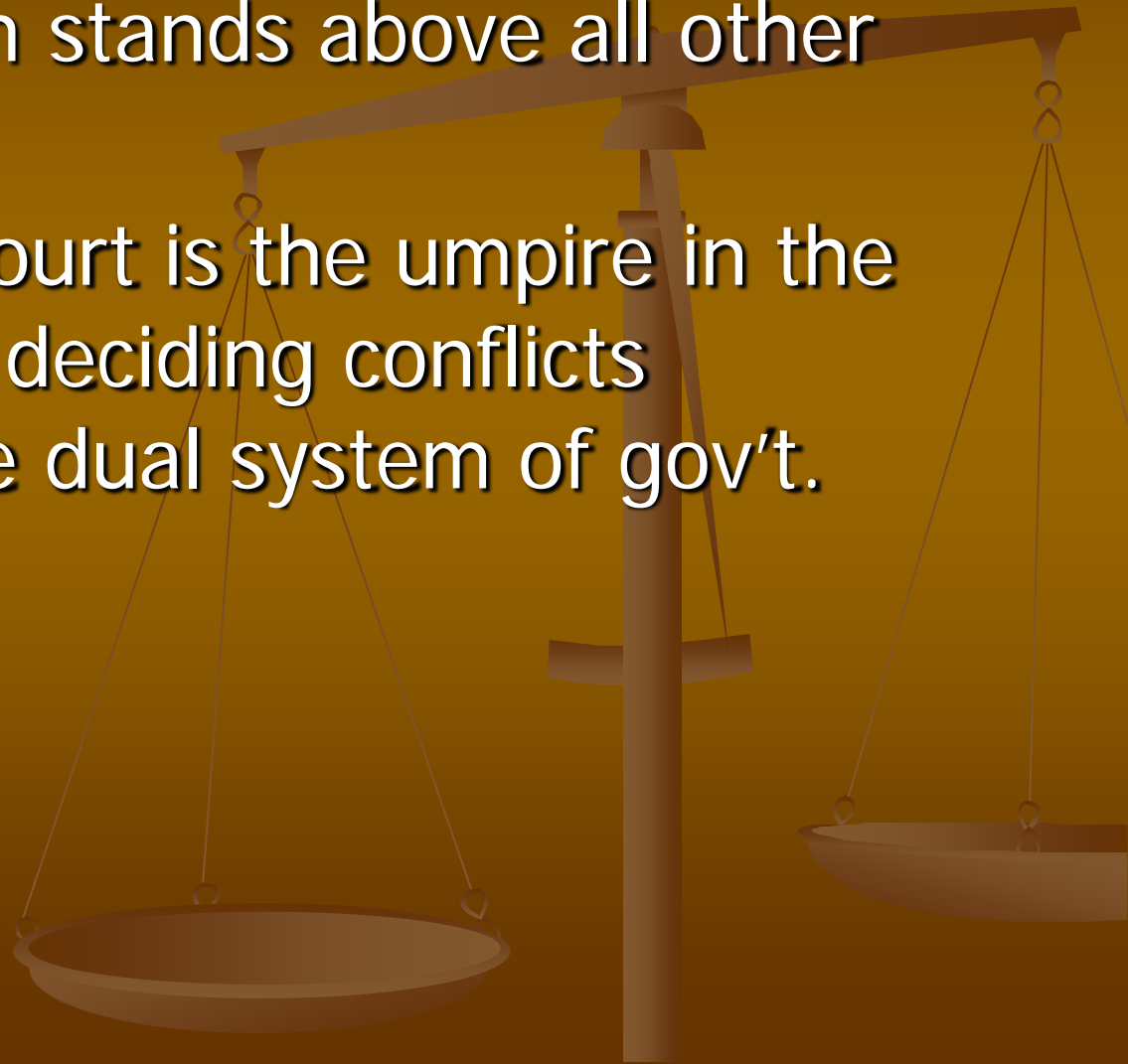
Other Powers

- Exclusive Powers
 - The powers that can only be exercised by the National Gov't.
- Concurrent Powers
 - Powers that both the National and State Gov't possess and can exercise.
 - Power to lay/collect taxes to define crimes and set punishments for them; to condemn private property for public use.
- Federalism allows for the division of powers to produce a dual system of Gov't.



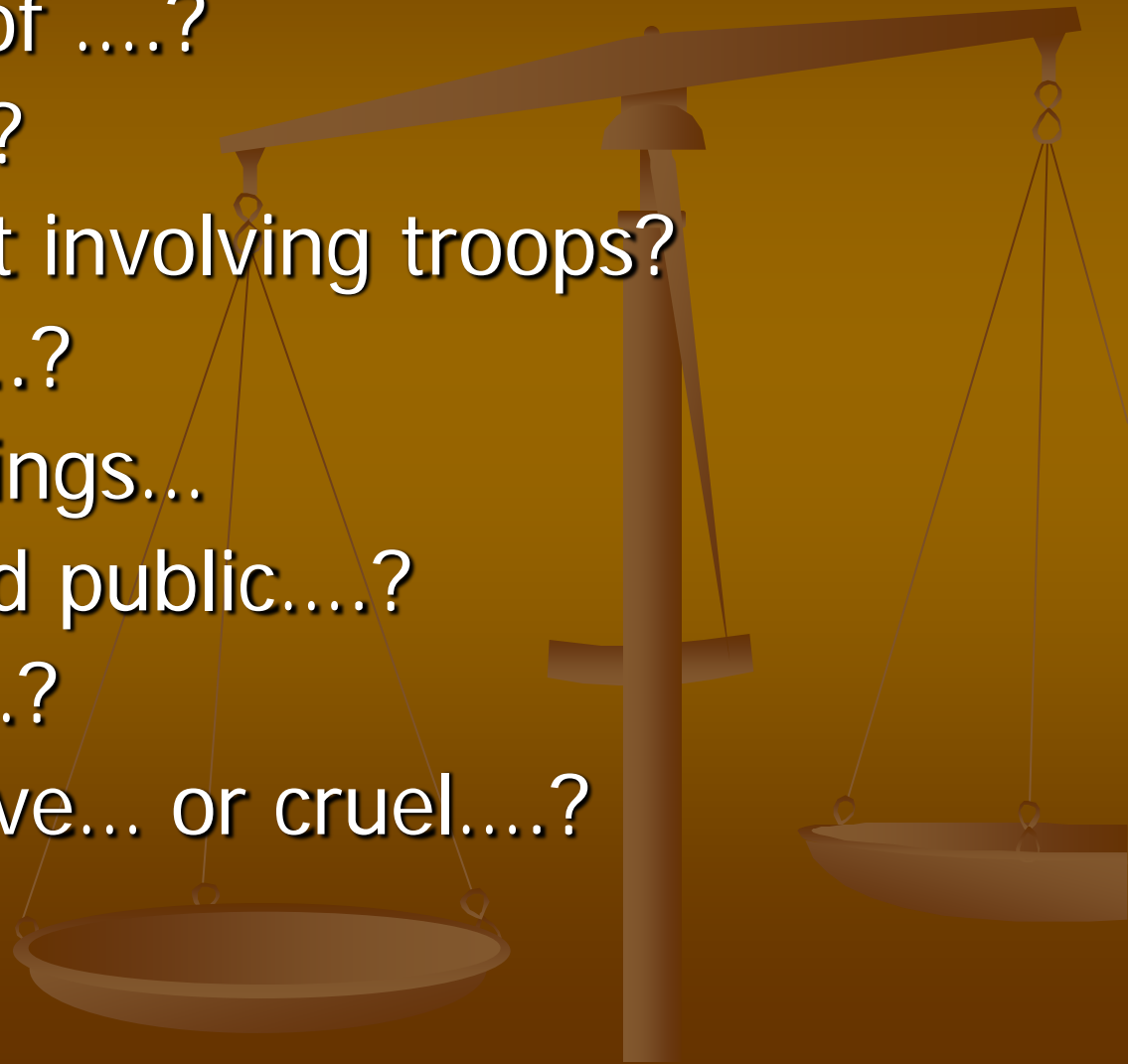
The Supreme Law of the Land

- The Constitution stands above all other forms of law.
- The Supreme Court is the umpire in the federal system, deciding conflicts produced by the dual system of gov't.



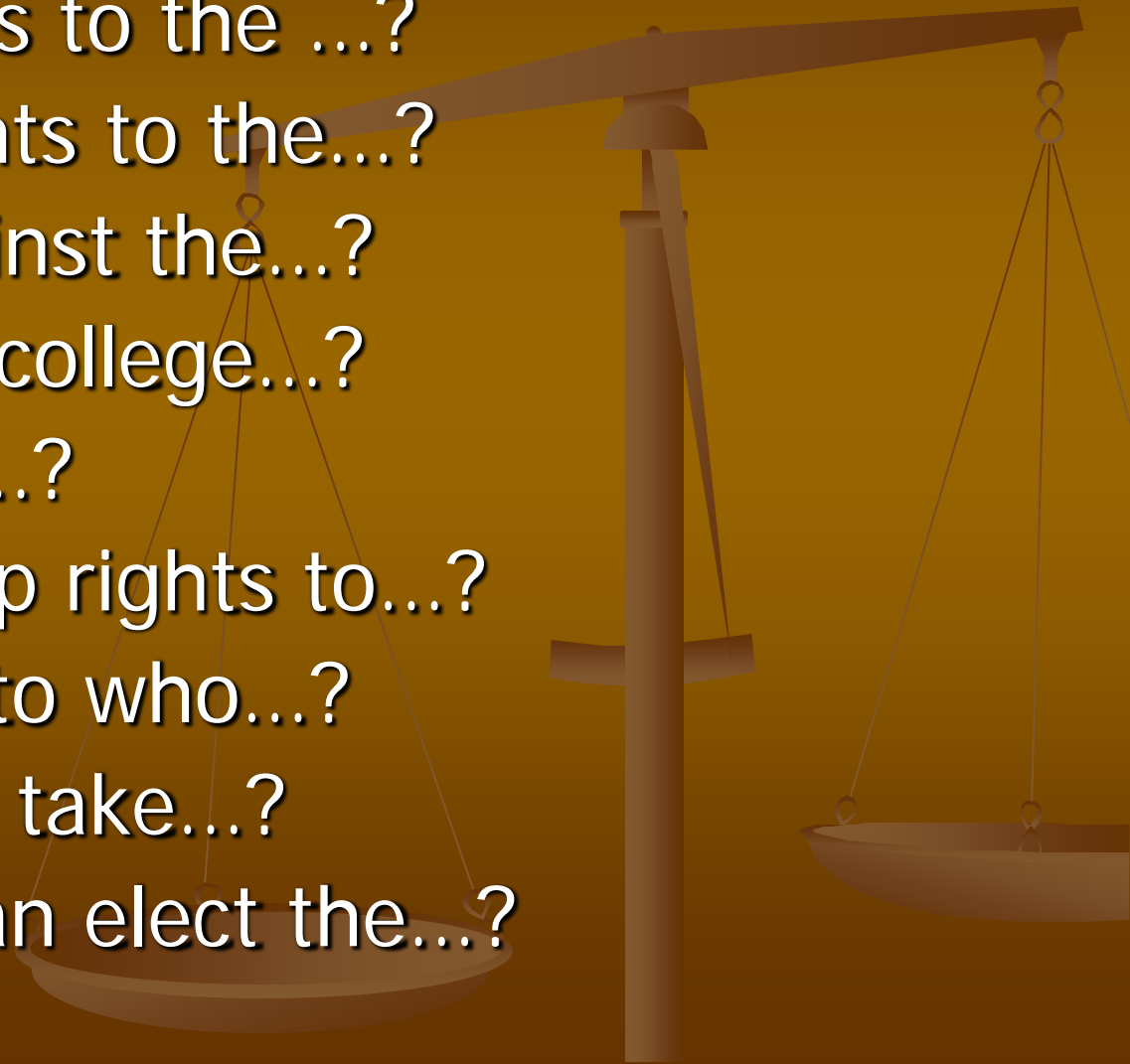
So, on to the Amendments!

- 1st – freedoms of?
- 2nd – right to....?
- 3rd – no.... What involving troops?
- 4th – no illegal....?
- 5th – five diff things...
- 6th – speedy and public....?
- 7th – civil trials...?
- 8th – no excessive... or cruel....?



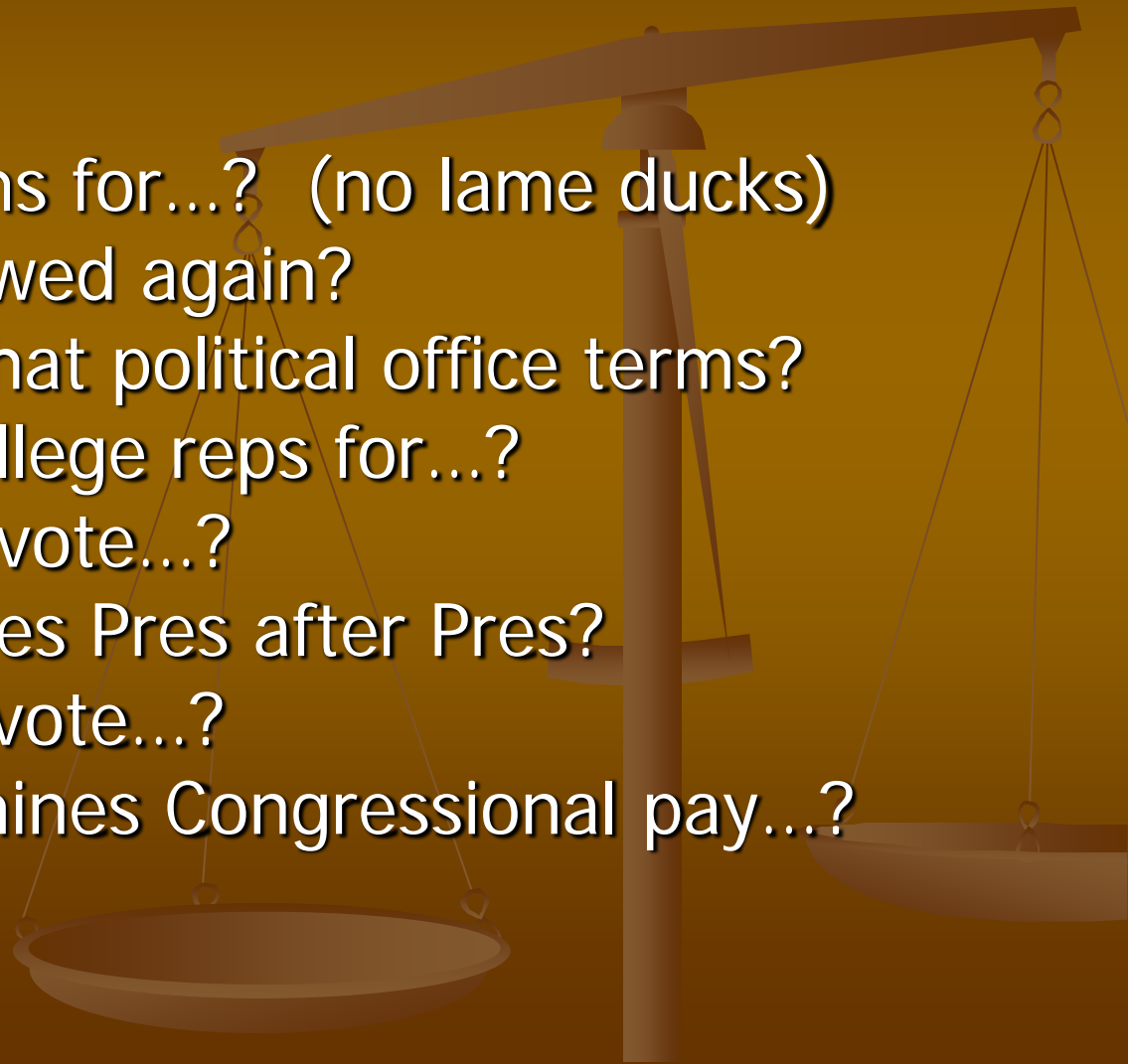
Amendments Cont.

- 9th – extra rights to the ...?
- 10th – extra rights to the...?
- 11th – suits against the...?
- 12th – electoral college...?
- 13th – no more...?
- 14th – citizenship rights to...?
- 15th – suffrage to who...?
- 16th – gov't can take...?
- 17th – people can elect the...?



Amendment cont.

- 18th – no more...?
- 19th – suffrage...?
- 20th – setting terms for...? (no lame ducks)
- 21st – what is allowed again?
- 22nd – limits on what political office terms?
- 23rd – electoral college reps for...?
- 24th – no what to vote...?
- 25th – who becomes Pres after Pres?
- 26th – how old to vote...?
- 27th – who determines Congressional pay...?



To be free, one must be chained.

Take 5 minutes to
write what you think
this statement
means.

One paragraph
should be enough.

Answer the following questions:

- Would it be possible for all Americans to live totally free – with no laws, rules or government establishing limits on our individual freedoms?
- What are your duties and responsibilities as an American citizen?
- What role do you specifically play in government? How does government involve you everyday?

Let's talk about it!

Understanding...

- A Perfect Society would be one in which no government was needed (anarchy), and each individual cooperated fully and fairly with every other individual in society. Since this is highly unlikely, government becomes necessary.

-
- According to modern western political and social philosophy (Greek/Roman/Western European historical experience up through the 20th century), government exists to protect the natural rights of its citizens. Natural rights are fundamental or basic rights (human rights) each individual is born with just because they are human. Everyone is born with these rights and they shouldn't be taken away without that individual's agreement.

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- John Locke (1632-1704) was a famous English philosopher. He wrote a book called *Two Treatises of Civil Government*. He wrote that the main purpose of government should be to protect the people's natural rights. He also said that kings should not have absolute power, that is, power without limits. His writings were extremely influential to many early Americans, including George Washington, Ben Franklin, Thomas Jefferson and others.

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- Locke considered a society without a government to be a *STATE OF NATURE*. Today we would call it anarchy. He greatly feared such a state. Why?
 - What might be the advantages and disadvantages to living in a state of nature?
 - What might happen to individual rights?

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- Locke believed the stronger and smarter people might try to take away other's rights, lives, liberty or property.
 - He also believed that if that happened, eventually the weaker people might band together and take away the rights of the stronger and smarter people. This would lead to a vicious cycle of haves and have-nots that would leave people unprotected and insecure.

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- Locke's solution to a state of nature was something he called the *SOCIAL COMPACT* or *SOCIAL CONTRACT*. Under this system, individuals would give up certain rights or abilities and consent to follow some laws in exchange for the protection these laws would give them. This agreement would constitute a “social compact” or as we would say today, a “social contract.”

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- Social contract—agreement people make among themselves to create a government to rule them and protect their natural rights; the people agree to obey these laws created by their government in exchange for protection.

Let's Review...

- What is the purpose of government, according to natural rights philosophers like Locke?
- Where does government, according to NRPs, get its right to govern?
- What is a social compact?