



## Grade 11 Civics & American Government - Unit 2 - Legitimacy of Power

### Unit Focus

Concepts of power, influence, and control are inseparable from the study of government. Understanding both the source and legitimacy of power will help the student understand many of the foundational concepts of the American Constitutional Republic. To inform their exploration, students will study the early philosophers and the different theories on how power is allocated in a government and also where the legitimacy of power is based. Students will connect this concept to their selected issue being followed throughout the course, examining the people, groups, and government organizations that may have power, influence, or control relative to their issue, as well as whether these individuals should be in control of this issue.

Continuing with the theme of power, students will then look at various trends and events leading to the Declaration of Independence and American Revolution. This study will take place from multiple perspectives, considering both the viewpoints of the Patriots and Loyalists and their determination as to how to move towards the establishment of a new, independent nation. Students will journey through this process, understanding that the ineffectiveness of the Articles of Confederation would require "Constitutional compromises" from the powerful elite meeting together for a summer in Philadelphia. Much of what would come from these compromises represent not only a particular demographic perspective, but also a view of the ideological divide between Federalists and Antifederalists. Students will be prepared to have the same debate on Constitutional ratification, with the focus based on the question of where one places both power and trust when establishing consensus in government.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER			
<p><b>Common Core Standards</b>  <i>History/Social Studies : 11</i>  <i>919804 Reading History</i>  <i>919805 Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</li> </ul>	<p>T1 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence  <i>(Analyzing)</i></p> <p>T2 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue  <i>(Alternative Perspectives)</i></p> <p>T3 Evaluate diverse sources and points of view to determine what <i>really</i> happened <i>(Alternative Perspectives)</i></p>			
<p><i>919809 Craft and Structure</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</li> </ul> <p><i>919819 Writing History &amp; Science</i>  <i>919837 Research to Build and Present Knowledge</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;</li> </ul>	<th colspan="2" data-bbox="730 1018 2163 1061">MEANING</th>	MEANING		
	<th data-bbox="730 1061 1429 1104">UNDERSTANDINGS</th> <td data-bbox="1429 1061 2163 1431"> <th data-bbox="1429 1061 2163 1104">ESSENTIAL QUESTIONS</th> </td>	UNDERSTANDINGS	<th data-bbox="1429 1061 2163 1104">ESSENTIAL QUESTIONS</th>	ESSENTIAL QUESTIONS
	<p>U1 Students are historians, investigating and interpreting the past from a variety of perspectives.</p> <p>U2 Historians use evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex.</p> <p>U3 Humans beings have basic needs and rights.</p> <p>U4 Rules, laws, and processes help people make decisions on</p>	<p>Q1 What is the purpose of government? How do we balance personal freedoms and the common good?</p> <p>Q2 How are human rights understood, interpreted, and applied throughout place and time?</p> <p>Q3 How does power impact the function of government?</p> <p>Q4 How did this event occur? Why did this event occur?</p>		

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<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Performance Standards</b>  <i>Social Studies : 11</i>  <i>1011233 DIMENSION 1: DEVELOPING QUESTIONS &amp; PLANNING INQUIRY</i></p> <ul style="list-style-type: none"> <li>• INQ.9--12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul> <p><i>1011239 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS &amp; TOOLS</i>  <i>1011240 Civics</i></p> <ul style="list-style-type: none"> <li>• CIV.9--12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level.</li> <li>• CIV.9--12.17 Analyze historical, contemporary and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul> <p><i>1011283 History</i></p> <ul style="list-style-type: none"> <li>• HIST.9--12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.</li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b>  <i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>• Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.</li> </ul> <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> <li>• Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.</li> </ul>	<p>issues to balance individual freedoms and common good.</p>	<p>Q5 How do people and events of the past influence our understanding of ourselves and our world today?</p>
	<b>ACQUISITION OF KNOWLEDGE AND SKILL</b>	
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>K1 The government philosophies of Locke, Rousseau, Hobbes, Montesquieu</p> <p>K2 The key events leading to American Revolution</p> <p>K3 The significance of the Declaration of Independence</p> <p>K4 The successes and failures of the Articles of Confederation</p> <p>K5 The difficulty and importance of constitutional compromises</p> <p>K6 The role played by Anti-federalists, as well as the impact of minority groups today</p> <p>K7 Vocabulary: state of nature, natural rights, liberties, social contract, Popular Sovereignty, confederation, Constitution, ratification, federalism, republic</p>	<p>S1 explaining points of agreement, disagreement, and interpretations</p> <p>S2 evaluating problem-solving techniques</p> <p>S3 analyzing the means of changing societies</p> <p>S4 analyzing personal perspectives and how it shapes history</p> <p>S5 analyzing multiple causes and effects</p> <p>S6 citing textual evidence to support analysis</p> <p>S7 analyzing the meaning of key terms in a text</p> <p>S8 researching and responding to debate questions</p>	