

Social Studies
U.S. History and Government-Academic
Unit 3: Constitution and Voting

Essential Understandings	<ul style="list-style-type: none"> ▪ The Constitution was written in its historical form based on the events of the period. ▪ The Constitution, Bill of Rights, and Amendments benefit citizens. ▪ Civic participation in a democratic form of government is very important.
Essential Questions	<ul style="list-style-type: none"> ▪ How were the events of the era involved in the writing of the Constitution? ▪ What are the qualifications needed to run for and responsibilities of each house of Congress, the President, and the Supreme Court? ▪ What are the rights guaranteed to citizens in the Bill of Rights? ▪ What are the rules set by the Amendments? ▪ Why is civic participation important in a democratic form of government?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Pre-revolution colonial governments and citizenship restrictions were historically important. ▪ There were many weaknesses and strengths of the Articles of Confederation. ▪ Foreign relations with nations such as Britain, France, and Spain were very complex. ▪ The physical and political geography of 1800 US was very important to its settlement and development. ▪ The three branches of government have important members, powers, and responsibilities. ▪ The Bill-to-Law process, the Electoral College process of presidential elections, the checks and balances between the three branches, and the processes of voter registration and voting are all very important processes to the daily running of our government.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ confederation, right of deposit, unicameral, bicameral, ratification, quorum, veto, pocket veto, Writ of Habeas Corpus, Bill of Attainder, Ex Post Facto Law, cabinet, enumerated/implied powers, extradition, treason, poll tax
Essential Skills	<ul style="list-style-type: none"> ▪ Read and interpret primary sources. ▪ Memorize and retell required material. ▪ Memorize and label map locations. ▪ Perform expository writing with primary sources on quizzes and tests. ▪ Apply note taking skills.

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<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ul style="list-style-type: none">b. Select and apply research methods that are appropriate for the purpose of the inquiry.c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.g. Develop a clear well-supported position.h. Present and defend a well-supported position to a variety of audiences using a prescribed format.i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills.j. Access and present information ethically and legally. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none">a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1.Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none">a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents. <p>B2.Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none">b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience. <p>B3.Individual, Cultural, International, and Global Connections in Civics and Government</p> <p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ul style="list-style-type: none">a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>C. Economics</p> <p>C1.Economic Knowledge, Concept, Themes, and Patterns</p> <p>Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ol style="list-style-type: none">a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of goods and services by business and is the basis of individual personal finance management including saving and investing.b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics. <p>C2.Individual, Cultural, International, and Global Connections in Economics</p> <p>Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ol style="list-style-type: none">a. Analyze the role of regional, international, and global organizations that are engaged in economic development.b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse. <p>D. Geography</p> <p>D1.Geographic Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none">b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
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<p style="text-align: center;">Related Maine Learning Result</p>	<p>D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ul style="list-style-type: none">a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world. <p>E. History</p> <p>E1.Historical Knowledge, Concepts, Themes, and patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ul style="list-style-type: none">a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2.Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ul style="list-style-type: none">a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in
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<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Notes ▪ Textbook readings and questions ▪ Reading and interpreting <u>The Articles of Confederation</u>, <u>The “Federalist Papers</u>, <u>The Constitution</u>, <u>Bill of Rights</u>, and Amendments ▪ Create a class constitution ▪ Mock campaign/election ▪ Amendments matching/partner activity ▪ Review game
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Oral questioning during class discussions ▪ Reading questions ▪ Essay writing ▪ Quizzes ▪ Review game
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>The Articles of Confederation</u> ○ <u>The Federalist Papers</u> ○ <u>The Constitution, Bill of Rights, and Amendments</u> ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Turning Points in History</u> ○ <u>The Distinguished Gentleman</u> ○ <u>Journeys with George</u>