

Unit Name: 1d - The U.S. Constitution
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UNIT

Subject: **Social Studies**
Course/Grade: **US History 1**
School: **EHTHS**

Country:
State/Group: **NJ**

UNIT SUMMARY

In this section, students will study the US Constitution, specifically the three branches of our government and the Bill of Rights. Each branch will be studied separately, with attention paid to the requirements to serve, powers delegated to each branch, and the checks each branch has on the others. A test will follow each the completion of each branch (30 days)

UNIT RESOURCES

Internet Resource Links:

<http://www.archives.gov/exhibits/charters/constitution.html>

<http://www.usconstitution.net/const.html>

<http://bensguide.gpo.gov/9-12/index.html>

<http://www.constitutionfacts.com/us-constitution-kids/>

STAGE ONE

GOALS AND STANDARDS

Standard State: NJ

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ENDURING UNDERSTANDINGS

Delegates from 12 states met at the Constitutional Convention in Philadelphia and fashioned a newer, stronger form of government, which has endured for more than 200 years.

The U.S. Constitution created a national government composed of 3 branches, each of which has a unique structure and function.

ESSENTIAL QUESTIONS

Is it necessary to give lifetime appointments to Supreme Court Justices?

Why do we need government?

What are the key functions of the three branches of government?

Is the Electoral College still a viable method for choosing our President?

KNOWLEDGE AND SKILLS

SWBAT:

- know the role, qualifications, and powers of the three branches of government
- explain the process of how a bill becomes a law
- define judicial review
- understand the process for amending the Constitution
- identify the basic freedoms guaranteed in the first 10 amendments
- apply individual rights to case law
- trace the steps in the election process
- read an electoral map

STAGE TWO

PERFORMANCE TASKS

Title: WebQuest

Students will use the computer to complete a scavenger hunt on the 3 branches of government.

<http://www.babylon.k12.ny.us/usconstitution/>

We Were There... Web Quest Rubric

<http://babylon.k12.ny.us/usconstitution>

Name _____

Task _____

Activity	Exceptional 4	Proficient 3	Developing 2	Needs Improvement 1	Score
Individual Preparation	Learning Log complete and well-organized; resources utilized effectively.	Learning Log complete; resources utilized.	Learning Log partially complete; evidence of some resources utilized.	Learning Log is lacking or not done; little evidence of resources.	
Group Preparation	Group Learning Log complete and well-organized; resources utilized effectively.	Group Learning Log complete; resources utilized.	Group Learning Log partially complete; evidence of some resources utilized.	Group Learning Log is lacking or not done; little evidence of resources.	
Contribution to Group	Performs all duties of assigned team role. Completes all tasks on time.	Performs nearly all duties. Completes most tasks on time.	Performs very little duties and/or completes tasks late.	Does not perform any duties of assigned team role and/or does not complete any tasks.	
Presentation	Presentation shows excellent understanding of issues/concerns of the Convention participants. Contains no errors in grammar/spelling/facts.	Presentation shows good understanding of issues/concerns of the Convention participants. Contains few errors in grammar/spelling/facts.	Presentation shows some understanding of issues/concerns of the Convention participants. Contains some errors in grammar/spelling/facts.	Presentation shows little of no understanding of issues/concerns of the Convention participants. Contains many errors in grammar/spelling/facts.	
Use of Required Technology	Presentation makes excellent use of available and appropriate technologies.	Presentation makes good use of available and appropriate technologies.	Presentation makes some use of available and appropriate technologies.	Presentation makes little or no use of available and appropriate technologies.	
Conclusion/ Written Summary	Responses show insight and understanding of concerns for ratification of the Constitution and importance of the Constitution today.	Responses show adequate understanding of concerns for ratification of the Constitution and importance of the Constitution today.	Responses show some understanding of concerns for ratification of the Constitution and importance of the Constitution today.	Responses show little or no understanding of concerns for ratification of the Constitution and importance of the Constitution today.	
Total Points	22-24	16-21	9-15	0-8	

Title: Persuasive writing

Students will select a landmark Supreme Court case and write 2-3 paragraphs on why it is historically important.

Title: Debate

Students will have a class debate on the necessity of the Electoral College in today's political world.

OTHER EVIDENCE

Test and quizzes

STAGE THREE

LEARNING ACTIVITIES

Students and teachers will take a field trip to Washington, DC to meet with the current District 2 Representative and take a tour of the Capitol and the National Mall.

Students and teachers will take a field trip to the United States Constitution Center in Philadelphia, PA to view the Freedom Rising presentation.