

Delaware Model Unit

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: **American Principles**

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(based on the "Our Nation's Report Card" lesson by Fran O'Malley, *The Democracy Project*,
Institute for Public Administration, University of Delaware)

District: **Indian River**

Content Area: **Social Studies**

Grade Level: **8**

Summary of Unit

This American Principles unit guides students toward an understanding of the major principles of the American political system and their practical applications.

From the Delaware *Social Studies Clarification Document*: It would be a bit much to insist on an understanding of the whole content of the major American state papers (Declaration of Independence; United States Constitution, including the Bill of Rights; and the Federalist Papers), but students will achieve an understanding of the main principles reflected in these documents. The overriding principle is individual liberty—most of the other principles concern the means to achieve liberty.

The principles of the major state papers are the principles and ideals of American democracy. This unit focuses on the standard which includes attention to the fact that "...[t]he American political system was intentionally created to rest on a foundation of individual liberty, freedom of religion, representative democracy, equal opportunity, and equal protection under the law." Political equality, rights, **limited government**, checks and balances, and other principles of American government are pronounced, asserted, and discussed in the state papers. The understanding of the principles requires some perspective on the times in which they were written. An analysis of what the authors really meant in their assertion of a principle and why they asserted them is included in the unit.

To truly understand a principle, one must be able to identify its practical applications. While these principles are sometimes in conflict and while disparities have always existed between the realities of daily life and the ideals of American democracy, the preservation and improvement of American constitutional democracy depends largely on the efforts of each succeeding generation to live up to these principles and narrow the disparities.

Stage 1 – Desired Results (What students will know, do, and understand)

Delaware Content Standards

- **Civics Standard Two 6-8b:** Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.

Big Idea

- Means to achieve individual liberty

Unit Enduring Understanding

Students will understand that:

- The principles and ideals underlying American democracy are designed to promote the freedom of the American people.

Unit Essential Question

- How are the principles of the major American state papers guaranteeing liberty to contemporary Americans?
 - On what principles does the American political system rest?
 - How have the American people attempted to achieve and uphold the principles found in the major American state papers?

Knowledge and Skills

Students will know...

- Principles – overriding is individual liberty, most others are the means to achieve liberty.
- Identifying the perspective from which the principles were written and the purpose for which the principles were written is key to understanding them.

Students will be able to...

- Identify the principles of the major American state papers.
- Analyze the Founding Fathers' perspectives and purposes regarding the principles.
- Identify practical application of the principles throughout different time periods and present day.
- Evaluate America's fulfillment of the principles during different time periods.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Transfer Task

This summative assessment is a transfer task that requires students to perform a task in a new setting or context.

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons conclude.

Teachers should ask students to gather newspapers and magazines throughout the unit.

Essential Question

- How are the principles of major American state papers guaranteeing liberty to contemporary Americans?

Prior Knowledge	Now that you can identify and explain the principles of the major American state papers, you are ready to use that knowledge to evaluate the degree to which the American people are living up to those principles.
Problem/Role	The results of a recent poll show that the American citizens feel that our country has not lived up to some of the principles outlined in the major American state papers. An independent research organization, Citizens for a Better America (CBA), was created to monitor America's progress toward fulfilling its democratic promise. They will provide the public with a detailed explanation on how well the country is living up to these principles.
Perspective	You have been hired by CBA to assign our country a series of letter grades for a major publication that they are preparing. You will evaluate our country's performance regarding fulfillment of the liberties that are based on the principles found in the major American state papers.
Product	Based on current events, create a report card for the American people using 8 of the 17 principles of the American political system as your criteria. You should include letter grades for each principle (A-F) as well as an explanation for your grade.
Criteria for an Exemplary Response	<p>The report card should include the following:</p> <ul style="list-style-type: none"> An evaluation of 8 of the 17 principles as they relate to current events; Well-supported explanations for the grades you assigned that demonstrate understanding of the eight principles and their practical application.

Rubric

Scoring Category The report card...	Score Point 3	Score Point 2	Score Point 1
demonstrates an understanding of the principles of the major American state papers.	The report card demonstrates a deep understanding of the principles of the major American state papers.	The report card demonstrates some understanding of the principles of the major American state papers.	The report card demonstrates a minimal understanding of the principles of the major American state papers.
provides credible ratings/grades.	Most of the ratings/grades are credible.	Some of the ratings/grades are credible.	Few of the ratings/grades are credible.
uses appropriate evidence (explanations/ comments) to support conclusions (ratings/grades).	The evidence (explanations/ comments) for most of the conclusions (ratings/grades) is sound.	The evidence (explanations/ comments) for some of the conclusions (ratings/grades) is sound.	The evidence (explanations/ comments) for few of the conclusions (ratings/grades) is sound.
uses content-appropriate vocabulary in order to demonstrate understanding.	Content-appropriate vocabulary is well developed and evident.	Some evidence of content-appropriate vocabulary.	Minimal evidence of content-appropriate vocabulary.

Total Score: _____

Above the Standard: 11 to 12

Meets the Standard: 8 to 10

Below the Standard: 4 to 7

Student Self-Assessment and Reflection

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

-Black and William, 1998; Sternberg, 1996; Young, 2000

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded. The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback. An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Portions of this unit are developed from the following lessons by Fran O'Malley, *The Democracy Project*, Institute for Public Administration, University of Delaware: "Our Nation's Report Card," "The Factional Feud," and "First Congress Unit."

The Social Studies Coalition of Delaware's Signature Lesson, "'Old' Speak to 'New' Speak: Uncovering Principles in America's State Papers" by Robert N. McCormick, Jr. was adapted for Lesson 2, Strategy 2.

Teacher Notes:

Prior to beginning the strategies, show students a copy of the "Transfer Task" and the "Rubric." Discuss the assignment and then complete a RAFT list (Role, Audience, Format, Topic) to highlight key information from the task. Explain the differences on the rubric between earning a "3" versus a "2" and highlight the key phrases that demonstrate the differences between the two levels.

You will model the task in Lesson 2; however, it would be beneficial to have students rate/grade responses to the following prompt: Identify and explain a principle that is embraced within your school. Rate your school's overall performance in meeting this principle. Choose an example of a "3" and a "2" response and ask students to score them based on the rubric.

It will also be beneficial to ask students to collect newspapers/news magazines for the duration of the unit so they will have items focusing on current events for the "Transfer Task."

Several tasks ask students to record answers in a journal or learning log. You may want to ask students to bring in a composition book or create a folder with notebook paper to act as a journal or learning log for this unit.

Lesson One

Essential Question

- On what principles does the American political system rest?

Instructional Strategies

Strategy 1: Gathering Information Brainstorming Box

Tell students that today's class is going to focus on the concept of *principles*. Ask students to draw a 2x2 box similar to the one below and complete the following (sample instructions are listed in items 1–3 below the chart).

Definition of Principle:	Identify a principle to which you are personally committed and explain why:
Describe one situation in which you honored that principle:	Explain one situation in which you fell short of honoring that principle:

1. Define the term "principle." (The American Heritage's Children's Dictionary defines it as "A rule or standard of behavior.").
2. Take a moment to think about one principle that you hold dearly. Identify that principle and explain why that principle is so important to you.
3. Then, ask students to reflect and come up with one example of how they have honored that principle and one example of how they have fallen short of honoring that principle. Why did they fall short of that principle at certain times? (scaffolding for "Check") Students share responses and display their principles.

Check for Understanding

- ❖ Why might some principles be honored at certain times but not at other times? Support your answer with an example.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant example.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no example.

Strategy 2: Extending and Refining Think-Pair-Share Web and Illustrations

Tell students that one thing that distinguishes a group of people (e.g., Americans) from another group of people (e.g., those from other countries) is the principles to which they are committed. Ask students to work in pairs to think about some principles to which the American people appear, or claim, to be committed. Distribute copies of [Handout 1: Web of Our Nation's Principles](#). Have pairs create webs that identify the principles associated with the American people. Ask for volunteers to share the principles they identified. Web them on the board for all to see.

Illustrations

Project a transparency copy of [Handout 2: Principles of the American Political System](#) on the overhead. Explain to the students that this transparency contains a list of principles that civics education experts (e.g., authors of national and Delaware standards) have associated with the people of the United States. The list is drawn from major American state papers, including the Declaration of Independence and the Constitution.

Distribute a blank piece of paper and one or more markers to each pair of students. Assign one principle to each pair of students and ask them to define and illustrate their principle. Have each pair share their definition while displaying their illustration. The teacher should clarify as the definitions are offered (see [Handout 3: Teacher Resource](#)).

Check for Understanding

Complete a 3-2-1. Write...

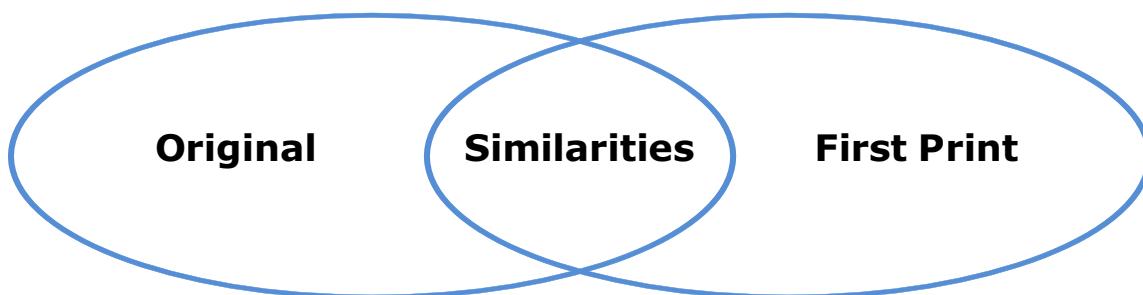
- ❖ 3 principles found in the American state papers
- ❖ 2 principles with which you are most familiar (have heard of before)
- ❖ 1 principle that remains unclear

Strategy 3: Extending and Refining Venn Diagram (Declaration of Independence)

Explain to students that now you will take a closer look at where we can find these principles and that they will identify the principles in the major American state papers, beginning with the Declaration of Independence.

Provide students with some contextual background required to understand the purpose(s) for writing the Declaration (e.g., to declare independence, announce the birth of a new nation, etc.), and the perspective of the Founding Fathers (Jefferson) regarding the claims or accusations included in the Declaration.

Instruct students to create and label a Venn diagram as shown below.



Distribute [Handout 4: Declaration of Independence: Making Comparisons](#) (Library of Congress) to each student. Follow the directions on the handout, comparing Jefferson's original draft to the first printed version of the Declaration of Independence. Students may work in groups to complete their Venn Diagrams. Share results with the class.

Have students identify the principles evident in the Declaration of Independence (e.g., equality, liberty, and limited government). Ask students if the revisions change or alter the impact of the principles at all. Discuss the relevance of the fact that although some wording changed, the principles did not. This consistency suggests that the principles on which this first key document was based received wide support amongst the Founders.

Check for Understanding

- ❖ List the principles that are included in the Declaration of Independence.
- ❖ Which principle from your list was most important to the signers of the Declaration? Explain your answer.

Rubric (2nd bullet)

2 – This response gives a valid principle with an accurate and relevant explanation.

1 – This response gives a valid principle with an inaccurate, irrelevant, or no explanation.

Strategy 4: Extending and Refining Simulation (Constitution)

Tell students that they are going to assume the roles of delegates while engaging in a mock Constitutional Convention simulation. Before the activity begins, the students must learn the rules for debate. Tell students that they will do this by participating in a friendly mini-debate. Be sure to mention that the proposals, although worthy of discussion, are not actually being considered. Prior to class, create a list of three resolutions that might be both relevant and somewhat controversial to the students. For example:

- Resolution 1: Our school will adopt a new school dress code (or uniform if the school already has a dress code).
- Resolution 2: School will begin and end _ hour later than it does currently.
- Resolution 3: The school year will be extended by five days.

Display the resolutions on the board or on an overhead projector.

Distribute copies of [Handout 5: Parliamentary Procedures: Rules of Debate](#). Guide students through the headers at the top of each chart. Introduce the language of debate referring to terms such as "motion," "second," and "caucus." Explain the terms and the fact that much of the work of democratic groups occurs in small meetings known as caucuses. Tell them that they will be able to "motion" for a caucus during the debates that will be held today and during the Congressional simulation. Walk the students through the first and second columns of the chart and ask them to read over the remaining columns.

Draw the students' attention to the three resolutions that you prepared prior to class. Tell them you are going to help them learn to employ parliamentary procedures by engaging in an abbreviated debate. Mention that unless someone makes a motion to change the agenda, you will begin discussion on the first resolution and proceed through the remaining resolutions. Tell them that there may not be enough time to discuss them all so they should be sure to arrange the agenda according to their preferences. Field any questions, "open the floor," and begin the debate. Once the debate has concluded, continue through the process to put the resolutions to a vote.

Tell the students that they are now going to begin the activity pertaining to the Constitutional Convention. Tell them that they will be using their new skills as they proceed through the simulation.

Use [Handout 6: Members of the Constitutional Convention](#) to assign students the delegates/states to research in order to participate in the simulation. Due to the fact that a note from the Convention suggests that some of the delegates did not participate at the Convention at all, it is recommended that you assign small groups of students to a particular state. The groups can continue the research as described, or in the absence of information, draw logical inferences about state positions. Depending on the size of your classroom, you may need to adjust the list but try to keep it proportional (large states should have more representatives than small states). Students should have access to the internet, encyclopedias, nonfiction books, articles, and/or textbooks. They should gather information that indicates how their assigned delegate voted on key issues during the Convention to create a reference sheet they can use during the simulation. Identify the purpose of creating the Constitution and the broad perspectives of the Founding Fathers.

Arrange the classroom to simulate the layout of Independence Hall (refer to [Handout 6: Members of the Constitutional Convention](#) for a list of possible delegates and the states they represent), grouping the students by delegates and states. Label the desk with the state names to indicate where they should sit. You may want to include quill pens and/or request students come to class dressed as the delegates. Students should bring their copy of [Handout 5: Parliamentary Procedures: Rules of Debate](#) as well as their reference/information sheets to their seats.

Following procedures, lead the students through the process as they discuss the issue amongst delegates who share the same viewpoints, debate the main points with those who represent the opposing point of view, and vote on some of the major points made in the Constitution. Recommended issues include:

- Should slaves be counted as part of a state's population?
- How should the national executive be elected?
- How should the number of representatives be determined?
- Who has the power to remove executive officials and how would they do so?

Remind students to stay in character, assuming the position of the delegate they are playing. If students are true to their role, most likely they will need to reach a compromise on several issues.

In order to ensure that students do not mistake their conversations and decisions for what the Framers actually decided, it is recommended that students create a chart in their journals and record what the class decides in one column of the chart and record what the Framers decided in another column. Complete the chart after each issue.

After you have gone through the process with a few issues, ask students to identify the most challenging and most rewarding parts of participating in the Convention.

Debrief the Simulation: Project or display the list of principles that appears on [Handout 2](#). Ask students to reflect on their discussions throughout the simulation with an eye toward surfacing the principles evident in the Constitution (e.g., federalism and separation of powers). Make sure that they provide support for their claims. Then, ask them to identify any principles that the Founders were not living up to.

Check for Understanding

- ❖ Create a student-friendly explanation/definition of the principles highlighted in the Constitution (explain what the principles mean in your own words). Try to use wording that most of your classmates would understand.

Rubric

2 – This response offers accurate and relevant explanations.

1 – This response offers partially accurate or relevant explanation.

Strategy 5: Extending and Refining

L-R-D (Listen-Read-Discuss)

The Factional Feud Game (Federalist Papers)

L-R-D (Listen-Read-Discuss)

When the original Constitution was sent out to the 13 states for review and ratification, considerable debate arose between Federalists who supported the new Constitution and Anti-Federalists who opposed all or parts. Select an age-appropriate and level-appropriate summary of the debates between the Federalists and Anti-Federalists (generally included in the class textbook or at www.yale.edu/ynhti/curriculum/units, 1982 Volume III: The Constitution in American History, Lesson 3—The United States Constitution).

- **L** – students listen to the teacher provide context for the topic or concept (ratification debate surrounding the Constitution).
- **R** – students read the summary associated with the topic or concept.
- **D** – classroom discussion commences. Before moving on, make sure students have an overall understanding of the Anti-Federalists concerns about the proposed government.

The Factional Feud Game

This activity uses the format of the *Family Feud* game show to engage students in discussions of the issues that divided the Federalists and Anti-Federalists. In order to mirror the game show *Family Feud*, arrange the room so that two rows of seats face each other in the center of the room. Place a small table or stand at the head of the two rows with a chalkboard eraser placed on the table.

Divide the class into 2-4 equally sized “factions.” You may want to assign them names like “Federalists,” “Anti-Federalists,” and “Publius,” etc. Have two “faction families” sit in the two rows described above, and ask each “family” to select a captain.

Place [Handout 7: Anti-Federalists’ Positions](#) on an overhead projector making sure that only the prompt “Top 5 Reasons Why Anti-Federalists Opposed the Constitution’s Plan for a Stronger National Government” is visible to the students.

Describe the rules of the game to the class. Tell the students that there will be several rounds in this tournament. During each round, a transparency will be projected in the front of the room. That transparency will contain a prompt. To begin the round, the two captains will stand on opposite sides of the table. Once the prompt is revealed, the captain who believes he or she can correctly state a reason requested in the prompt should grab the eraser. The first person to grab the eraser gets the first opportunity to try and guess the top reason. If he or she identifies the top reason correctly, his or her team may continue attempting to exhaust all of the reasons. Each reason is assigned a point value that

decreases as one moves from “top” answer to “least frequently” cited reason. If the captain who grabbed the eraser is unable to identify correctly one of the responses that appears on the overhead, or if he or she correctly identifies a response that is not the “top” response, the captain of the other team will be given a chance to steal the category by correctly identifying a reason that is higher than that which was identified by the first captain. Whichever captain wins the opening response round wins the right for his or her team to try to identify correctly all of the responses that appear under the prompt. That team is given three passes for incorrect responses before the category is transferred to the other “faction.”

If the “faction” that won first crack at exhausting the correct responses to the prompt is unable to exhaust all of the correct responses, the category shifts to the second “faction,” and all they have to do is identify one correct response that the first “faction” was unable to identify in order to “steal” the points for that round. If the first “faction” exhausts all correct responses, or if the second faction is unable to “steal” the category by correctly identifying one of the remaining responses, the first faction is awarded all of the points assigned to their correct responses. If there are only two “factions” competing in the tournament, move to Round 2, using the next list as the next category. If there are more than two “factions” competing in the game, the losing “faction” goes back into the audience and is replaced by another “faction.”

The tournament is over once all of the prompts have been used. Tally the scores for each “faction” and award bonus points or other rewards to the winning “faction.”

Ask students to answer the following question: How might the Federalists have responded to one of the arguments raised by the Anti-Federalists?

Explain to the students that the information presented in this game represents the major arguments of the Anti-Federalists in their campaign to oppose ratification of the Constitution. The Federalist Papers were a series of essays written by the supporters of the Constitution to counter the arguments of the Anti-Federalists. Provide students with a reminder by projecting a copy of [Handout 2](#). Have students identify the principles that the Federalists included in the Federalist Papers (e.g., limited government, shared power, and checks and balances) based on the Anti-Federalist arguments from the game.

Check for Understanding

- ❖ Pretend that you are a Federalist in 1788.
- ❖ Write a persuasive newspaper article (essay) in which you select one principle embedded in the Federalist papers.
- ❖ Why should the American people commit themselves to that principle?

Rubric (3rd bullet)

- 2** – This response gives a valid reason with an accurate and relevant explanation.
- 1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Strategy 6: Extending and Refining

Timed Pair Paraphrase and Scene Stoppers (Bill of Rights)

Timed Pair Paraphrase

Select an age-appropriate and level-appropriate summary of the Bill of Rights (generally included in the class textbook or find a copy on the website for the National Constitution Center – www.constitutioncenter.org).

- Students get together with a partner—one is Student A and the other is Student B. Assign each pair one amendment. Allow them time to read their assigned amendment and identify the principles that appear to stem from or to be reinforced by that amendment.
- Student A explains his/her understanding of the amendment to his/her partner—set the timer for one minute. Instruct Student B to ask questions if their partner quits sharing.
- After the timer goes off, Student B shares a paraphrase of what their partner just said to the whole class. The paraphrase might start, “I heard you say....”
- Record answers on the board or on poster paper.
- Reverse the process with Student B focusing on the principles that stem from or are reinforced by their assigned amendment. Student A will then paraphrase and report out to the class.

Before moving on, make sure students have an overall understanding of the Bill of Rights.

Scene Stoppers

(Students create a “tableau vivant,” or living picture, representing the principles found in one of the amendments. Students will get into poses, not talking or moving, that represent their assigned amendment.)

Create groups of 3-4 mixed-ability students. Explain that students are going to create living pictures/scenes that represent the principles in the first ten amendments (an example might involve students kneeling and praying for freedom of religion), while their classmates are going to guess which amendment or principle their Scene Stopper represents. Assign groups an amendment and give them time to plan their scene, gather supplies, and create props.

Call groups up to the front of the room one at a time. Hold up a sheet to block the rest of the class while the group arranges themselves in their scene. Pull the sheet away to reveal the scene, and give the other groups some time to closely examine each individual and the props found in the scene. The audience can choose one member of the Scene Stopper to “unfreeze” so that they may ask them what they are doing in the scene/what their role is in the scene. Groups then decide which amendment or principle the Scene Stopper represents and records it on an index card. Continue the process until all the groups have had a chance to create their Scene Stopper. As a class, check index cards for accuracy.

Have students identify the principles evident in the Bill of Rights (e.g., freedom of religion and individual rights). Ask them to choose one of the principles found in the Bill of Rights that they believe is the most important and explain why.

Check for Understanding

- ❖ Create a cartoon strip highlighting one of the principles included in the Bill of Rights. Your setting may be the 18th century or present-day so plan your characters accordingly.
- ❖ Complete at least three scenes.
- ❖ Remember that you can use dialogue bubbles as well as thought bubbles and headings to narrate the events. You may use stick figures but include several other details to help explain the principle.

Technology option: students might create their cartoon strips using a program such as Kidspiration or Inspiration.

Strategy 7: Application

Principles on the Move¹

Remind students of the Lesson Essential Question and then follow the directions listed below.

- Write the principles on sentence strips and staple the ends together, making a “headband.”
- Students must put on the headband without looking at the principle.
- As a class, create a list of questions that students should be asking each other about their principle. Students move around the room, asking questions about the principle on their headband. As the questions are answered students should begin to figure out what their assigned principle is.
- Students must keep their headband on the entire time.
- With headbands still on, students should tell the class what they think their assigned principle is and the reasoning behind that decision.
- Have the student take off the headband to see if they are correct.
- Discuss the reasoning involved (i.e., the questions and answers discussed).
- Ask students which questions work best and how might they be changed to better reach understanding of the principles.

Check for Understanding

Identify the principles listed below that are NOT linked with the American political system.

- ❖ Checks and Balance
- ❖ Concentration of Power
- ❖ Minority Rights
- ❖ Equal Opportunity
- ❖ Union of Church and State
- ❖ Individual Liberty
- ❖ Popular Sovereignty
- ❖ Military Rule
- ❖ Limited Democracy

Rubric

2 – Students correctly identify all four principles that are NOT linked with the American political system.

1 – Students correctly identify three of the four principles that are NOT linked with the American political system.

¹ **Alternative Strategy: Principle Flashcards** – Create sets of flashcards (index cards) with the principles listed on one side. Students work in pairs or small groups to complete the question-and-answer activity. As the questions are answered, students should guess which principle is listed on the flashcard. Discuss the questions as described above.

Lesson Two

Essential Question

- How have the American people attempted to achieve and uphold the principles found in the major American state papers?

Instructional Strategies

Strategy 1: Gathering Information Circle the Principle

Allow students to review the four key documents from which the principles stem (generally found in the textbook) as well as their journals.

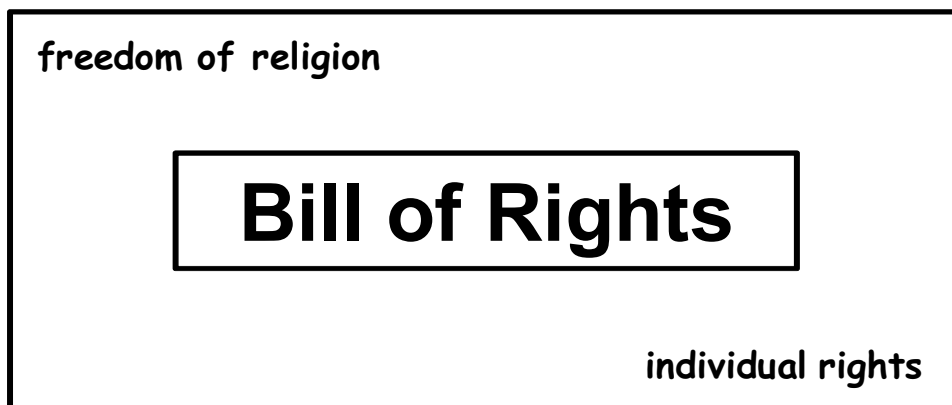
Provide each student with an index card. You may want to leave the card blank and have the student write down one of the principles, or you may want to write the principle before the cards are distributed.

In strategic areas of the room, have students cluster near the document (Declaration of Independence, Constitution, Federalist Papers, or Bill of Rights) to which they are assigned. Post the principles on the wall and have students stand near the poster or have a student hold the principle poster up and have the students circle around him or her.

After the students gather at the document in which they found evidence of their principles, have the students explain their principle and point out where evidence of that principle is found. The group can nominate a spokesperson or have each and every group member contribute to the discussion. Allow other students/groups to suggest other documents in which the principle might be further articulated.

Check for Understanding

- ❖ Complete a Graffiti Block (see below) for one of the key documents other than the one you chose for the previous activity.
- ❖ Write the name of the document in the center of a rectangle.
- ❖ Add words/phrases/illustrations to the rest of the block that represent the principles found in that document (two examples provided).



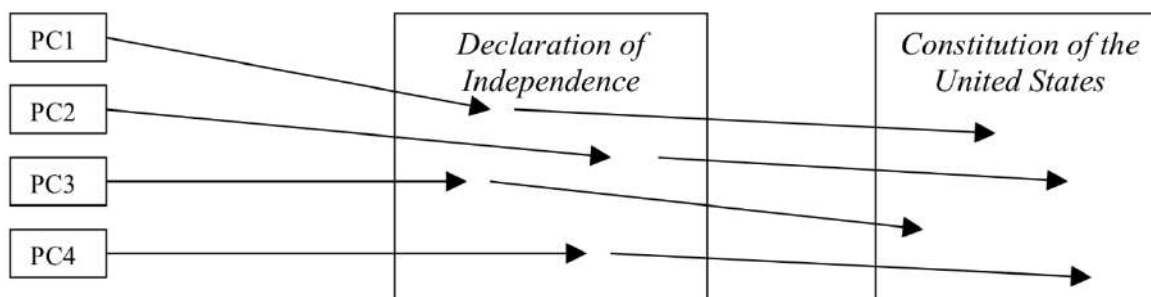
Strategy 2: Extending and Refining Connect the Concepts

Create groups of 3-4 mixed-ability students. Spread students out around the room and make sure each group has space to create their webs/diagrams. Give each group a set of index cards with a few of the principles printed on them, a copy of the Declaration of Independence, a portion of the Constitution, a portion of the Federalist Papers, and a copy of the Bill of Rights (www.archives.gov/historical-docs/). Also, give them a small ball of yarn, a pair of scissors, and a roll of tape.

Tell each group to place the Principle Cards (PCs) to the left, and then place the documents in chronological order. You may place the PCs at tables, on the floor, or tape them to the wall or bulletin board.

Then, select one principle and locate where in the documents the principle is identified. Repeat these steps for each of the cards.

Next, students should cut out a piece of yarn (approximately 3–4 feet), tape it to one PC, stretch the yarn to the point in the document where that principle is first identified, and tape the yarn to that spot. Stretch the yarn across to a point in any subsequent document where the students believe the American people have deepened their commitment to that principle. Continue to stretch the yarn to remaining documents when applicable. Repeat these steps for each of the PCs (see diagram below).



Stay or Stray: Have one student in each group (e.g., student whose birthday is closest to the day you do this activity) “stay” at their “Connect the Concepts” product. Ask the students remaining in each group to “stray” clockwise to the next group’s product. The student who stayed must explain his or her group’s work to the new group that arrived. Repeat the procedures until you sense the learning opportunities have been maximized.

Check for Understanding

- ❖ Reflect on the webs/diagrams that your group and classmates created.
- ❖ Which one of the State Papers offer more insights into the principles of the American political system than others? Explain your answer.

Strategy 3: Extending and Refining SQ3R or Scavenger Hunt (optional)

Teacher Note: This strategy is included for the classes that have not studied the historical content after the Constitutional Convention era. If your students have already learned about the time period between the Convention and Reconstruction, perhaps just allow them some time to review the major events.

SQ3R

Gather age-appropriate and level-appropriate reading selections of significant events in American history from 1783-1865.² Teachers and students should feel free to replace or supplement with their own. Historical events such as those noted below and others from the early 1800s and Reconstruction era are generally included in textbooks.

Either assign students a certain series of events or allow them to choose their own. While reading the selection, students should complete the SQ3R strategy in their journals.

Survey	Look over the assignment and link to prior knowledge
Question	Make up questions for each heading
Read	Read the information
Recite	Tell the answers
Review	Make notes to answer the questions

Based on the historical content in their assigned section, students should discuss whether or not they feel Americans have lived up to the principles espoused in the American state papers they reviewed earlier.

Alternative Strategy: Scavenger Hunt

Another option would be to assign groups large portions of the text that covers the appropriate time periods and have them search/read specifically for examples of when the American people lived up to their principles or failed to live up to their principles. You may want to assign groups specific principles as well.

Check for Understanding

- ❖ Imagine you lived during the time period you just read about.
- ❖ Write a short letter to the President at that time explaining whether or not you feel America was living up to its principles.
- ❖ Be sure to use specific examples from your assigned section that support your answer.

² Suggested events: Jackson – Indian Removal Act, Texas – Alamo, United States War with Mexico, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, Dred Scott Case, and Civil War.

Strategy 4: Application

Paper Pass

Write one principle as a header on separate pieces of poster paper (e.g., “individual liberty” on paper 1). Place students in small groups of 2-3 and give each group one piece of poster paper and a marker. Assign each group a number. Their task is to describe one development in American history that supports the idea that the American people have either lived up to their principles or failed to live up to their principles. They might use plus and minus signs to distinguish evidence of living up (+) or not (-).

Groups are free to use their textbooks to locate developments but are not permitted to repeat what earlier groups recorded. Each group should be given 3-5 minutes to deliberate and record one development. At the end of the time limit, instruct students to pass their papers to the next group (numerical order) so that they may add their answer. Continue the process until all groups have had a chance to respond to each poster.

Model the Task: Choose one principle, such as equal opportunity. Ask students to think about American history from 1776, when the nation declared its independence and announced its core principles, to the end of the Civil War (or Reconstruction if you have managed to get that far). Then, ask them to:

1. Define the term “equal opportunity.” Write a plausible definition on the chart paper.
2. Describe and record evidence suggesting that the American people lived up to the principle of equal opportunity (e.g., elimination of property requirements for voting).
3. Describe and record evidence suggesting that the American people fell short in living up to the principle of equal opportunity (e.g., women still denied the right to vote).
4. Give the American people a grade from A to F that symbolizes the progress made by the American people toward fulfilling the principle of equal opportunity between 1776 and 1865 (or 1877).

After all principle papers are circulated through every group and each group has an opportunity to record and comment on an event, the original group that had each paper is to review all of the responses and give the American people a grade. That grade is to be based on all responses considering the progress, if any, that Americans have made toward the fulfillment of a specific national principle. Grades can range from an A (distinguished progress made) to an F (taken steps backward).

Encourage students to proceed inductively, i.e., gather evidence before deciding on a grade (rather than giving a grade then looking for evidence to support it).

Have each group report out on their grades and evidence. Allow students from other groups an opportunity to challenge grades given by others. Also, allow those who gave grades to change them in response to reasonable challenges.

Project [Handout 8: Our Nation’s Report Card](#) on the overhead. Record and project grades as they are given.

Check for Understanding

- ❖ How have the American people attempted to achieve and uphold the principles found in the major American state papers? Support your answer with an historical example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Teacher Note: It is suggested that you keep an ongoing Report Card in your classroom that the students can update throughout the year. Consider updating each marking period as is the case with traditional report cards. As key current events arise, ask the students to once again evaluate whether or not Americans are living up to our principles. As any historian will tell you, one can never really see the full effects of an event until many years later, therefore your students may also adjust the grades or scores as the year continues.

Resources and Teaching Tips

In addition to the lessons included on the Social Studies Coalition of Delaware website or the Institute for Public Administration, University of Delaware website, the Library of Congress was particularly helpful and includes key documents required for this unit. Additionally, the National Archives website provides easy access to America's historical documents as well as numerous engaging activities at www.docsteach.org. The activities do require access to technology, therefore it is strongly suggested that teachers explore this site prior to teaching this unit so they can determine the best way to incorporate these activities into their lessons. Teachers may also want to incorporate the culminating activity, "Wanted: A 'Just Right' Government" which can be found on www.icivics.org. It includes a guided note-taking handout that accompanies a thorough PowerPoint presentation covering Articles of Confederation to the Bill of Rights.

Differentiation

- There are several strategies that require students to work in a group. Use a variety of methods to form student groups, such as reading-levels, interests, abilities, or even student choice.
- Students are instructed to complete some activities through their preferred method (either words/phrases, written paragraphs, or illustrations).
- It is suggested throughout the unit to select the number of principles required to complete an activity or the amount/level of required text based on your students ability level, interests, and/or student choice.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **Universal Design for Learning** – the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
 - Students are asked to demonstrate knowledge through written expression, manipulating objects, illustration, role-playing/simulations, acting out a concept, and evaluations.
- **21st Century Learning** – the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)
 - Students record their learning in an ongoing journal, work in varied cooperative groups to perform analytical/simulation/presentation-oriented tasks, use inductive reasoning to reach conclusions.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** – the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century. (SETDA, 2003)
 - Several tasks can be performed using technology that is available. For instance, you can use a digital camera to take pictures of each group's Scene Stopper and include it in a PowerPoint Presentation versus the students performing in front of the class. Also, instead of using the textbooks to gain information, it is suggested that teachers use a variety of sources to allow the students to locate key information (websites, web quests, etc.) including the recommended sites listed within the lesson as well as those described in "Resources and Teaching Tips."

Content Connections

Content Standards integrated within instructional strategies

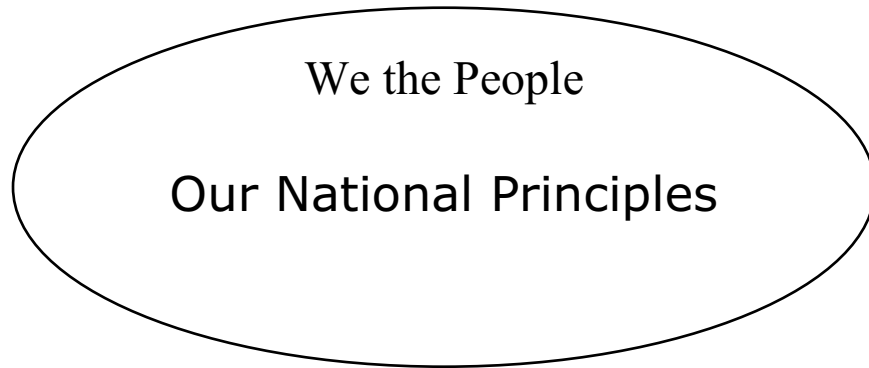
Civics 1: Students will examine the structure and purposes of governments with specific evidence on constitutional democracy.

History 4: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.

Handout 1

Web of Our Nation's Principles

Name(s): _____



Handout 2

Principles of the American Political System

1. Individual liberty
2. Freedom of religion
3. Representative democracy
4. Equal opportunity
5. Equal protection under the law
6. Popular sovereignty
7. Limited government
8. Majority rule
9. Minority rights
10. Rule of law
11. Federalism
12. Shared power
13. Individual rights
14. Separation of church and state
15. Separation of powers
16. Checks and balances
17. Civilian control of the military

Handout 3

Teacher Resource *Principles of the American Political System*

1. **Checks and balances** – the powers given to the different branches of the government should be roughly equal so that no branch can completely dominate the others. Branches of government are also given powers to restrain or limit the power of other branches.
2. **Civilian control of the military** – elected officials who are not on active duty in the military should control the military to prevent those with extraordinary power from substituting their will for the will of the majority.
3. **Freedom of religion** – people should have the right to practice any religion, or none.
4. **Individual liberty** – a person should have the right and power to act, believe, and express as he or she chooses.
5. **Equal opportunity** – each person should have the same political, legal, social, and economic chances as any other person.
6. **Equal protection under the law** – all people should be treated as equals before the law, without favoritism toward any person or group.
7. **Federalism** – power and authority should be diffused and shared between a central and local governments.
8. **Individual rights** – each person should be protected from abuses of power by rights that cannot be taken away except in extreme circumstances.
9. **Limited government** – the government has only as much authority as the people give it.
10. **Majority rule** – within constitutional limits, policies should be decided on the basis of what the greatest number of people want.
11. **Minority rights** – decisions made by majorities should not unreasonably and unfairly infringe upon the liberties of those who are disagree or are different.
12. **Popular sovereignty** – the people are the source of the government and all its power, and therefore hold ultimate authority over public officials and their policies.
13. **Representative democracy** – government policies should be decided by officials selected by the voters and held accountable in periodic elections.
14. **Rule of law** – government and its officials are always subject to the law. Government decisions and actions should be made according to established laws rather than by arbitrary actions and decrees.
15. **Separation of church and state** – religion and government should be separated in order to preserve liberty of conscience and belief.

16. ***Separation of powers*** – the powers to make (legislate), carry out (execute), and interpret (adjudicate) laws should be exercised by different institutions in order to maintain the limitations placed upon them.
17. ***Shared power*** – power should be divided up so as to reduce the chance of it being abused and to allow for broad and effective participation.

Handout 4

Declaration of Independence: Making Comparisons

Declaration of Independence: Making Comparisons

Name:

Directions: Read through each version and circle or underline unfamiliar words. Then make notes, or draw lines and arrows, to identify or indicate differences between the "Rough draught" and the first printed version.

Thomas Jefferson's "original Rough draught" of the Declaration of Independence*

First printed version of the Declaration of Independence**

A Declaration by the Representatives
of the UNITED STATES OF
AMERICA, in General Congress
assembled.

When in the course of human events it
becomes necessary for a people to
advance from that subordination in
which they have hitherto remained, &
to assume among the powers of the
earth the equal and independent station
to which the laws of nature & of
nature's god entitle them, a decent
respect to the opinions of mankind
requires that they should declare the
causes which impel them to
change.

In Congress, July 4, 1776.

A Declaration by the Representatives
of the United States of
America, in General Congress
Assembled.

When in the course of human events, it
becomes necessary for one people to
dissolve the political bands which have
connected them with another, and
to assume among the powers of the
earth, the separate and equal station
to which the laws of nature and of
nature's God entitle them, a decent
respect to the opinions of mankind
requires that they should declare the
causes which impel them to the
separation.

*This is a transcription of Thomas Jefferson's "original Rough draught" of the Declaration of Independence, June 1776, before it was revised by the other members of the Committee of Five and by Congress.

**This is a transcription of the first printed version of the Declaration of Independence, July 1776.

Declaration of Independence: Making Comparisons

Name:

We hold these truths to be sacred & undeniable;

that all men are created equal & independent;

that from that equal creation they derive in rights inherent & inalienable, among which are the preservation of life, & liberty, & the pursuit of happiness;

that to secure these ends, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government shall become destructive of these ends, it is the right of the people to alter or abolish it, & to institute new government, laying it's foundation on such principles & organising it's powers in such form, as to them shall seem most likely to effect their safety & happiness.

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--

That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed, that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

Declaration of Independence: Making Comparisons

Name:

prudence indeed will dictate that governments long established should not be changed for light & transient causes;

and accordingly all experience hath shewn that mankind are more disposed to suffer while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.

but when a long train of abuses & usurpations

begun at a distinguished period, & pursuing invariably the same object, evinces a design to subject them to arbitrary power,

it is their right, it is their duty to throw off such government, & to provide new guards for their future security

such has been the patient sufferance of these colonies; & such is now the necessity which constrains them to expunge their former systems of government.

Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes;

and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.

But when a long train of abuses and usurpations,

pursuing invariably the same object, evinces a design to reduce them under absolute despotism,

it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.

Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government.

Declaration of Independence: Making Comparisons

Name:

the history of
his present majesty

is a history of unrelenting injuries and
usurpations, among which no one fact
stands single or solitary to contradict
the uniform tenor of the rest,

all of which have in direct

object the establishment of an absolute
tyranny over these states.
to prove this, let facts be submitted to
a candid world,
for the truth of which we pledge a faith
yet unsullied by falsehood.

The history of
the present King of Great Britain

is a history of repeated injuries and
usurpations,

all having in direct

object the establishment of an absolute
tyranny over these states.
To prove this, let facts be submitted to
a candid world.

Handout 5

Parliamentary Procedures: Rules of Debate

If You Want to Do This...	Say This...	Must You Wait for the Chairperson to Call on You?	Must It Be "Seconded?"	Majority Needed to Approve
Debate a particular resolution.	<i>"Motion to discuss resolution # ____."</i>	Yes	Yes	Simple Majority (1/2 plus 1)
End debate on a resolution and vote.	<i>"Motion to end debate."</i>	Yes	Yes	Simple Majority (1/2 plus 1)
Put a resolution aside for a while to discuss another resolution.	<i>"Motion to table resolution # ____."</i>	Yes	Yes	Simple Majority (1/2 plus 1)
Hold a short meeting to plan a strategy or to discuss an idea with your supporters.	<i>"Motion for a ____-minute caucus."</i>	Yes	Yes	Simple Majority (1/2 plus 1)
Ask for the group to be quiet so you can hear the speaker or ask the chairperson a question.	<i>"Point of personal privilege."</i>	No	No	None
Ask the chair to enforce the rules.	<i>"Point of order."</i>	No	No	None
Bring the meeting to an end.	<i>"Motion to adjourn the meeting."</i>	Yes	Yes	Simple Majority (1/2 plus 1)

Handout 6

Members of the Constitutional Convention

State	Delegate
Connecticut	Roger Sherman Oliver Ellsworth William Samuel Johnson
Delaware	John Dickinson George Read Gunning Bedford, Jr.
Georgia	Abraham Baldwin William Few
Maryland	Luther Martin James McHenry Daniel Carroll
Massachusetts	Elbridge Gerry Rufus King Nathaniel Gorham
New Hampshire	John Langdon Nicholas Gilman
New Jersey	William Paterson Jonathan Dayton David Brearley
New York	Alexander Hamilton Robert Yates John Lansing, Jr.
North Carolina	Hugh Williamson William Blount
Pennsylvania	Benjamin Franklin Gouverneur Morris James Wilson
South Carolina	Charles Cotesworth Pinckney John Rutledge
Virginia	James Madison Edmund Randolph George Mason

Handout 7

Anti-Federalists' Positions

Top 5 Reasons Why Anti-Federalists Opposed the Constitution's Plan for a Stronger National Government

1. A powerful national government would swallow up (destroy) the states.
2. In a large country, there would be too many different types of people. They would always be fighting with one another.
3. Large numbers of people could not be well represented in a small national legislature.
4. In a large country, the national legislature would be far away from most people, and they would not be able to keep their eyes on what the government is doing.
5. A powerful peacetime army would be needed to control the people in a large country.

Top 5 Reasons Why Anti-Federalists Opposed the Constitutional Plan for the House of Representatives

1. The number of votes each state got in the House was unequal (based on population).
2. The large states would get so many votes that they would control all of the laws passed.
3. The formula for determining how many votes each state got (one representative for every 30,000 people) would make it impossible for the people's interests to be well represented.
4. Representatives would be elected for two-year terms. Two years was too long to wait to have the chance to remove ineffective or corrupt lawmakers.
5. The Constitution did not give the House any power over the making of treaties.

Top 6 Reasons Why Anti-Federalists Opposed the Constitution's Plan for the United States Senate

1. Large states were against the plan to give every state two votes in the Senate. They argued that states with more people should have more representatives.
2. Senators were to be elected by state legislatures. They should be elected by the people.
3. Six-year terms were too long.
4. There were no limits on the number of terms a senator could serve.
5. The Senate and the President would be partners in treaty making and appointments. This destroyed plans to separate the powers of government.
6. By letting the Vice-President break ties in the Senate, this gave one state three votes instead of the two that every other state got.

Top 7 Reasons Why Anti-Federalists Opposed the Constitutional Plan for the Executive Branch

1. A single president would be just like having a monarchy (i.e., king/queen).
2. The president would be elected by an electoral college. He should be elected by the people.
3. Four years was too long to wait.
4. There were no limits on the number of terms a president could serve.
5. The Constitution gave the president complete control over the military. This would allow the president to use the army to enforce bad laws and keep himself in power.
6. The Constitution gave the president too much power over lawmaking by giving him the veto power.
7. The Constitution gave the president the dangerous power to pardon. He could involve himself in corruption with others and then pardon them.

Top 4 Reasons Why Anti-Federalists Opposed the Constitution's Plan for the Judiciary

1. The Constitution threatened the jury system. It did not guarantee a trial by jury in civil cases and allowed "matters of fact" as well as matters of law to be argued in the lower federal courts without juries.
2. A person might have to travel thousands of miles to have their case heard in the Supreme Court.
3. As the interpreters of the ambiguous parts of the Constitution, the federal judges could give the national government more power at the expense of the states.
4. The importance of state courts would be reduced as people flocked to the federal courts to have their cases heard.

Top 5 Reasons Why Anti-Federalists Opposed the Constitution

1. There was no list of the people's rights.
2. The national government was given too much power.
3. The country was too big for the people to be represented by one national government.
4. The Constitution was undemocratic (e.g., only one of the 4 parts of the federal government would be elected directly by the people).
5. The Constitution would lead to a consolidation of the states into one massive union.

Handout 8***Our Nation's Report Card***

Principle	Grade	Comments
individual liberty		
freedom of religion		
representative democracy		
equal opportunity		
equal protection		
popular sovereignty		
limited government		
majority rule		
minority rights		
rule of law		
federalism		
shared power		
individual rights		
separation of church and state		
separation of powers		
checks and balances		
civilian control of the military		

A = distinguished progress made
D = no progress made

B = significant progress made
E = taken steps backward

C = limited progress made