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# Politics, Power, and Influence: How to Create Your Own State.

Wayne Warren

Trinity University, [dubya1234@gmail.com](mailto:dubya1234@gmail.com)

Tyler R. Woolsey

Trinity University, [tylerwoolsey14@gmail.com](mailto:tylerwoolsey14@gmail.com)

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## Politics, Power, and Influence: How to Create Your Own State.

Stage 1 – Desired Results		
<p>(8.3B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government</p> <p>(8.15A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government;</p> <p>(8.15B) summarize the strengths and weaknesses of the Articles of Confederation;</p> <p>(8.15D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p> <p>(8.17A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason</p> <p>(8.19B) summarize rights guaranteed in the Bill of Rights;</p> <p>(8.19F) explain how the rights and responsibilities of U.S. citizens reflect our national identity.</p> <p>(8.20A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America;</p> <p>(8.22) The student understands the importance of effective leadership in a constitutional republic.</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <p style="font-size: 1.2em;">Create their own country including the type and function of the government.</p>	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>● Interaction between government and people vary</li> <li>● Past actions have an impact on the present</li> <li>● When an existing government inadequately meets the needs of the people, events may lead to the restructuring of government.</li> <li>● Different types of government have both benefits and drawbacks.</li> <li>●</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Why is a governmental structure necessary?</li> <li>● What would cause a need for the restructuring of government?</li> <li>● What were the causes and effects of creating the U.S. Constitution?</li> <li>● What are the drawbacks and benefits of government?</li> </ul>
	<b>Acquisition</b>	
<p><b>Knowledge</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Constitutional Principles including Federalism, Limited Government, Checks and Balances, Separation of Powers, Individual Rights, Republicanism, and Popular Sovereignty</li> <li>● Branches of government</li> <li>● Bill of Rights</li> <li>● Influential Documents</li> <li>● Types of Government</li> <li>● Articles of Confederation</li> <li>● Constitutional Convention</li> <li>● Federalist/Antifederalist</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Analyze primary source documents</li> <li>● Use text evidence from primary sources</li> <li>● Compare and Contrast types of government and government processes</li> <li>● Understand many points of view on differing issues.</li> </ul>	

Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
T	See Rubric	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Students in an assigned group to create a made up country’s government. Acting much like our nation’s Founding Fathers, the students will choose a type of government for their country as well as the structure and function. The students will describe different characteristics of the government as well as potential benefits, potential drawbacks, what rights the people are entitled to, what principles are shown, and what current world country exhibits the students type of government. Once the students figure out these aspects, they will then create a product on their country’s government and present it to the class.</p> <hr style="border-top: 1px dashed black;"/>
M		<p>Other Evidence (e.g., formative)</p> <p>Quizzes, Unit test, writing samples, simulations, worksheets, class participation, interactive notebook checks, and flipped classroom homework.</p>
Stage 3 – Learning Plan		
CODE (A, M, T)	Pre-Assessment	
	<p><i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i></p> <p>I will give the pre-assessments the week before this unit starts so that I have time to gather the necessary data and change plans if necessary.</p>	
M	<p><b>Learning Activities</b> <u>Day 1:</u> <b>Stretch:</b> What is a principle? Give an example.</p> <p>Have the students answer the stretch in their interactive notebook (Tome) and then have a few students share their ideas.</p>	Progress Monitoring (e.g., formative data)
A	<p>When the students are done sharing. Hand out the graphic organizer for the principle of government. Then, go over the power point provided and have the students take notes.</p>	Tome Check

	<p>When the students are done taking notes, have them tape the graphic organizer into their Tome.</p> <p><u>Day 2:</u>  <b>Stretch:</b> Define the 7 principles.</p> <p>Have the students answer the stretch in their interactive notebook (Tome) and then have a few students share their answers.</p> <p>When the students are done sharing, have the students work on the 7 principles vocabulary Marzano squares. They will need to provide the definition, 2 synonyms, write a sentence using the word, and then draw a picture for each principle.</p> <p>If the students do not finish, this will become homework and be due the next day.</p> <p><u>Day 3:</u>  <b>Stretch:</b> What is the most important principle? Why?</p> <p>After the stretch, the students will do a gallery walk where they can read about the different principles. There will be 7 separate cards that represent each of the principle. There will also be a station where the students will look at pictures. Using the pictures, the students will answer what principle is being shown on their answer sheet.</p> <p>When the students finish the gallery walk, they need to turn in the answer sheets to the teacher.</p> <p>Homework: The students will complete a worksheet that gives examples of the principles in everyday situations. The students will have to recognize what principle is being shown. This will be due the next day.</p> <p><u>Day 4:</u>  <b>Stretch:</b> Give an example of each of the principles.</p> <p>After the stretch, the students will do a scavenger hunt as a review. They will walk around the room and answer questions on their answer sheet. The answers to each question have a particular letter next to it. The students are to write the correct letter on the answer sheet. They will use these letters to complete a puzzle on the back of the answer sheet. The puzzle will reveal a question that the students are supposed to answer.</p> <p>The first 3 people to fill out the puzzle and answer the question correctly can get a reward.</p>	<p>Grade Marzano Squares</p> <p>Grade Gallery Walk</p> <p>Grade Homework</p> <p>Check Answer Sheet</p>
A		
M		
A		
M		
M		
M		

A	<p><u>Day 5:</u> <b>Stretch:</b> Study for quiz</p> <p>Give the students about 5-10 minutes to study together. After they study, have the students complete the quiz on the principles of government.</p>	Grade quiz
A	<p><u>Day 6:</u> <b>Stretch:</b> What is something that has influenced the way you are today? How did it influence you?</p> <p>Have the students share their answers to the class then have the students take notes on the documents that influenced the American system of government. Use the power point attached to this unit.</p> <p>After the notes, have the students tape these into their Tome.</p>	Tome Check
A,M	<p><u>Day 7:</u> <b>Stretch:</b> Which document do you think was the most influential on America today? Why?</p> <p>Have the students share their response. After they have shared, pass out the founding documents scavenger hunt. The students are to read the document and then Locate each of the following quotations in the document handouts. In the space provided, place the letter of the document in which each quotation is found. Then on a separate sheet of paper, write the quotation's meaning in your own words.</p>	Grade Scavenger Hunt
A	<p><u>Day 8:</u> <b>Stretch:</b> What are things that you think are the most important for the government to be able to do? Why?</p> <p>Begin the class with a quiz over the influential documents. After the quiz, have the students complete notes on the Articles of Confederation. Refer back to the stretch during the power point.</p> <p>Have the students tape the notes into their Tome when they are complete.</p>	Grade quiz Tome Check
A	<p><b>Homework:</b> For homework have the students do the Good, the Bad, and the Ugly worksheet. For this assignment the students are to use the word bank provided to fill in the blanks in the reading. Have them turn it in the following day.</p>	

<p>M</p>	<p><u>Day 9:</u>  <b>Stretch:</b> What are two weaknesses of the Articles of Confederation?</p> <p>After the stretch, the students will do a simulation on the Articles of Confederation. For the simulation, divide the students into 13 groups each representing one of the original 13 states. Each group should be assigned a state and receive a card that describes the situation the state is in including how many soldiers they have and how much money they have.</p> <p>Once the students have had a chance to review the information for their state, they will be presented with different scenarios in which they will have to decide the best course of action based on what would be good for their state. The reason for this simulation is to show how difficult it was for anything to get done under the Articles of Confederation.</p> <p>Use this link to help guide this simulation:  <a href="https://www.youtube.com/watch?v=RYDkhe2GQ0s">https://www.youtube.com/watch?v=RYDkhe2GQ0s</a>. This video will take you step by step into what each group will do and also what problems the students will have to respond to.</p>	<p>Grade Good, Bad, and Ugly Homework</p> <p>Observe student participation</p>
<p>M</p>	<p>After the simulation is complete, have the students do an exit ticket where they respond to how they felt about the process and to get their feedback on what they think of the Articles of Confederation. The exit ticket will be attached to this unit.</p>	<p>Grade exit ticket</p>
<p>A</p>	<p><u>Day 10:</u>  <b>Stretch:</b> What is a rebellion?</p>	
<p>M</p>	<p>Have students share their answers with the class. After this is complete, play this video to introduce Shay's Rebellion:  <a href="https://www.youtube.com/watch?v=3ImIEcsTEVo">https://www.youtube.com/watch?v=3ImIEcsTEVo</a>.</p>	
<p>M</p>	<p>After the video, have the students complete the reading like a historian on Shay's Rebellion. This activity will compare a textbook excerpt with an excerpt from Thomas Jefferson on the impact of Shay's rebellion. There are guiding questions to go along with the reading.</p>	<p>Grade the questions</p>
<p>A</p>	<p><u>Day 11:</u>  <b>Stretch:</b> What would you change about the Articles of Confederation? Why?</p> <p>After the stretch, have the students take notes on the Constitutional Convention using the power point provided.</p>	

A	<p>Have the students tape the notes into their Tome when they finish.</p> <p><u>Day 12:</u>  <b>Stretch:</b> Would you have wanted to be a delegate at the Constitutional Convention? Why or why not?</p> <p>Today the students are going to simulate the constitutional convention. Refer to this link for the directions to the simulation:</p>	Tome Check
M	<p><a href="http://ssecamoreperfectunion.com/PDFs/Constitutional_Convention_Lesson_Plan_Web_Version_by_Pavao.pdf">http://ssecamoreperfectunion.com/PDFs/Constitutional Convention Lesson Plan Web Version by Pavao.pdf</a></p> <p><u>Day 13:</u>  <b>Stretch:</b> What do you think the role of congress should be in our government?</p> <p>After the stretch, present the first slide (legislative) of the branches of government power point to the class and have the students take notes using the graphic organizer provided.</p>	Grade Reflection sheets from simulation
A	<p>After the notes, provide each student with a copy of the constitution. The students will use this to complete a constitution scavenger hunt, focusing on Article 1.</p>	Tome check
AM	<p>Have the students tape the notes and the constitution into their Tome before they leave class.</p> <p><u>Day 14:</u>  <b>Stretch:</b> What do you think the role of the president should be in our government?</p> <p>After the stretch, present the second slide (executive) of the branches of government power point to the class and have the students take notes using the graphic organizer provided.</p>	Grade Constitution Scavenger Hunt
A	<p>After the notes, have the students take out their copy of the constitution. The students will use this to complete the constitution scavenger hunt, focusing on Article 2.</p>	Tome Check
AM	<p>Have the students tape the notes and the constitution into their Tome before they leave class.</p> <p><u>Day 15:</u>  <b>Stretch:</b> What do you think the role of the supreme court be in our government?</p>	Grade Constitution Scavenger Hunt

	<p>After the stretch, present the last slide (Judicial) of the branches of government power point to the class and have the students take notes using the graphic organizer provided.</p>	
A	<p>After the notes, have the students take out their copy of the constitution. The students will use this to complete the constitution scavenger hunt, focusing on Article 3.</p>	Tome Check
AM	<p>Have the students tape the notes and the constitution into their Tome before they leave class</p>	
	<p><u>Day 16:</u>  <b>Stretch:</b> Should one of the three branches of government that we have covered have more power than the others? Why/Why not?</p>	Grade Constitution Scavenger Hunt
AM	<p>After the stretch, have the students take out their copy of the constitution. The students will use this to complete the constitution scavenger hunt, focusing on the remaining articles. They can go back and complete anything they missed on the articles done the days before.</p> <p>The students will need to turn in the scavenger hunt before they leave or take it home for homework and turn it in the next day.</p>	
A	<p><u>Day 17:</u>  <b>Stretch:</b> Do you think that having people’s rights specifically written out in the Constitution is necessary? Why/why not?</p> <p>After the stretch, students will take notes in their interactive notebooks over the Federalists and Anti-federalists power point provided.</p> <p>Have the students tape the notes into their Tome when they finish.</p>	Grade Scavenger Hunt
		Tome Check

<p>AM</p>	<p><u>Day 18:</u>  <b>Stretch:</b> Do you side with the Federalists or Anti-Federalists? Why?</p> <p>After the stretch, students will complete the “Reading Like a Historian” from Stanford over the Federalists and Anti-federalists. Students will read primary sources to discover differing views that people had towards the U.S. Constitution. Students will fill out the graphic organizer that accompanies it to discover what types of people joined both the Federalists and the Anti-Federalists.</p> <p>The students will need to turn in the “Reading Like a Historian” before they leave or take it home for homework and turn it in the next day.</p>	<p>Grade Reading Like a Historian</p>
<p>AM</p>	<p><u>Day 19:</u>  <b>Stretch:</b> What are some rights that you think all people should be entitled to?</p> <p>After the stretch, students will take notes over the first ten amendments. Then as an extension, students will watch this video <a href="https://www.youtube.com/watch?v=82DnWqNKqil">https://www.youtube.com/watch?v=82DnWqNKqil</a> . The video and handout will show the students hand signals to help memorize the Bill of Rights. Afterwards, the students will practice using the signals to represent certain amendments.</p>	
<p>M</p>	<p><u>Day 20:</u>  <b>Stretch:</b> Which right do you feel is the most important in the Bill of Rights?</p> <p>After the stretch, students will begin working on the activity “Illustrating the Bill of Rights”. Students will illustrate pictures of each of the first ten amendments while only being able to use 3 words or less to describe the picture.</p>	
<p>M</p>	<p><u>Day 21:</u>  <b>Stretch:</b> No stretch  Students will continue working on the activity “Illustrating the Bill of Rights”. Students will illustrate pictures of each of the first ten amendments while only being able to use 3 words or less to describe the picture.</p> <p>If they do not finish in class, it will become homework and be due the next day.</p>	<p>Grade Bill of Rights Illustrations</p>

M	<p><u>Day 22</u>  <b>Stretch:</b> Study for test</p> <p>After allowing 5 minutes for the students to study, they will take their test over the U.S. Constitution unit.</p>	
T	<p><u>Day 23-Day 27</u>  <b>Stretch:</b> Work on performance task</p> <p>The students will continue to work on their performance task in class.</p>	Grade Unit Test
M	<p><u>Day 28-Day 29</u>  <b>Stretch:</b> No stretch</p> <p>Students will present their projects to their class in the groups that they worked with. At the end of each presentation, the class will have a chance to ask questions about the presenting group's country.</p>	Grade performance task  Grade presentations