**The Georgia Department of Juvenile Justice**

**American Civics**

**Units of Instruction Resource Manual**

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**Acknowledgements**

The Georgia Department of Juvenile Justice Department of Education would like to thank the many educators who have helped to create this American Civics Social Studies Units of Instruction Resource Manual. The educators have been particularly helpful in sharing their ideas and resources to ensure the completion and usefulness of this manual.

Students served by the DJJ require a special effort if they are to become contributing and participating members of their communities. Federal and state laws, regulations, and rules will mean nothing in the absence of professional commitment and dedication by every staff member.

The Georgia Department of Juvenile Justice is very proud of its school system. The school system is Georgia’s 181st and is accredited by the Southern Association of Colleges and Schools (SACS). The DJJ School System has been called exemplary by the US Department of Justice. This didn’t just happen by chance; rather it was the hard work of many teachers, clerks, instructors and administrators that earned DJJ these accolades and accreditations. The DJJ education programs operate well because of the dedicated staff. These dedicated professionals are the heart of our system.

These Content Area Units of Instruction were designed to serve as a much needed tool for delivering meaningful whole group instruction. In addition, this resource will serve as a supplement to the skills and knowledge provided by the Georgia Department of Juvenile Justice Curriculum Activity Packets (CAPs).

I would like to thank all the DJJ Teaching Staff, the Content Area Leadership Teams, Kimberly Harrison, DJJ Special Education/Curriculum Consultant and Martha Patton, Curriculum Director for initiating this project and seeing it through. Thank you all for your hard work and dedication to the youth we serve.

Sincerely yours,

James “Jack” Catrett, Ed.D.

Associate Superintendent

**Mission**

The mission of Department of Juvenile Justice Social Studies Consortium (DJJSSC) is to build a multiparty effort statewide to achieve continuous, systemic and sustainable improvements in the education system serving the Social Studies students of the Department of Juvenile Justice (DJJ).

**Vision**

To achieve the mission of the DJJSSC, members work collaboratively in examining the Georgia Performance Standards. These guidelines speak specifically to teachers being able to: deliver meaning content pertaining to the Characteristics of Social Studies and its content standards across the Social Studies units of instruction. The DJJSSC will master and develop whole-group unit lessons built around Curriculum Activity Packets (CAPs), critique student work, and work as a team to solve the common challenges of teaching within DJJ. Additionally, the DJJSSC jointly analyzes student test data in order to: develop strategies to eradicate common academic deficits among students, align curriculum, and create a coherent learning pathway across grade levels. The DJJSSC also reviews research articles, attends workshops or courses, and invites consultants to assist in the acquisition of necessary knowledge and skills. Finally, DJJSSC members observe one another in the classroom through focus walks.

**Introduction**

The American Civics Social Studies Units of Instruction Resource Manual is a tool that has been created to serve as a much needed tool for delivering meaningful whole group instruction. This manual is a supplement to the skills and knowledge provided by the Georgia Department of Juvenile Justice Curriculum Activity Packets (CAPs). It is imperative that our students become informed Georgia citizens who understand the history of the United States and our place in an ever increasing interconnected world. In addition, students must understand their past and how that past influences the present day and the future. Best practices in education indicate that teachers should first model new skills for students. Next, teachers should provide opportunities for guided practice. Only then should teachers expect students to successfully complete an activity independently. The American Civics Social Studies Units of Instruction Resource Manual meets that challenge.

|  |  |
| --- | --- |
|  | **The Georgia Department of Juvenile Justice** **Office of Education** **Direct Instruction Lesson Plan** |
| Teacher: |
| Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_to­\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_Period □ 1st□ 2nd□ 3rd□ 4th□ 5th□ 6th | Students will engage in: □ Independent activities □ pairing □ Cooperative learning □ hands-on □ Peer tutoring □ Visuals  □ technology integration □ Simulations  □ a project □ centers □ lecture □ Other  |
| Essential Question(s):Standards:CAPs Covered:Grade Level:\_\_\_\_ Unit:\_\_\_\_\_\_RTI Tier for data collection: 2 or 3Tier 2 Students:Tier 3 Students: |
| **Time** | **Procedures Followed:** | **Material/Text**  |
| \_\_\_\_\_\_\_Minutes  | Review of Previously Learned Material/Lesson Connections:Recommended Time: 2 Minutes |  |
|  \_\_\_\_\_\_\_Minutes  | Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at[http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) , or print on blackboard) Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard). Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes | Introduce task by stating the purpose of today’s lesson. Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes | Engage students in conversation by asking open ended questions related to the essential question(s). Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes  | Begin whole group instruction with corrective feedback:Recommended Time: 10 Minutes |  |
| \_\_\_\_\_\_\_Minutes  |  Lesson Review/Reteach:Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes  | Independent Work CAPs:Recommended Time: 30 Minutes |  |
| Teacher Reflections:  |

The Instructional Rotation Matrix has been designed to assist Social Studies teachers in providing a balanced approach to utilizing the Social Studies Units of Instruction across all grade levels on a rotating schedule.

|  |  |  |  |
| --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday |
| 6th Grade ContentMiddle School | 9th Grade ContentHigh School | 7th Grade ContentMiddle School | 10th Grade ContentHigh School |
| 8th Grade ContentMiddle School | 11th Grade ContentHigh School | 6th Grade ContentMiddle School | 12th Grade ContentHigh School |
| 7th Grade ContentMiddle School | 9th Grade ContentHigh School | 8th Grade ContentMiddle School | 10th Grade ContentHigh School |
| 6th Grade ContentMiddle School | 11th Grade ContentHigh School | 7th Grade ContentMiddle School | 12th Grade ContentHigh School |

**Georgia Performance Standards**

**SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.**

a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.

b. Analyze the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), and Montesquieu (The Spirit of Laws) as they affect our concept of government.

**SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.**

a. Compare and contrast the Declaration of Independence and the Social Contract Theory.

b. Evaluate the Declaration of Independence as a persuasive argument.

**SSCG3 The student will demonstrate knowledge of the United States Constitution.**

a. Explain the main ideas in debate over ratification; include those in The Federalist.

b. Analyze the purpose of government stated in the Preamble of the United States Constitution.

c. Explain the fundamental principles upon which the United States Constitution is based; include the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

**SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.**

a. Describe the structure and powers of the legislative, executive, and judicial branches.

b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

**SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.**

a. Explain the relationship of state governments to the national government.

b. Define the difference between enumerated and implied powers.

c. Describe the extent to which power is shared.

d. Identify powers denied to state and national governments.

e. Analyze the ongoing debate that focuses on the balance of power between state and national governments.

f. Analyze the supremacy clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land.”

**SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.**

a. Examine the Bill of Rights with emphasis on First Amendment freedoms.

b. Analyze due process law expressed in the 5th and 14th Amendments.

c. Explain selective incorporation of the Bill of Rights.

d. Explain how government seeks to maintain the balance between individual liberties and the public interest.

e. Explain every citizen’s right to be treated equally under the law.

**SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions. SSCG8 The student will demonstrate knowledge of local, state, and national elections.**

a. Describe the organization, role, and constituencies of political parties.

b. Describe the nomination and election process.

c. Examine campaign funding and spending.

d. Analyze the influence of media coverage, campaign advertising, and public opinion polls.

e. Identify how amendments extend the right to vote.

**SSCG9 The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house. SSCG10 The student will describe the legislative process including the roles played by committees and leadership.**

a. Explain the steps in the legislative process.

b. Explain the function of various leadership positions within the legislature.

**SSCG11 The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.**

a. Explain the function of lobbyists.

b. Describe the laws and rules that govern lobbyists.

c. Explain the function of special interest groups.

**SSCG12 The student will analyze the various roles played by the President of the United States; include Commander-in-Chief of the Armed Forces, chief executive, chief agenda setter, representative of the nation, chief of state, foreign policy leader, and party leader. SSCG13 The student will describe the qualifications for becoming President of the United States.**

a. Explain the written qualifications for President of the United States.

b. Describe unwritten qualifications common to past presidents.

**SSCG14 The student will explain the impeachment process and its usage for elected officials.**

a. Explain the impeachment process as defined in the U.S. Constitution.

b. Describe the impeachment proceedings of Andrew Johnson and Bill Clinton.

**SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.**

a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

b. Explain the functions of the Cabinet.

**SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.**

a. Explain the jurisdiction of the Supreme Court, federal courts and the state courts.

b. Examine how John Marshall established the Supreme Court as an independent, coequal branch of government through his opinions in Marbury v. Madison.

c. Describe how the Supreme Court decides cases.

d. Compare the philosophies of judicial activism and judicial restraint.

**SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.**

a. Examine the legislative, executive, and judicial branches.

b. Examine the structure of local governments with emphasis on county, city, and town.

c. Identify current state and local officials.

d. Analyze the relationship among state and local governments.

e. Evaluate direct democracy by the initiative, referendum, and recall processes.

**SSCG18 The student will demonstrate knowledge of the powers of Georgia’s state and local governments.**

a. Examine the powers of state and local government.

b. Examine sources of revenue received by each level of government.

c. Analyze the services provided by state and local government.

**SSCG19 The student will compare and contrast governments that are unitary, confederal, and federal; autocratic, oligarchic and democratic; and presidential and parliamentary.**

**SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions and military intervention).**

**SSCG21 The student will describe the causes and effects of criminal activity.**

a. Examine the nature and causes of crimes.

b. Explain the effects criminal acts have on their intended victims.

c. Categorize different types of crimes.

d. Explain the different types of defenses used by perpetrators of crime.

**SSCG22 The student will demonstrate knowledge of the criminal justice process.**

a. Analyze the steps in the criminal justice process.

b. Explain an individual’s due process rights.

c. Describe the steps in a criminal trial or civil suit.

d. Examine the different types of sentences a convicted person can receive.

**Enduring Understandings & Essential Question**

**American Civics**

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

**Students will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.**

• In your spare time, why do choose to do certain activities?

• How do your values or beliefs influence the friends you choose?

**Conflict Resolution:** The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.

**Students will understand that societies resolve conflicts through legal procedures, force, or compromise.**

• How do you resolve conflicts with your friends?

• What advantages and disadvantages are there to different forms of conflict resolution?

• How does the way you resolve conflicts with friends differ from resolving conflicts with your parents?

**Governance:** The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

**Students will understand that distribution of power in government is based on documents and laws combined with contemporary values and beliefs.**

• How is power distributed at your house?

• Why is the power structure at your school set up the way it is?

**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

**Students will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.**

• What prevents teachers (or other officials) from abusing their power at school?

• What are some advantages/disadvantages to having your rules and laws written?

**Rule of Law:** The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

* How are criminal actions defined in America?
* Why is it important to explicitly state rights like those found in the Bill of Rights and the 14th Amendment?

|  |
| --- |
|  DJJ CivicsGeorgia Performance Standards:  Curriculum Map |
| 1st Semester | 2nd Semester |
| Unit 1A Tradition of Democracy | Unit 2The Federal Government | Unit 4The Citizen in Government | Unit 5The Citizen in Society | Unit 6The American EconomyNo CAPS | Unit 7The United States and the WorldNo CAPs |
| CAPs | Chapter | CAPs | Chapter |  CAPs | Chapter  | CAPs  | Chapter  | CAPs  | Chapter | CAPs  | Chapter  |
| 1 | 1 | 5 | 3 | 10 | 6,5 | 13 | 10,4 |  |  |  |  |
| 2 | 2 | 6 | 3 | 11 | 7 | 14 | 11 |  |  |  |  |
| 3 | 2 | 7 | 8,5,9 | 12 | 4 | 15 | 8,9,12 |  |  | Unit 8 |
| 4 | 2 | **Unit 3** |  |  | 16 | 23 |  |  |  |  |
|  |  | 8 | 6,3 |  |  | 17 | 16 |  |  |  |  |
|  |  | 9 | 5 |  |  | 18 | 4,8,16 |  |  |  |  |
| **GPS**SSCG7SSCG19SSCG1SSCG2 | **GPS**SSCG3SSCG4SSCG5Unit 3SSCG15SSCG9 | **GPS**SSCG12SSCG13SSCG14SSCG16SSCG6 | **GPS**SSCG8SSCG11SSCG17SSCG18SSCG20SSCG21 | **GPS** | **GPS** |
| Focus CAPs:1,2 | Focus CAPs:6,8,9 | Focus CAPs:7 | Focus CAPs:10,12,16 | Focus CAPs: | Focus CAPs: |

**A Tradition of Democracy**

**Georgia Performance Standards**

**SSCG7** The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

**SSCG19** The student will compare and contrast governments that are unitary, conferral, and federal governments; unitary, oligarchic and democratic governments; and presidential and parliamentary governments.

**SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.**

a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.

b. Analyze the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), and Montesquieu (The Spirit of Laws) as they impact our concept of government.

**SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.**

a. Compare and contrast the Declaration of Independence to the Social Contract Theory.

b. Evaluate the Declaration of Independence as a persuasive argument.

**Task: 1**

**Essential Questions:**

What are the characteristics of effective American citizens? What are the duties of American citizens?

**Resources:**

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=810&pageId=6436>

<http://www.mavinfoundation.org/matt.html>

<http://www.extramile.us/honorees/beers.cfm>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Conduct research about incidents in which ordinary citizens made a difference in their communities, states, or nation. Then write a series of journal entries from the point of view of one of the people profiled at the Web site. As an extension, explain how the episodes illustrate American ideals, the roles of the citizen, and the qualities of good citizenship.

See examples:

Matt Kelley <http://www.mavinfoundation.org/matt.html>

Clifford W. Beers <http://www.extramile.us/honorees/beers.cfm>

**Task: 2**

**Essential Questions:**

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

What are the three types of government? How are they different?

**Resources:**

[**http://www.royal.gov.uk/Home.aspx**](http://www.royal.gov.uk/Home.aspx)

[**http://www.cabinetoffice.gov.uk**](http://www.cabinetoffice.gov.uk)

[**http://www.tibet.net/en/index.php**](http://www.tibet.net/en/index.php)

[**http://go.hrw.com/atlas/norm\_htm/china.htm**](http://go.hrw.com/atlas/norm_htm/china.htm)

**Teacher’s Place:**

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3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

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**Convergent Thinking Questions**

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Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Resources:**

Holt American Civics book Chapter 2

[**http://www.royal.gov.uk/Home.aspx**](http://www.royal.gov.uk/Home.aspx)

[**http://www.cabinetoffice.gov.uk**](http://www.cabinetoffice.gov.uk)

[**http://www.tibet.net/en/index.php**](http://www.tibet.net/en/index.php)

[**http://go.hrw.com/atlas/norm\_htm/china.htm**](http://go.hrw.com/atlas/norm_htm/china.htm)

**Activity**

After the students have read Chapter 2 Section 1 of the text, have them complete a table similar to the one listed below.

|  |  |
| --- | --- |
| **Type of Government** | **Who Rules?** |
| Monarchy |  |
| Dictatorship |  |
| Democracy |  |

 **Task: 3**

**Essential Questions:**

What was the Declaration of Independence? Did it form a system of government?

What are some of the themes discussed in the Declaration of Independence?

**Resources:**

[**http://bensguide.gpo.gov/6-8/documents/declaration/index.html**](http://bensguide.gpo.gov/6-8/documents/declaration/index.html)

**Teacher’s Place:**

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3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

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6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

 **Activity**

Have students read Chapter 2 Section 2 of the American Civics text as well as the handout from the web.

Have them answer questions relating to the Declaration of Independence, its themes, and its importance in our lives today.

**Task: 4**

**Essential Questions:**

What are the Articles of Confederation? What were some of its strengths and weaknesses?

**Resources:**

[**http://bensguide.gpo.gov/6-8/documents/articles/index.html**](http://bensguide.gpo.gov/6-8/documents/articles/index.html)

**Teacher’s Place:**

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3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

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 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

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**Activity**

It is important that students know that the Articles of Confederation where our first form of government in the United States. Out of its weaknesses, the United States Constitution was born. Have students read about the Articles and discuss its weaknesses. Have them write a paragraph about the Articles and the struggle for states’ rights.

**Task: 5**

**Essential Questions:**

What documents influenced the United States Constitution? What ideas were derived from each?

**Resources:**

[**http://www.historyforkids.org/learn/medieval/history/highmiddle/john.htm**](http://www.historyforkids.org/learn/medieval/history/highmiddle/john.htm) **(Magna Carta)**

[**http://encyclopedia.kids.net.au/page/en/English\_Bill\_of\_Rights**](http://encyclopedia.kids.net.au/page/en/English_Bill_of_Rights) **(English Bill of Rights)**

[**http://www.spaceandmotion.com/Philosophy-Thomas-Hobbes-Leviathan.htm**](http://www.spaceandmotion.com/Philosophy-Thomas-Hobbes-Leviathan.htm) **(Leviathan)**

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6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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**Activity**

Have students to read the documents and make connections from these historical documents to the United States Constitution. Students need to realize that many of the themes and principles in the Constitution are derived from historical documents and previous documents. Have students make a list of these similar themes and discuss them in class.

**The Federal Government**

**Georgia Performance Standards**

**SSCG3 The student will demonstrate knowledge of the United States Constitution.**

a. Explain the main ideas in debate over ratification including those in The Federalist.

b. Analyze the purpose of government stated in the Preamble of the United States Constitution.

c. Explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

**SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.**

a. Describe the structure and powers of the legislative, executive, and judicial branches.

b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

**SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.**

a. Explain the relationship of the state governments to the national government.

b. Define the difference between enumerated and implied powers.

c. Describe the extent to which power is shared.

d. Identify powers denied to state and national governments.

e. Analyze the ongoing debate that focuses on the balance of power between state and national governments.

f. Analyze the supremacy clause found in Article IV and the role of the U.S. Constitution as the "supreme law of the land."

**Task: 1**

**Essential Questions:**

What are the three branches of government? What are the duties of each branch?

**Resources:**

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=812&pageId=6464>

McCullough v. Maryland <http://researcher.hrw.com/supremecase.jsp?id=530>

Gibbons v. Odgen <http://researcher.hrw.com/supremecase.jsp?id=466>

Worchester v. Georgia <http://researcher.hrw.com/supremecase.jsp?id=404>

Marbury v. Madison <http://researcher.hrw.com/supremecase.jsp?id=525>

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 **Evaluative Thinking Questions**

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 Cognitive operations: valuing, judging, defending, justifying

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**Activity**

Compare and contrast the roles, the requirements, and powers of each branch of government. Then create an illustrated diagram that presents the information you obtained in your research. Focus on issues such powers and responsibilities, ways in which the branches check and balance each other, and any other information that is unique to the executive, legislative, and judicial branches.

See Supreme Court cases:

McCullough v. Maryland <http://researcher.hrw.com/supremecase.jsp?id=530>

Gibbons v. Odgen <http://researcher.hrw.com/supremecase.jsp?id=466>

Worchester v. Georgia <http://researcher.hrw.com/supremecase.jsp?id=404>

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**Task: 2**

**Essential Questions:**

What is the role of the legislative branch?

How are its members elected?

**Resources:**

<http://bensguide.gpo.gov/6-8/government/national/legislative.html>

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 **Activity**

Have students read “The Legislative Branch” and have them answer the following questions:

1. What does the word “bi-cameral” mean?
2. What was the Great Compromise?
3. How are members of Congress elected now?
4. How did the 17th Amendment change the way that Senators were elected?

**Task: 3**

**Essential Questions:**

How does the United States government differ from other governments around the world?

**Resources:**

“The Structure of the European Union”

<http://www.nato.int/docu/handbook/2001/hb150301.htm>

The Constitution Finder

<http://confinder.richmond.edu>

Laws of Other Nations

<http://www.lawmoose.com/internetlawlib/52.htm>

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**Activity**

Research the constitutions and governments of other countries of the world. Then create a set of trading cards that profiles the constitutions and form of government of a country featured on the Web site. Trading cards should have a picture or symbol for the country on one side and information or statistics regarding the constitution of that country on the other side. Be creative! You may want to model the format of your trading cards on baseball, football, or other collectible trading cards.

**Task: 4**

**Essential Questions:**

What are the steps to amend the United States Constitution?

**Resources:**

Chapter 3 Section 3 of the Holt American Civics book

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**Activity**

Research the process of amending the Constitution. Then propose a new amendment and draft a plan for getting your proposed amendment ratified. Your plan should account for all the steps in the amendment process. Include a short paragraph explaining your amendment and the reasons it should be added to the Constitution.

**Task: 5**

**Essential Questions:**

Who were the Federalists? Who were the AntiFederalists?

What is the Bill of Rights? Why are they important?

**Resources:**

American Civics text Chapter 2 Section 3

Alexander Hamilton <http://researcher.hrw.com/biography.jsp?id=217>

James Madison <http://researcher.hrw.com/biography.jsp?id=221>

Federalist Paper Number 1 <http://researcher.hrw.com/reading.jsp?id=683>

Federalist Paper Number 10 <http://researcher.hrw.com/reading.jsp?id=685>

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**Activity**

Divide the class into groups, Federalists and Antifederalists. Incorporate the Federalist papers into your discussion emphasizing their views in contrast with the views of the Antifederalists. After researching the views of both parties, the students should debate the pros and cons of adding the Bill of Rights to the United States Constitution. Then write a biography about a Federalist or Antifederalist of your choice.

**State and Local Government**

**Georgia Performance Standards**

**SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.**

a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

b. Explain the functions of the Cabinet.

**SSCG9** The student will explain the differences between the House of Representatives and the Senate with emphasis on terms of office, powers, organization, leadership, and representation of each house.

**Task: 1**

**Essential Questions:**

What is the difference between block grants and categorical grants?

**Resources:**

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=818&pageId=6548>

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**Activity**

Research federal spending and block grants. Then imagine that your city has hired you to write a grant. Remember that you want to get a federal block grant to do something positive for your community. What would you write the grant for and how will you go about getting the grant funded? Write a proposal and present it to the class.

**Task: 2**

**Essential Questions:**

When was Georgia’s constitution written?

What are some important themes and ideas listed in Georgia’s state constitution?

**Resources:**

<http://georgiainfo.galileo.usg.edu/contoc.htm>

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Activity

Have students read pages 200-201 detailing the contents of state constitutions. Have students read portions of the Georgia state constitution detailing the outlined contents of the state constitutions.

**Task: 3**

**Essential Questions:**

Why is it important for states to work together? What are some of the ways that states work together?

**Resources:**

Page 201 of the American Civics text

**Teacher’s Place:**

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**Activity**

After students have read the “States Working Together” section of Chapter 8. Discuss the full faith and credit clause, extradition, and examples of states working together to perform services.

**Task: 4**

**Essential Questions:**

What are the term limits for Senators? For Representatives? Why are term limits important?

**Resources:**

Unit 2, Chapter 5, Section 1 of the American Civics text

**Teacher’s Place:**

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7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

Activity

After reading Unit 2, Chapter 5, Section 1, have students complete the following graphic organizer.

|  |  |  |
| --- | --- | --- |
| **Congressional Body** | **Senate** | **House of Representatives** |
| Number of Members |  |  |
| Age Requirement |  |  |
| State Residency (# of years) |  |  |
| Term Limits |  |  |

**Task: 5**

**Essential Questions:**

What are the powers of Congress?

**Resources:**

American Civics text Section 3 of Chapter 5

**Teacher’s Place:**

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 Signal words: imagine, suppose, predict, if/then

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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 Activity

Have students read the “Powers of Congress” Section 3 of Chapter 5. Have students discuss the delegated and implied powers of Congress. Have students discuss the importance of the elastic clause in implementing the delegated powers of Congress.

**The Citizen in Government**

**Georgia Performance Standards**

**SSCG12 The student will analyze the various roles played by the President of the United States including Commander-in-Chief of the Armed Forces, Chief Executive, Chief Agenda Setter, Representative of the Nation, Chief of State, Foreign Policy Leader, and Party Leader.**

**SSCG13 The student will describe the qualifications for becoming President of the United States.**

a. Explain the written qualifications for President of the United States.

b. Describe unwritten qualifications common to past presidents.

**SSCG14 The student will explain the impeachment process and its usage for elected officials.**

a. Explain the impeachment process as defined in the U.S. Constitution.

b. Describe the impeachment proceedings of Andrew Johnson and Bill Clinton.

**SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.**

a. Explain the jurisdiction of the federal courts and the state courts.

b. Examine how John Marshall established the Supreme Court as an independent, coequal branch of government through his opinions in Marbury v. Madison.

c. Describe how the Supreme Court decides cases.

d. Compare the philosophies of judicial activism and judicial restraint.

**SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.**

a. Examine the Bill of Rights with emphasis on First Amendment freedoms.

b. Analyze due process law expressed in the 5th and 14th Amendments.

c. Explain selective incorporation of the Bill of Rights.

d. Explain how government seeks to maintain the balance between individual liberties and the public interest.

e. Explain every citizen's right to be treated equally under the law.

**Task: 1**

**The Executive Branch**

**Essential Questions:**

Who represents the Executive Branch? What are the qualifications for being elected to this office?

**Resources:**

Holt American Civics text Chapter 6 Lesson 1

[**http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=815&pageId=6508**](http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=815&pageId=6508)

[**http://bensguide.gpo.gov/6-8/government/national/president.html**](http://bensguide.gpo.gov/6-8/government/national/president.html)

[**http://topics.law.cornell.edu/constitution/articleii**](http://topics.law.cornell.edu/constitution/articleii)

[**http://www.mistergworld.com/12-002.htm**](http://www.mistergworld.com/12-002.htm)

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6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

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 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

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**Activity**

After reading the handout (<http://topics.law.cornell.edu/constitution/articleii>), have students list the qualifications for becoming the President of the United States. Students should also list the commonalities among the Presidents of the past, such as religion, age, educational background, etc. Have students also look at the President fun facts <http://www.mistergworld.com/12-002.htm> .

**Task: 2**

**Essential Questions:**

What is impeachment? Under what conditions can a high official be impeached?

**Resources:**

<http://www.watergate.info/>

<http://www.essortment.com/all/watergatescand_reji.htm>

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**Activity**

Discuss the power of impeachment held by the legislative branch. Where are charges drawn up? Where is the trial held?

Students will investigate the Watergate scandal and answer the following questions:

Who was the President?

What was the circumstances surrounding the scandal?

Who was the Special Investigator?

What were the findings of the investigation?

What was the result of the impeachment proceedings?

**Task: 3**

**Essential Questions:**

Why is it necessary for there to be a system in place for persons to succeed the President?

**Resources:**

<http://www.gpoaccess.gov/constitution/html/amdt25.html>

<http://civics.pwnet.org/GOVT/GOVT.5.5.html>

Holt American Civics text Chapter 6 Section 1

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**Activity**

Have students to read the handout detailing the 25th Amendment and discuss its importance to the office of President. Have students read the list of presidential successors and make a list of the first five people to succeed to president.

**Task: 4**

**Essential Questions:**

What is the jurisdiction of the federal courts and the states courts?

**Resources:**

[**http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=816&pageId=6522**](http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=816&pageId=6522)

Holt American Civics Chapter 8 Section 4

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**Activity**

Research the structure of the federal court system. Then create a table, chart, or poster that displays your information. Focus on the jurisdictions of various courts and the cases that each court handles.

**Task: 5**

**Essential Questions:**

What are the qualities of a successful president?

**Resources:**

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=815&pageId=6508>

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 **Activity**

Research the qualifications, daily job requirements, and personal qualities needed in a successful president. Then write a newspaper classified advertisement for the president of the United States. Be sure to include qualifications, a brief job description, salary, and benefits. Make it as realistic as possible by looking in a local newspaper for examples of what the ad might look like.

**The Citizen in Society**

**Georgia Performance Standards**

**SSCG8 The student will demonstrate knowledge of local, state, and national elections.**

a. Describe the organization, role, and constituencies of political parties.

b. Describe the nomination and election process.

c. Examine campaign funding and spending.

d. Analyze the influence of media coverage, campaign advertising, and public opinion polls.

e. Identify how amendments extend the right to vote.

**SSCG11 The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.**

a. Explain the function of lobbyists.

b. Describe the laws and rules that govern lobbyists.

c. Explain the function of special interest groups.

**SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.**

a. Examine the legislative, executive, and judicial branches.

b. Examine the structure of local governments with emphasis on county, city, and town.

c. Identify current state and local officials.

d. Analyze the relationship among state and local governments.

e. Evaluate direct democracy by the initiative, referendum, and processes.

**SSCG18 The student will demonstrate knowledge of the powers of Georgia's state and local governments.**

a. Examine the powers of state and local government.

b. Examine sources of revenue received by each level of government.

c. Analyze the services provided by state and local government.

**SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy, economic, military and, humanitarian aid, treaties, sanctions, and military intervention).**

**SSCG21 The student will demonstrate knowledge of criminal activity.**

a. Examine the nature and causes of crimes.

b. Explain the effects criminal acts have on their intended victims.

c. Categorize different types of crimes.

d. Explain the different types of defenses used by perpetrators of crime.

**SSCG22 The student will demonstrate knowledge of the criminal justice process.**

a. Analyze the steps in the criminal justice process.

b. Explain an individual's due process rights.

c. Describe the steps in a criminal trial or civil suit.

d. Examine the different types of sentences a convicted person can receive.

**Task: 1**

**Essential Questions:**

What are freedoms guaranteed in the First Amendment?

**Resources:**

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&site10=813&pageId=6478>

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Activity

Research the issues related to the First Amendment. Find examples of a free speech case, a case involving symbolic speech, or a case involving freedom of the press. You should review key court rulings on these issues and locate arguments that provide positive and negative views related to the issue. Then create a political cartoon or a drawing that reflects a point of view on the issue.

**Task: 2**

**Essential Questions:**

What important topics were discussed at the Constitutional Convention?

**Resources:**

<http://memory.loc.gov/ammem/collections/continental/intro01.html>

<http://etcweb.princeton.edu/CampusWWW/Companion/constitutional_convention.html>

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**Activity**

Research the Constitutional Convention. Then imagine you are one of the delegates. Create a series of journal entries outlining what you thought and how you voted. Make sure you reflect on the different plans for government and give your own view on which plans would have been best for the nation.

**Task: 3**

**Essential Questions:**

What is the role of the Supreme Court?

**Resources:**

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=816&pageId=6521>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Have the students research landmark cases decided by the Supreme Court. Then create a brochure to present the information that you obtained. Be sure to include the issues, outcomes and importance of the cases included in your pamphlet.

 **Task: 4**

**Essential Questions:**

What are the methods for electing officials in Georgia? How does it differ from state to state?

**Resources:**

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=819&pageId=6563>

**Teacher’s Place:**

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3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

 Obtain information about the various methods of voting used in different states and localities. In particular, research methods of voting in the 2000 Presidential election. Then create a public service announcement based on your research and make suggestions on the best method for fair voting.

**Task: 5**

**Essential Questions:**

Why is voting an important component of the American democracy?

**Resources:**

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=820&pageId=6577>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

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 Signal words: who, what, when, where?

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 Signal words: imagine, suppose, predict, if/then

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day.**

**Activity**

Find information on historic elections in U.S. history. Then create a plaque commemorating one of the elections featured on the Web site. As an extension, have the students to create a graph or chart that represents the vote counts for each candidate.

Task Websites

[http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

Unit 1

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=810&pageId=6436>

<http://www.mavinfoundation.org/matt.html>

<http://www.extramile.us/honorees/beers.cfm>

<http://www.royal.gov.uk/Home.aspx>

<http://www.cabinetoffice.gov.uk>

<http://www.tibet.net/en/index.php>

<http://go.hrw.com/atlas/norm_htm/china.htm>

<http://bensguide.gpo.gov/6-8/documents/declaration/index.html>

<http://bensguide.gpo.gov/6-8/documents/articles/index.html>

<http://www.historyforkids.org/learn/medieval/history/highmiddle/john.htm>

<http://encyclopedia.kids.net.au/page/en/English_Bill_of_Rights>

<http://www.spaceandmotion.com/Philosophy-Thomas-Hobbes-Leviathan.htm>

Unit 2

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=812&pageId=6464>

McCullough v. Maryland <http://researcher.hrw.com/supremecase.jsp?id=530>

Gibbons v. Odgen <http://researcher.hrw.com/supremecase.jsp?id=466>

Worchester v. Georgia <http://researcher.hrw.com/supremecase.jsp?id=404>

Marbury v. Madison <http://researcher.hrw.com/supremecase.jsp?id=525>

<http://bensguide.gpo.gov/6-8/government/national/legislative.html>

“The Structure of the European Union”

<http://www.nato.int/docu/handbook/2001/hb150301.htm>

The Constitution Finder

<http://confinder.richmond.edu>

Laws of Other Nations

<http://www.lawmoose.com/internetlawlib/52.htm>

Alexander Hamilton <http://researcher.hrw.com/biography.jsp?id=217>

James Madison <http://researcher.hrw.com/biography.jsp?id=221>

Federalist Paper Number 1 <http://researcher.hrw.com/reading.jsp?id=683>

Federalist Paper Number 10 <http://researcher.hrw.com/reading.jsp?id=685>

Unit 3

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=818&pageId=6548>

<http://georgiainfo.galileo.usg.edu/contoc.htm>

Unit 4

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=815&pageId=6508>

<http://bensguide.gpo.gov/6-8/government/national/president.html>

<http://topics.law.cornell.edu/constitution/articleii>

<http://www.mistergworld.com/12-002.htm>

<http://www.watergate.info/>

<http://www.essortment.com/all/watergatescand_reji.htm>

<http://www.gpoaccess.gov/constitution/html/amdt25.html>

<http://civics.pwnet.org/GOVT/GOVT.5.5.html>

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=816&pageId=6522>

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=815&pageId=6508>

Unit 5

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&site10=813&pageId=6478>

<http://memory.loc.gov/ammem/collections/continental/intro01.html>

<http://etcweb.princeton.edu/CampusWWW/Companion/constitutional_convention.html>

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=816&pageId=6521>

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=819&pageId=6563>

<http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&siteId=820&pageId=6577>