Instructional Organization

Note to Teachers:

- Citizen-in-Training Model: This course is designed as a training ground for the development of responsible citizenship. Throughout the course students will be asked to reflect on how civic and political knowledge is essential for responsible citizenship and to apply those lessons to practical situations in their communities and beyond. This idea is reflected in the overarching question: How are both knowledge about American constitutional government and actions by citizens essential components of effective government? Two distinct components that reflect this model are the Citizenship Notebook or wiki and the Online Civic Issues Network

    - Citizenship Notebook: Each class will develop and expand on their understanding of citizenship and the characteristics/attributes of responsible citizens. During the course, students will be asked to consider questions about citizenship such as: What does citizenship in the United States mean? What role should citizens play in their local communities? State? Country? World? How have the fundamental values and principles of American constitutional government shaped the meaning of citizenship in the United States? Why are some characteristics of citizenship considered essential to the preservation of American constitutional government? How have American citizens balanced the tensions between liberty and security to shape their government? How can citizens use the American constitutional system of government to balance the ideals of the Founders with the needs of today? What does it mean to demonstrate responsible citizenship as an American in an increasingly "flat" and interdependent world? How do notions of responsible citizenship affect Americans and American policy in the world?

      While specific references to the Citizenship Notebook or Citizenship Wiki occur in the lessons throughout this course, teachers are encouraged to create additional or alternative opportunities for students to think and write about citizenship.

    - Citizenship Wiki: Where possible schools are encouraged to use a wiki site to engage students in thinking about citizenship. The technology can be used to replace a traditional Citizenship Notebook described above. In using the wiki, students develop a shared and collective understanding of answers to questions about citizenship and compare their insights to those held by other students. While specific references to the wiki occur in the lessons throughout this course, teachers are encouraged to create additional or alternative opportunities for students to think and write about citizenship. This component, along with the Online Civic Issues Network component, may enable schools to meet the technology requirement for high school graduation in Michigan. For more information about setting up and using a Wiki, go to the "Technology Integration" tab on the website: www.micitizenshipcurriculum.org.

    - Online Civic Issues Network: Throughout the course students are encouraged to participate in an online civic issues networking forum through the use of Web 2.0 capabilities. Using a Moodle site or a Forum, students engage in civic discourse with other students who share similar interests and concerns to develop skills necessary for a

participatory democracy. Through the online experience, students focus on public issues, share ideas, provide others with opportunities to express themselves, consider different opinions, value evidence, seek common ground and understanding, share ideas, and compare resolutions. They then apply their online experiences and knowledge of government to affect change in their communities. For more information about setting up and using the Online Civics Issues Network component of this course, go to the "Technology Integration" tab on the website: www.micitizenshipcurriculum.org

- Technology Integration: The use of technology is heavily integrated in the course and used as a means to involve students in aspects of responsible citizenship. For those schools that do not have the technological capabilities, it is recommended that students create a "Citizenship Notebook" to write reflectively about the meaning of citizenship throughout the course. Using both the Citizenship Wiki and Online Civic Issues Network components of this course may enable students to fulfill the technology requirement for high school graduation in Michigan.

- Textbook: This course assumes that students will have a Civics/Government textbook, but does not recommend a particular one. The lessons identify specific topics for students to read and it is incumbent on the teacher to identify the location of this topic in their textbook.

- Readings: Many lessons reference student readings (including textbook topics). It is recommended that these readings be assigned prior to the lesson.

Lesson 1: Why Do We Need Government?

Content Expectations: C1.1.2; C1.1.3 (also meets C3.4.2)

Key Concepts: authority, civil society, equality, liberty, natural rights, purposes of government, social contract, sovereignty

Abstract: This lesson introduces students to the practical and philosophical reasons why people form governments. In doing so, students explore how different views about human nature influenced political philosophy and beliefs about the purposes of government.

Begin the lesson by having students engage in a writing exercise in which they answer the question: What is government? Encourage students to reflect on what they have learned in other classes or grades about government. This should be a "free write" exercise that will provide the teacher some gauge as to students' prior knowledge.

Show the opening scene from *Lord of the Flies.* As an alternative, show the segment "A Group of British Boys Is Stranded on a Deserted Island" from Great Books: Lord of the Flies, located at <*http://search.discoveryeducation.com*>. Ask students to imagine themselves in the characters' predicament as they find themselves on an uninhabited island. Divide students into small groups and have them hypothesize about what life would be like on a small island without government.

Explain to students that they are to assume that all of the food and natural resources they need for survival are available. Have students consider the following questions:

- What would your life be like on the island without any rules, laws or people in authority?
- What would happen?
- What rights would you have?
- What if your rights were violated? What would you do?
- What are some of the advantages and disadvantages of instituting some kind of order, rules, or leaders?
- What would your group choose to do? Describe how you would maintain order.

Note that a handout, "Our Life on the Island" has been included in the *Supplemental Materials (Unit 1)* for use in this activity. Display the document "Questions to Consider in Designing Your Government," located in the *Supplemental Materials (Unit 1)* to guide students in answering the final question on the handout.

Next, distribute copies of "Ideas about Government," located in the *Supplemental Materials (Unit 1)* for students. As the groups report out, discuss the concepts of "state of nature," "absolute freedom," "natural rights," "social contract," "civil society," "equality," and "sovereignty". Also discuss the distinction between "authority" and "power". Be sure students understand that authority is the legitimate use of power, such as a school bus driver requiring a student to move. Power is simply the ability to get something done. An example of someone using power without authority would be a bully on the bus requiring a student to move.

Next, explain to students that people throughout time have thought about the nature of man and the purposes of government. Distribute copies of "Thoughts about Government" located in the *Supplemental Materials (Unit 1)* to students and divide the class into six distinct groups and assign each group one of the philosophers on the handout. Have students read through the handout about their assigned philosopher and discuss the following within their groups

- Views of the nature of man
- Purposes of government
- What kind of government would your philosopher create on the island?

As each group reports out on their philosopher, have students use the "Philosopher Graphic Organizer" located in the *Supplemental Materials (Unit 1)* to record information. Engage students in a class discussion about the views of government, incorporating some of the terms and concepts used earlier in the lesson. During the discussion, explain the influence of Enlightenment thinkers. They placed a greater emphasis upon science and reason to improve the human condition in this life, rather than focus upon afterlife. They valued reason, science, religious tolerance, and what they called "natural rights"— life, liberty, and property. Enlightenment philosophers John Locke, Charles Montesquieu, and Jean-Jacques Rousseau all developed theories of government in which some or even all the people would govern. These political philosophers had a profound effect on the American and French revolutions and the democratic governments that they produced. Be sure to compare Hobbes and Locke. Hobbes described a state of nature as "brutish," requiring a social contract to ensure peace. Locke disagreed with Hobbes on two major points.

- Locke argued that natural rights such as life, liberty, and property existed in the state of nature and could never be taken away or even voluntarily given up by individuals. These rights were "inalienable" (impossible to surrender).
- Locke also disagreed with Hobbes about the social contract. For him, it was not just an agreement among the people, but between them and the sovereign.

Explain to students that Locke did not share Hobbes view of the state of nature being "brutal" or that the social contract would ensure "peace." In the Second Treatise, Locke describes the state of nature as that of perfect freedom and equality, but only for those who act in accordance with nature's laws. No one has a right to kill anyone, and if they do, they can be killed. The same rules applied to theft, etc. People can't do whatever they want in the state of nature, according to Locke. The problem comes in the fact that people have to be their own judge, jury, and executioner when it comes to violations of natural law, as there are no neutral arbiters of justice. Locke called the state of nature "inconvenient." Property rights were always going to be an issue without neutral judges. He believed in people's good nature preventing the kind of chaos found in Hobbes and Lord of the Flies. Civil society would form as people realized their property was insecure, and their reason would lead them to consent to a social contract.

Conclude the lesson by having students revisit their thoughts about their island government from their notes on the handout "Our Life on the Island" from the beginning of the lesson. Have students write a paragraph explaining modifications they would make to their government based on the ideas of one or more philosophers. Students should include at least four terms or concepts from the "Ideas about Government" and consider the questions listed in "Questions to Consider in Designing Your Government," both located in the *Supplemental Materials (Unit 1).*

Lesson 2: Forms of Governments

Content Expectations: C.1.1.2; C1.2.1; C1.2.2; C1.2.3; C1.2.4

Key Concepts: authority, constitutional government, federalism, governmental structures / forms of government, limited / unlimited government, republic, sovereignty

Abstract: In this lesson students examine the forms of government people and societies have adopted. In evaluating different forms of government, students address the question: "How have different views of human nature and the purposes of government resulted in different forms of government?"

Begin the lesson by constructing a working definition of the word "government." Guide students to understand that government is the formal institutions of a society with the authority to make and implement binding decisions about matters such as the distribution of resources, allocation of benefits and burdens, and the management of conflicts.

Distribute the "Forms of Government" chart located in the *Supplemental Materials (Unit 1).* Instruct students to conduct a "focused read" of their text to find characteristics of some of the types of

governments listed on the chart. Note that not all types are likely to be addressed in their texts. Encourage students to use the Internet to add to their charts. Students should not be given more than 20 minutes to complete this portion of the lesson. Two good resources for students are the following websites:

- *Types of Governments.* BBC Newsround. 13 April 2009 <http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/world/united_nations/types_of_government/newsid_2151000/2151570.stm>.
- *Definitions and Notes.* The World Factbook. US Central Intelligence Agency. 13 April 2009 <https://www.cia.gov/library/publications/the-world-factbook/docs/notesanddefs.html#2128>.

Discuss the characteristics of each type of government with the class. Note that a reference guide has been included in the *Supplemental Materials (Unit 1)*. Explain to students that there are a variety of ways to characterize governments. Some common ways include the following:

- **Who rules?** (monarchy – rule by one; oligarchy/aristocracy – rule by minority; republic – rule by representatives of the people; democracy – rule by majority)
- **Who decides what is produced, how it is produced, and who gets it?** (capitalism – buyers and sellers in the marketplace; socialism – a government in which the means of planning, producing, and distributing goods is controlled by a central government that theoretically seeks a more just and equitable distribution of property and labor; in actuality, most socialist governments have ended up being no more than dictatorships over workers by a ruling elite; communism – a system of government in which the state plans and controls the economy and a single - often authoritarian - party holds power; state controls are imposed with the elimination of private ownership of property or capital while claiming to make progress toward a higher social order in which all goods are equally shared by the people (i.e., a classless society).
- **How do the rulers rule?** (dictatorship – single leader, not elected, may use force to keep control; totalitarian – rule by single party; theocracy – rulers claim to be ruling on behalf of a set of religious ideas or as direct agents of a religion; representative government – people select representatives by voting who run the government for a set period; constitutional government - a government by or operating under an authoritative document (constitution) that sets forth the system of fundamental laws and principles that determines the nature, functions, and limits of that government.)

Next, explain the three continuums located in the *Supplemental Materials (Unit 1)*. Limited -- Unlimited Government: Limited government provides a basis for protecting individual rights and promoting the common good. Rule of law is an essential component of limited government. The central notion of a rule of law is that society is governed according to widely known and accepted rules followed not only by the governed but also by those in authority. Constitutional governments are limited by written law that determines the nature, functions, and limits of government. In unlimited governments, those in power are not regulated or restrained by laws or rules in their use of power. Centralized – Diffused Power: This refers to the geographic distribution of power. These are defined as unitary, federal, parliamentary, and confederal. Note that in a parliamentary system, there is no clear cut separation of executive and legislative power. Rule by One – Rule by Many: This refers to the number of people who participate in the decision-making and take part in the governing process. Also be sure to distinguish direct and representative democracy.

Next, place students in groups of four and distribute the three continuums and assign each group some of the governmental forms listed on their charts. Instruct students to discuss and determine where their assigned governmental forms would be on each continuum. Note that it might be helpful to put numbers (1 -5) on the continuum for reference during the discussion. Students should also identify the advantages and disadvantages of the different governmental forms.

Review group determinations with the class. Note that students should understand there is natural overlap between the systems. Also, students should understand that communism and socialism are technically economic systems, but in practice unique systems of government have been developed to reach these economic visions.

Draw students' attention to the focus question for the unit: How have different views of human nature and the purposes of government resulted in different forms of government? Using "Historic and Contemporary Examples" located in the *Supplemental Materials (Unit 1)*, discuss the types of governments described in terms of the concepts of power, authority, legitimacy, and sovereignty. Also discuss how each form of government assumes different things about human nature and the purpose of government. Encourage students to use their "Forms of Government" charts to assist them in their analysis. Be sure students understand that just because a government has a constitution, does not necessarily mean the government is limited (e.g., Nazi Germany).

Conclude the lesson by having students return to their island government they created and expanded upon in Lesson 1. Have students work in small groups to analyze the governments in terms of the three continuums introduced in the lesson (e.g., limited – unlimited; rule by one – rule by many; central – diffused power). Discuss the most common forms of governments students created based on these criteria.

Lesson 3: The Declaration of Independence

Content Expectations: C1.1.2; C1.1.3 (also meets C3.4.2); C2.1.1; C2.1.3 (also meets C2.2.1)

Key Concepts: equality, liberty, limited / unlimited government, natural rights, purposes of government, rule of law, social contract

Abstract: This lesson explores the origins of the ideas found in the Declaration of Independence and the importance of these ideas to our form of government.

Begin the lesson by having students brainstorm with a partner about the events that led to the Declaration of Independence. Allow students about 5 minutes and then discuss their responses with the entire class. Guide the discussion, providing students with a brief historical background of the events leading up to the Declaration of Independence. Some important events to address include the following:

- Colonial tradition of self-rule (Mayflower Compact, Virginia House of Burgesses, Fundamental Orders of Connecticut)

- Changing nature of the relationship between the colonies and Great Britain after the French and Indian War (moving from a policy of salutary neglect to enforcement of control over the colonies)
- Growing dissatisfaction with British rule (taxation without representation)

It may be helpful to pass out the graphic organizer "Growing Dissatisfaction with British Rule" located in the *Supplemental Materials (Unit 1)* to assist students in connecting prior knowledge.

Next, explore several of the ideas about government that preceded the Declaration of Independence. Distribute copies of "Influences on the Declaration of Independence" located in the *Supplemental Materials (Unit 1)* and describe each to the class. For each item listed, provide students with a description and its influence on ideas about government. Beginning with John Locke and Thomas Hobbes, review with students their ideas about government from Lesson 1.

Next, explain that the Magna Carta (1215) was the first document forced onto an English King (John I) by a group of his subjects (the barons) in an attempt to limit his powers by law and protect their privileges. It included a list of grievances and forced the monarch to recognize "ancient liberties and free customs" of the land. Rather than granting new rights, the Magna Carta expressed the idea that the king must abide by established rules of law. Instead of arbitrary rule, the king was required to follow established rules and procedures. The king promised not to raise taxes without consent and to respect property rights. Free men could not be imprisoned or punished without a jury trial, and in accordance with the "law of the land." King John's barons also claimed the right to go to war with him if he broke the agreement.

The English Bill of Rights (1689) marked a fundamental milestone in the progression of English society from a nation of subjects under the absolute authority of a monarch to a nation of free citizens under the rule of law. **The document followed the Glorious Revolution in which the English Parliament forced King James II to leave the country, ending the struggle over who would be the highest legal authority in England, the king or parliament. In 1689, in exchange for their crowns, King William and Queen Mary accepted the English Bill of Rights which, in addition to limitations on the king's power to tax, guaranteed certain rights such as freedom of speech in Parliament, freedom of assembly and petition, prohibitions against excessive bail and fines, and cruel and unusual punishment. For the most part, the English Bill of Rights reaffirmed and codified rights of individuals that had evolved in England over 500 years, limiting the power of the king by *law*, not just the power of the Parliament. The English Bill of Rights was the cornerstone of a limited monarchy, a system in which the monarch shared power with Parliament and the people, and did not have absolute power.** While lacking limitations on the power of Parliament, the English Bill of Rights served as a significant symbol of individual rights, which the American colonists used to justify their own rights as Englishmen.

Mayflower Compact - Explain that when the Mayflower reached Cape Cod in November of 1620, some passengers questioned the authority of the group's leaders. That authority had been granted by a patent (or charter) for a settlement in the northern part of the Virginia Colony. The Pilgrims drew up an agreement that the passengers would stay together in a "civil body politic." That

agreement, known as the "Mayflower Compact," was signed on November 21, 1620. Make copies and distribute the “Mayflower Compact” located in the *Supplemental Materials (Unit 1)* to students. Have students work with a partner to identify ideas about government located in the document. Then discuss as a class. Be sure students recognize that the Mayflower Compact created a "civil body politic" and the rule of "just and equal laws." As an early example of democracy in America, the Mayflower Compact has remained an inspiration since 1620.

Explain Paine's Common Sense. This was a pamphlet written in the colonies in February, 1776, that challenged the authority of the British government and the royal monarchy. The plain language that Paine used spoke to the common people of America and was the first work to openly ask for independence from Great Britain.

Next, explain to students they are going to explore the Declaration of Independence for evidence of the ideas about government outlined in the documents listed above. Refer students to a copy of the Declaration of Independence in their texts. Describe to students the three distinct sections of the Declaration. By studying how its three sections work together, you can see how its logic is similar to that of a geometry proof (rules, proof, conclusion).

- Part 1: Description of Political Thought - A description about what people believed regarding the purposes of government
- Part 2: King George III’s Offenses - A list of colonial grievances
- Part 3: Declares Independence

Note that the following website provides a detailed examination of the Declaration: Lucas, Stephen E. *Stylistic Artistry of the Declaration of Independence.* National Archives. 7 July 2009 <http://www.archives.gov/exhibits/charters/declaration_style.html>.

Next, discuss the Thomas Jefferson quote “Thomas Jefferson on the Object of the Declaration of Independence,” located in the *Supplemental Materials (Unit 1)*. Have students work with a partner to identify six political ideas expressed in Part I of the Declaration and identify their origins. Encourage students to use the notes from the discussion at the beginning of the lesson and to record their ideas on a sheet of paper. After students have had time to review and discuss Part I with their partners, discuss the six political ideas expressed in Part I of Declaration.

- All men are born with certain unalienable rights – Locke, Rousseau, English Bill of Rights
- Among these are life, liberty, and the pursuit of happiness – Locke, Rousseau, English Bill of Rights
- The purpose of government is to secure these rights – Hobbes, Locke, Montesquieu, Rousseau, Magna Carta
- Legitimate political power comes from the consent of the governed – Hobbes, Locke, Mayflower Compact
- The people have the right to revolt if government fails to protect the people’s rights – Locke, Common Sense
- The people have the right to institute a new government – Mayflower Compact, Common Sense

Wrap up the discussion by stressing that the Declaration is a document that declares America's independence and lays out political principles, but it is not a constitution that establishes the government's design. [Teacher note: A couple of common issues that come up when high school kids analyze the Declaration:

1) How can Jefferson say "all men are created equal" when he owned slaves?
2) Why does the Declaration say "pursuit of happiness" instead of "property?"
3) Given the fact that the kids just learned about the Magna Carta and English Bill of Rights and how Parliament was calling the shots in England from 1689 on, why does the Declaration blame everything on King George? Be sure to guide students to recognize that the meaning of freedom was different in 1776 than it is today. Looking at the past through the perspective of today results in "presentism" and is not a historically sound practice].

Conclude the lesson by having students engage in a "pass-the-reflection" strategy. In a "pass-the-reflection," students have three minutes to write on a topic. They then pass their writing to another student who then reads what was written previously and then is given time to add their thoughts to the writing. Students pass their papers a third time, read, and write. Students then return the papers to the original writer and review. In this "pass-the reflection" activity students are to answer the following question**:** If there weren't any new ideas in it, why is understanding the Declaration of Independence so essential to understanding American Democracy and who we are as Americans?

Debrief the activity using the following questions:

- How did the activity influence your thoughts about the question?
- How did you feel knowing someone else was going to read your writing?
- How is reflecting on other people's thoughts an attribute of responsible citizenship?

Lesson 4: Introducing the Constitution

Content Expectations: C2.1.1; C2.1.3 (also meets C2.2.1); C3.2.1 (also meets C3.2.4); C.3.2.3

Key Concepts: authority, Bill of Rights, constitutional principles, enumerated powers, federalism, liberty, limited / unlimited government, natural rights, purposes of government, social contract, sovereignty

Abstract: This lesson introduces students to constitutional principles as they begin their examination of the government established by the Constitution.

Begin the lesson by reviewing some of the complaints identified in the Declaration of Independence. Discuss students' answers and guide them to the idea that the colonists were upset over what they perceived as unlimited government and violation of their natural rights. A list of detailed complaints can be found in the "Guide to the Declaration of Independence Part 2: King George III's Offenses" located in the *Supplemental Materials (Unit 1).* A more succinct list of complaints can be found in the "Colonial Grievances" located in *Supplemental Materials (Unit 1).* Explain to students that because of their experiences with the government of Great Britain, the

colonists were fearful of creating a new government with too much power. Discuss how the Articles of Confederation created a confederation – with strong state governments and a weak central government.

Show students a video clip of "Composing the Constitution" from *American History: Foundations of American Government* at United Streaming http://streaming.discoveryeducation.com/ (use title in search function). Review with students some of the problems Americans faced under the Articles of Confederation. Some of these problems included:

- No ability to enforce the laws of the central government, the central government had to rely on the states to contribute funds for it to operate (no way to tax) and to fund an army, while fighting the war against the British.
- Problems resolving disputes between states
- States coined their own money so currency was not uniform.
- Decisions were made by a legislature and the government lacked executive and judicial branches.
- Some state governments, in the hands of unrestrained majorities, enacted laws that threatened basic property rights.

Explain that when the delegates met to address the problems with the Articles of Confederation, they ended up creating a whole new system of government under the Constitution.

Refer students to a copy of the Constitution in their texts. Provide students with a brief overview of the structure of the document: The Preamble; Article I creates the legislative branch; Article II creates the executive branch; Article III creates the judicial branch; Article IV addresses relations among the states; Article V describes the amendment process; Article VI establishes the supremacy of the Constitution; Article VII describes the ratification process. The last portion of the Constitution contains the amendments, the first ten of which are referred to as the Bill of Rights.

Using a copy of the "Preamble," which can be found in the *Supplemental Materials (Unit 1),* lead the class in a discussion of how the Preamble reflects ideas of political philosophers and ideas about government from earlier documents such as the Magna Carta, English Bill of Rights, Mayflower Compact, and the Declaration of Independence.

As an optional activity, show first 20 minute Annenberg Foundation documentary on "Key Constitutional Concepts." It's free but you have to register with the Annenberg Foundation. A DVD of this and related materials are available upon request from Annenberg at <http://sunnylandsclassroom.org/Asset.aspx?id=12>.

To understand the Constitution it is important to understand the context of the Constitutional Convention. The Founders had a few things on their minds that shaped the writing of the document. These ideas and experiences shaped their thinking and influenced the development of the Constitution. Using an overhead of the "On the Minds of the Founders" located in the *Supplemental Materials (Unit 1)* discuss the issues that the Founders attended to in creating the Constitution.

- Excessive Central Power

- Excessive Democracy
- Concern for Chaos/Instability
- Political Philosophy
- Experiences with Government

Next, distribute "Exploring the Constitution" located in the *Supplemental Materials (Unit 1)* to students. Divide students into small groups and assign them some of the concepts/ideas listed on the chart. For their assigned concepts, students should complete the chart. They should use their text to define the concept (column 2); explore the Constitution for evidence of that concept and identify its location (column 3), and connect the concept to what was on the minds of the Founders from the list earlier in the lesson (column 4). After allowing time for students to complete their assigned portion, have each group present the results of their research. Students should use this opportunity to complete the non-assigned areas of their individual charts.

Conclude the lesson by having students revisit their island government from the beginning of the unit. Engage students in a class discussion as to which two constitutional principles (from the chart) are most important in creating a government. Students should reflect on which constitutional principles they would incorporate into their island government and support their decisions with reasoning.

Lesson 5: A Government of Compromises

Content Expectations: C2.1.2; C3.2.1; C.3.2.3; C3.2.4

Key Concepts: Bill of Rights, constitutional principles, enumerated powers, federalism, limited / unlimited government

Abstract: In this lesson students examine the concerns of the Founders and how, through a series of compromises, they designed a limited government, strong enough to perform the duties spelled out in the Preamble, but with adequate protection against tyranny over the states and the people.

Prior to this lesson, have students read about the Constitutional Convention and the constitutional compromises in their texts and complete the graphic organizer "Constitutional Compromises" located in the *Supplemental Materials (Unit 1).*

Begin the lesson by explaining that 55 delegates met at the Constitutional Convention in Philadelphia in 1787. Although the delegates were charged with the task of amending the Articles of Confederation, they decided to write a new constitution. Every state but Rhode Island was represented. Since the delegates came from all parts of the country, they had different concerns and differed on a number of key issues. As a result, a number of compromises were made. Review the compromises with the class. Note that a reference sheet has been included in the *Supplemental Materials (Unit 1).*

Next, review the basic arguments by the Federalists as stated in Federalist #10 and #51. Note that students explored these primary sources in Unit 1 of US History and Geography. Federalist #10 primarily addressed the question of how to guard against factions. Madison argued that a large strong republic would be a better safeguard against those dangers than smaller governments, such as individual states. Federalist #51 described the principles of separation of powers and checks and balances. Madison argued that these principles would limit the power of the federal government and prevent abuses of power. These documents can be found in the *Supplemental Materials (Unit 1)*. Have students review these documents for evidence of these arguments using a focused reading strategy. In a focused read, students read for a particular purpose and focus their reading on a particular angle. Working with a partner, have students identify the most significant passages using a highlighter. Discuss students' findings with the class as well as the substance of each article. Were the ideas and reasoning convincing? Why or why not?

Distribute copies of the redacted version of "Federalist #14" located in the *Supplemental Materials (Unit 1).* Explain that this document is the Federalist response to the argument that the country is too large geographically to be governed justly. Have students work with a partner to find some of the rebuttal arguments Madison makes. He argues that the country's geography necessitates a stronger central government. Have students identify Madison's evidence for support of his argument with respect to the following:

- The difference between a democracy and a republic and why this difference is important
- The government's power would be limited
- Transportation needs
- Defense/Security needs

Encourage students to engage in a marginalia strategy as they read. In a marginalia strategy, students underline or circle words they think are important, place question marks by passages they do not understand or that raise questions for them, and put smiley faces or exclamation points by passages with which they agree. Debrief students' investigation of Federalist #14 by reviewing how Madison countered his opposition's argument. Also discuss how the addition of a Bill of Rights was a compromise to address the concerns of the Anti-Federalists.

Remind students that one of the major concerns of the Founders was creating a limited government. They included many different provisions to ensure that the government they created would have enough power to function, yet was limited so as not to trample on people's individual rights. Have students use their "Exploring the Constitution" graphic organizer from the previous lesson and a copy of the US Constitution to discuss how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, the Bill of Rights, separation of church and state, and popular sovereignty serve to limit the power of government.

Conclude the lesson by having students work with a partner to construct a poster that describes three provisions in the Constitution and Bill of Rights that limit the power of government. For each of the three provisions selected, students should explain how it limits power and give a contemporary example of the provision in action. If desired, students could select specific rights from the Bill of Rights or use the notion of a Bill of Rights in general. Have students use the

Internet or newspapers to identify contemporary examples. Note that it might be preferable to assign topics to students to avoid redundancies and ensure appropriate coverage.

Lesson 6: Defining Government in the United States

Content Expectations: C1.2.1 (also meets C1.1.2); C1.2.4; C3.2.1 (also meets C3.2.4); C3.4.1

Key Concepts: constitutional government, constitutional principles, governmental structures / forms of government, liberty, limited / unlimited government, republic, rule of law

Abstract: In this lesson students examine government in the United States. They learn how and why the Framers created a republican form of government and explore some features of American constitutional democracy.

Begin the lesson by explaining to students that George Washington was unanimously elected as our first president. Post the following quote by Washington on the board:

"[T]he preservation of the sacred fire of liberty, and the destiny of the republican model of Government [depend] on the experiment entrusted to the hands of the American people."

-- George Washington, First Inaugural Address

Have students engage in a quick write describing what they think Washington meant. After a few minutes, have students share with a partner and have students define each word they use (e.g., constitutional government, republic, democracy, etc.).

Using a four corners strategy, have students consider what form of government we have in the United States. To do this, place the following terms on separate pieces of chart paper and post them in four different corners of the room: democratic republic; representative democracy; constitutional democracy; and constitutional republic. Tell students to think about the type of government we have in the United States. After reading the four descriptions hung in the four corners of the room, ask students to move to the corner of the room that contains the phrase that best describes our government. Once students have moved to the different locations around the room, have them talk within their groups about why they selected the phrase they did. Explain that they need to identify some examples of what makes our country fit within the government type they selected. Encourage students to write their ideas on the chart paper. Allow students 5-10 minutes to confer with their group members and then have them share their reasoning with the class.

After each group has shared their reasoning, engage students in a brief discussion using the following questions as a guide:

- After hearing the different reasoning, is there a different corner to which you would like to move? What corner? Why or why not?
- How many of you would like to put yourself in more than one corner? Ask students to raise their hands. Select students to explain why.

Explain to students that all of the phrases on the walls describe the government in the United States. As students return to their seats, distribute the graphic organizer "Defining Government in the United States" located in the *Supplemental Materials (Unit 1)* to students. Have student use the organizer to record notes as you explain that the meaning of the terms "republic" and "democracy" have evolved over time. No definition fits perfectly throughout history. As a result, there is confusion about the precise meaning of these terms. At the time of the American Revolution, there wasn't a universal definition of the term "republic." The general idea at the time was that it was a government that did not include a monarch and it had some sort of representative assembly. Madison described what HE meant by a republic in the Federalist Papers:

- Derives its powers directly or indirectly from the people (popular sovereignty)
- Administered by officials holding their power for a limited time
- Incorporates representative institutions

Today, there are plenty of republics that are not constitutional (Algeria, Iran, Pakistan, etc) and some constitutional governments that are not republics (United Kingdom, Japan, Spain, Sweden, etc). Have students turn and talk with a partner about how a government can be a republic but not constitutional, or a government that follows a constitution but not be a republic. Then ask students to define the distinguishing characteristics and have them record it on the graphic organizer.

Next, explain to students that there is a difference between a government having a constitution and a constitutional government. Have students engage in a quick write about the distinction. After eliciting students' responses, guide students to understand that a *constitutional* ***government*** **operates under an authoritative document (constitution) that sets forth the system of fundamental laws and principles that determines the nature, functions, and limits of that government. Some countries may have a constitution (a written document), but if the document does not limit the power of government or does not give the rules complete authority, it is not a constitutional government.**

Finally, explain to students that the idea of democracy, at the time the Constitution was adopted, was described as a government where the citizens themselves assemble and administer the government in person. This is known as direct democracy. There are no direct democracies in existence today. New England town meetings weren't "pure" democracies because the majority could not do whatever it wanted. They were limited by charters and constitutions.

Today, however, when people talk about democracy they are referring to the main elements of democratic government that began in America and Western Europe in the 18th and 19th Centuries and are now found in countries such as Canada, the United States, the countries of the European Union, South American countries such as Argentina and Brazil, Pacific nations such as Australia and New Zeeland, Asian countries such as India, Japan, and South Korea, African countries such as Mali and South Africa, and Israel in the Middle East. These countries are universally regarded as democracies, and it has little to do with whether or not the people in these countries directly administer the government in person. Explain to students that the unifying themes that hold all of these systems together as examples of "democracy" are the ideas of personal and political liberty, free and fair elections, and limited government (rule of law). Take away any of these three elements and we wouldn't consider a country to be a true "democracy."

Next, share the graphic organizer "What Kind of Government Do We Have?" located in the *Supplemental Materials (Unit 1)* with students. Discuss the graphic and the meaning of the terms "republic," "constitutional government," and "democracy"

Distribute "Exploring Governments" handout located in the *Supplemental Materials (Unit 1)* to students. Have them work with a partner or in small groups to identify the distinguishing characteristics that make these examples constitutional governments, republics, and/or democracies. After reviewing these ideas with the class, have students work with their groups to identify sections of the U.S. Constitution that create a republic, a constitutional government, and/or a democracy. For each section students identify, they should be prepared to present why they think that attribute helps create a republic, constitutional government, or democracy. Allow students about ten minutes and then have the groups share their findings with the class. Debrief the exercise by ensuring students identify sections of the Constitution that address the aspects of each. Some examples include the following:

- Liberty / Individual Rights - the Bill of Rights
- Rule of Law - Supremacy Clause, Article VI, section 2; Due Process Clauses of 5th and 14th Amendments
- Popular Sovereignty – Preamble, 10th,15th, 19th, and 26th Amendments
- Limited Government – Bill of Rights, 10th Amendment, separation of powers, checks and balances in Articles I, II, and III
- Republican form of government - Article 4, Section 4

Have students write in their Citizenship Notebook or Citizenship Wiki by answering the following question:

- How does knowing the characteristics of our government – republic, constitutional, democratic -- influence how you view your role in government?

Lesson 7: The Meaning of Citizenship

Content Expectations: C1.1.4; C5.1.2; C5.2.1; C5.2.2; C5.2.3; C5.4.2 (also meets C5.1.1; C5.4.1; C5.4.3; C5.5.1; C5.5.2; C5.5.3; C6.2.9)

Key Concept: citizenship

Abstract: In this lesson students learn about citizenship and the naturalization process, and consider the role of citizens in the United States. They explore ideas about civic virtue and reflect on what characteristics, attributes and dispositions the "ideal" citizen would have. In doing so, students explore why these characteristics are essential to the preservation and improvement of American constitutional government.

Begin the lesson by writing the word "citizenship" on the board. Have students engage in a quick write about what the word means. After two minutes, elicit some student responses on the meaning of citizenship. Distribute the "Meaning of Citizenship" handout located in the

Supplemental Materials (Unit 1) to students to assist in note taking. Explain to students that prior to the American Revolution, citizenship was based on birth. If you were born a citizen of Great Britain, you were considered a British subject for your entire life. The American Revolution and the adoption of the U.S. Constitution changed the meaning of citizenship. Citizenship in the newly founded United States was based on voluntary allegiance; if people did not want to be a citizen of the new country, they could leave. The idea that citizenship is volitional is reflected in the Constitution in Article I, section 8, clause 4 (naturalization).

Explain that even those not born in the United States can become a citizen. Naturalization is the process by which people can become citizens of a country they were not born in. The United States Constitution grants Congress the power "to establish a uniform rule of naturalization" (Article I, section 8, clause 4). Soon after the Constitution was ratified Congress passed the Naturalization Act of 1790. Using the “Naturalization Act of 1790” from the *Supplemental Materials (Unit 1)* as a guide, review the provision of the act and what it means. Ask students what they notice about the legislation. Guide students to see that the law recognized only whites as citizens. Explain that this act reveals one of the deepest ambiguities in American citizenship. In requiring a period of residence prior to naturalization, members of Congress emphasized that foreigners should spend sufficient time in the United States to appreciate American democracy; Congress viewed America as a school for equality and democracy. But by preventing foreign-born people of color from becoming citizens, the act established that American citizenship contained its own aristocracy, that of race.

Remind students that the Civil War changed American ideas of citizenship. The Fourteenth Amendment guaranteed citizenship to all people born in the United States regardless of race, class, or gender. Congress then passed the Naturalization Act of 1870, which extended naturalization to people of African descent. Throughout the late nineteenth and the twentieth centuries, however, restrictions on immigration and naturalization based on countries of origin continued. Naturalization was limited for groups thought suspect, such as Chinese nationals, perpetuating a racial idea of citizenship. The tension between the ideals of equality and freedom and the realities of race, gender, and politics evident in the history of the naturalization laws of the first century of the United States set the stage for the debates about immigration and immigration laws during the twentieth century and beyond.

Distribute copies or display the “Editorial Cartoon of Immigration” located in the *Supplemental Materials (Unit 1)*. Have students work with a partner to create a concept map of the “Legal Immigration.” To do this, have students construct a T-chart. One column should represent examples of legal immigration while the other column represents non-examples of legal immigration (illegal immigration). Students should use the cartoon to assist in identifying examples and non-examples. Then engage students in a brief class discussion about legal and illegal immigration and the process by which legal immigrants can become citizens (naturalization process). Be sure to explain to students that this cartoon is an editorial and is trying to convey a message. Engage students in a brief discussion about the message the cartoon conveys to them. Ask students to identify evidence in the document to support their positions.

Next, explain to students that rights and responsibilities of citizenship are framed by membership in national and state communities. Rights of individuals are shaped by state governments, limited by specific prohibitions from the federal government. For instance, some states allow people of the same sex to marry, while other states do not. Similarly, prior to the Civil War some states allowed slavery while others did not. The federal government , through the Thirteen Amendment later prohibited slavery. This constitutional amendment, as with other amendments, set the floor of protections for citizens in the United States. In other words, states can give their citizens more rights, but cannot take away constitutionally recognized rights.

Ask students to share their ideas about the rights and responsibilities they have as American citizens and citizens of their state. Construct a master list on the board or chart paper. Note that a "Reference Guide to Responsibilities of Citizenship" has been included in the *Supplemental Materials (Unit 1).* Use the list to explain to students that because citizens have certain rights, they also have certain responsibilities that accompany those rights. For instance, Americans have a right to be tried by a jury of their peers. There is a corresponding responsibility for citizens to serve on a jury. Similarly, citizens have the right to vote, they have the responsibility register to vote and to vote knowledgeably on candidates and issues. Ask students to identify some other examples of the responsibilities of citizenship based on some of the rights they have as citizens.

Next, explain to students that throughout history, political scientists and philosophers have discussed civic virtue. Remind students that they explored the philosopher Aristotle earlier in this unit. Explain that Aristotle believed both civic and moral virtue was the way that humans achieve their greatest happiness. Aristotle viewed the political community as guardian of the common good and as a moral educator. According to Aristotle, humans are political animals and thus instinctively assume responsibility for stepping into the political realm. Civic virtue was therefore an expression of belonging to the community.

Divide students into groups of four and distribute "Washington and Civic Virtue" located in the *Supplemental Materials (Unit 1)* to students. Have all students read the first part of the article and then jigsaw the remaining four sections. In a jigsaw, each member of the group is responsible for reading and explaining their portion to the rest of the group members. Give students time to read and encourage them to interact with the text by highlighting, underlining, and making notes in the margins. Allow about 5 minutes for students to read or assign the reading as homework. Have students explain their assigned reading to the other group members. Engage students in a class discussion of the article using the following questions:

- Why did Washington and the other founders believe that citizens must possess civic virtue?
- Why do citizens need civic knowledge?
- What results when citizens do not have self-restraint or self-control?
- How did Washington show his self-restraint during and after the Revolutionary War?
- When must citizens be self-assertive?
- What is the relationship between self-reliance and freedom?

After the class discussion, post the following questions for the class:

- What attributes, characteristics, and dispositions should the ideal citizen have? Why might these be important?

Have students work in groups of 4-6 students and engage in a café conversation in which they address the questions above. In a café conversation, students discuss the question and make notes on chart paper of their conversation. Allow the group 6 minutes to converse and then have students switch tables. Make sure one individual from each table remains. Their job is to explain the conversation that transpired previously at the table and the new group is to add to the conversation. Be sure that the groups do not rotate together but rather move to tables with new group members. Have the groups rotate again, with a different individual remaining at the table.

Post the charts in the room and debrief the activity by noting similarities and differences among the charts. The following questions may also be helpful:

- What is the difference between personal and civic responsibilities? Identify some examples of each from the chart.
- Can personal and civic responsibilities conflict with each other? How so? (Encourage students to think of an example such as a parent stealing a loaf of bread to feed their starving children).
- What do personal and civic responsibilities have to do with our constitutional democracy?
- What dispositions of citizenship are most important for the preservation of constitutional democracy? Why?
- What is the relationship between rights and responsibilities of citizenship?
- How is citizen involvement an essential element in effective government?

Conclude the lesson by having students write reflectively in their Citizenship Notebook or Wiki to answer the following question: What did Lincoln mean when he described a "government of the people, by the people, [and] for the people"?

Lesson 8: Citizens and Civic Engagement

Content Expectation: C1.1.4; C2.2.3; C2.2.5; C5.4.2 (also meets C5.1.1; C5.4.1; C5.4.3; C5.5.1; C5.5.2; C5.5.3; C6.2.9); C6.2.3

Key Concepts: citizenship, civil society, purposes of government

Abstract: In this lesson students explore their role as citizens and consider the most effective means of civic engagement for different situations.

Begin the lesson by asking students to engage in a quick write regarding the different groups, organizations, and associations to which they belong. Create a class list of students' responses on the board. Remind students that citizenship is most broadly defined as membership in a community and that there are as many different communities as there are interests. For example, students might be members of an after-school club, dance group, sports team, church group, community organization, political group, etc. Use the following questions to guide a discussion about civil society:

- Why are you members of these groups?

- What are the individual benefits of membership?
- What are the group benefits of membership? (How does being in a group help all members)
- What are the benefits to society as a whole from your group?

Guide students in recognizing that government cannot do everything, nor do the people want government to do everything. People join in organizations and associations for their mutual benefit, enjoyment, and interest. People create a civil society when they engage in non-coerced collective action around shared interests, purposes and values. In theory, these groups are different than family, work, or government, although these organizations may engage in action to affect families, employment, and government policies. Ask students to identify several organizations that are part of a civil society. Some answers might include religious groups, community service groups, trade associations, professional organizations, interest groups, advocacy groups, self-help groups, etc.

Have students think about how people participate in shaping the kind of communities in which they live. For instance, you might be part of a cycling club, but if club members decide to push the local government to create bike lanes, then they are demonstrating civic engagement. Have students turn and talk with a partner for a few minutes about how their participation in a civil society might lead to civic engagement? After students share some examples with the whole class, explain to students that there are many ways in which they can become involved and make a difference in their communities. Exemplary practices of civic engagement include one or more of the following characteristics: innovative, sustained, sustainable, replicable, transforming, institutionalized, accepted, widespread, publicized/ acknowledged/ recognized, significant, deliberate, planned, intentional, and unique or special.

Next, divide students into small groups of three or four and distribute the "Examples of Civic Engagement" handout located in the *Supplemental Materials (Unit 1).* Have students read through the examples and briefly discuss whether they have engaged in any of the activities listed. Then distribute the handout "Scenarios for Civic Engagement - Trying to Make a Difference" located in the *Supplemental Materials (Unit 1)* to students. Assign two or three scenarios for each group to address from the handout. It is preferable that the groups overlap to some degree so that more than one group addresses each scenario. Have students discuss the types of civic engagement that would be most effect and least effective for their assigned scenarios. Instruct them that they are to follow the directions on the handout and be prepared to share their decisions with the entire class. Allow students about 15 minutes to discuss the scenarios and identify the most and least effective methods of civic engagement. Then engage students in a class discussion of each scenario. After students present their assessment and reasoning, be sure to inquire with the entire class whether they agree or disagree with the small group decisions. Review all the scenarios with students. Teacher note – while there might be some reasonable differences of opinion, some actions will be more effective than others. Discuss why this might be so.

Conclude the discussion by asking students to consider why civil society is an important instrument of change. Then have students write reflectively in their Citizenship Notebook or Wiki in response to the following question: Why are personal and civic responsibilities important to the preservation and improvement of American constitutional democracy?

Lesson 9: Citizenship and Civil Disobedience

Content Expectations: C2.2.4; C6.2.3; C6.2.5; C6.2.6

Key Concepts: citizenship, civil disobedience

Abstract: In this lesson students explore whether civil disobedience is justified in a society in which citizenship is voluntary. After learning about the history of civil disobedience, students compare the actions of secessionists and Martin Luther King, Jr. and consider why some acts of disobedience are viewed as virtuous while others are viewed as evil.

Prior to the lesson have students read "Protest and Civil Disobedience" located in the *Supplemental Materials (Unit 1)*. Begin the lesson by asking students whether it is ever justifiable to disregard a law. Have students turn and talk with a partner and then elicit several responses from students. Engage students in a discussion about the circumstances in which they believe civil disobedience is justified. Guide students to understand the importance and significance of bringing the issue up through the political process before stepping "outside" the process to engage in an act of civil disobedience. Ask students what steps might be necessary before one engages in civil disobedience and record students' answers on the board.

Next have students explore Dr. Martin Luther King, Jr's. "Letter from a Birmingham Jail" and the "South Carolina Declaration of Secession". Both documents can be found in the *Supplemental Materials (Unit 1).* Have students work with a partner and engage in a Think-Aloud strategy, with each partner reading one of the documents. In a Think-Aloud strategy, students read the text out loud to a partner and make visible their thinking as they are reading. As students move through the passage, they should think about and talk about what they are reading. Predicting, asking questions, connecting the information to other knowledge are all ways in which students can make their thinking visible to their partner.

After students have concluded their Think-Alouds, divide the class into two groups. Assign each half of the class one of the two documents. Explain to students that their job is to defend the position and to develop arguments that would justify the behavior. Allow students about 15 minutes to work with a partner to develop arguments/justifications for civil disobedience.

Physically divide students into two groups with one side of the room representing the secessionists and other side representing Martin Luther King, Jr. Engage the class in a discussion about the actions and decisions under review by each group by having each side propose several arguments justifying their position. Allow students to ask questions of each other. Pose the following questions during the discussion:

- Is it ever justifiable to disregard a law?
- What arguments were the secessionists making? Does the fact that citizenship is voluntary influence your opinion of the argument? Why or why not? How do ideas of freedom and property rights support their arguments?

- What arguments was Dr. King making? Does the fact that citizenship is voluntary and King had a right to leave influence your opinion? Why or why not? How do ideas of freedom and property rights support King's argument?
- Does it matter that in one instance we have the behavior of states at issue and the other focuses on the behavior of individuals? If individuals are entitled to leave and renounce their citizenship, why aren't states?
- These two instances raise a dilemma – we see one as virtuous and the other as evil. Why is this so? (Teacher note - These views are based on our values. They are not based on a reading of the Constitution.)

Conclude the lesson by having students write reflectively in their Citizenship Notebook or Wiki in response to the following: The issuance of Declaration of Independence was an act of civil disobedience. Compare the Declaration of Independence with both King's Letter and the secession document. How are they similar and how are they different?

Lesson 10: When Fundamental Values and Constitutional Principles Conflict

Content Expectation: C2.2.3; C2.2.5; C6.1.1

Key Concepts: citizenship, civil society, constitutional principles, purposes of government

Abstract: In this lesson students consider a variety of public issues facing Americans and how fundamental values and constitutional principles influence solutions to public issues.

Have students consider that while constitutional principles and fundamental values unite Americans, people often disagree when these ideals are applied to a particular situation. For instance, as the economy declined in 2008-09, many different proposals were presented to address the problem. Some of them included allowing the free market to prevail, government intervention by bailing out the banks, government take-over of banks, government spending on public works and education, mortgage assistance for homeowners, etc. These differences all reflect different beliefs about the purpose of government, including its role in the economy.

Differences of opinion also arise when fundamental principles conflict. Such conflicts include liberty versus order, unity versus diversity, and majority rule versus minority rights. For example explain to students that majority rule is an essential concept in any democratic system. Without it, decisions could not be made. Still, strict adherence to the principle of majority rule would mean ignoring the opinions and rights of people in the minority on any particular issue. While the term "minority" is often interpreted as referring to racial groups, all citizens in a democracy are part of a minority group at least part of the time. Minority groups may or may not have interests different from the majority. They could include various occupational groupings (teachers, doctors, realtors, auto workers, etc.), different income groups, religious groups, special interest groups, etc. In a country the size of the United States, the list could go on and on. Aristotle believed that the fatal flaw in any democracy would be the majority rule given to the poor, who would always outnumber the rich. Majority rule by the poor would lead to policies aimed at equalizing the distribution of

wealth, depriving the minority (the rich) of their right to property, and the result would be class warfare. When making public policy decisions in a democracy, one of the struggles is always over how to achieve the proper balance between majority rule and minority rights.

Have students work with a partner to identify a problem facing American citizens today that involves conflicting principles such as those described above. The issue could be local, state, regional, national or global. Have student describe the results of their research including the following criteria:

- Identify the issue
- Explain the conflicting constitutional principles and/or fundamental values involved in the issue
- Describe two different viewpoints regarding the proper balance of the conflicting principles/values.

Before students begin their research, model an example for students. For example, a community issue/problem might be an intersection at which many accidents have occurred. Students might want to figure out a way to reduce the accidents at the intersection. Some conflicting constitutional issues and fundamental values might include liberty versus common good (safety). If the intersection were part of a major commuter route, some may not want a stop sign to interfere with their efforts to get to work on time (liberty), while others could argue the value of life outweighs their inconvenience (safety/common good). Some would argue that the balance between the conflicting ideals would be to put up a sign that says “Oncoming traffic does not stop,” others may argue for a stop sign or light. Distribute “Public Issues Websites” located in the *Supplemental Materials (Unit 1)* to assist students in their research. Be sure to caution students that these websites all have biases as they reflect different perspectives.

After students share their research and initial analysis with the class, use some of the student-generated ideas throughout the course as a civic discourse component. A Moodle or Forum site may be used to facilitate civic discourse about potential public issues throughout the course. A description of how to create and use a Moodle or Forum can be found on the *Technology Integration* tab at the website (www.micitizenshipcurriculum.org).