**UbD Template 2.0**

**Theories of Politics and Democratic Underpinnings in the American Constitution**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage 1 – Desired Results** | | | | | |
| From the AP Government Curriculum Framework:  <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-united-states-government-and-politics-curriculum-framework.pdf>  EU 1.A   * LO 1.A.1   + EK 1.A.1.a   + EK 1.A.1.b   + EK 1.A.1.c   + EK 1.A.1.d * LO 1.A.2   + EK 1.A.2.a * LO 1.A.3   + EK 1.A.3.a   + EK 1.A.3.b | | **Transfer** | | | |
| *Students will independently use their learning to…*   * Identify and analyze ongoing conflicts about the role of government. * Recognize how compromise is necessary in the political process. * Advocate for a change in governmental process. | | | |
| **Meaning** | | | |
| Understandings  *Students will understand that….*   * Classical political philosophers such as Locke,Hobbes, and Montesquieu formed the initial theoretical foundations of the U.S. Government. * The United States has consistently struggled with theories of representation and inclusion in the political process. * How the failures of the Articles of Confederation led to the new forms of government in the Constitution. * Groups are excluded from the political process for a variety of reasons. * The creation of the United States Constitution was not a smooth or simple project, and required great compromise and debate. | | Essential Questions   * Why does the United States have the government it does? * What is the proper role of government in a society? * How can a society protect itself from government abuses? * How can members of a society change parts of government they disagree with? | |
| **Acquisition** | | | |
| Knowledge  *Students will know…*   * How the works of Locke, Hobbes, and Montesquieu influenced Jefferson et al. in the creation of the Declaration and the Constitution. * Why the Articles of Confederation failed, and in what way did that lead to the Constitution. * What elite, pluralist, and hyperpluralist theory are, and how they are reflected in the Constitution.   + Theories of Representation. * How the electoral college works. In what ways does it alter how individuals participate politically.   + Controversies surrounding the electoral college. * The positions of the Federalists and the Anti-Federalists, particularly in the Federalist papers and the Brutus writings. | | Skills  *Students will be able to…*   * Read and analyze the works of classical political philosophers. * Create and argue for or against a position based on evidence provided. * Explain and justify the positions of historical actors. * Create proposals to improve existing policies. | |
| **Stage 2 – Evidence** | | | | | |
| **CODE**  (M or T) | **Evaluative**  **Criteria**  (for rubric) | |  | | |
| M    T      M        M  T | * Correctly identifies current system. * Proposes an alternative system and explains it thoroughly. * Supports proposal with evidence from historical actors, and concrete evidence. * Correctly identifies components of theories of democracy and links to proposal of alternative system. * Creates effective arguments, and responds to others proposals effectively. | | Performance Task(s)  *Students will demonstrate meaning-making and transfer by…*   * Proposing an amendment to the United States Constitution. They will have to then justify their amendment by:   + Explaining if the Federalists or Anti-Federalists would support it.   + Explaining how it solves an existing problem in the U.S. Constitution.   + Explaining how it maintains or improves the system of checks and balances (i.e. does not give one branch too much power).   + Identifying how historical philosophers might approve or disapprove of their work. * After creating the written proposal they will have the opportunity to bring their amendment to the class for a mock Senate vote.   --------------------------------------------------------------------------------------------------  Other Evidence (e.g., formative)   * Day One: Locke vs. Hobbes Graphic Organizer Check * Day Three: Written paragraph response. * Day Five: Exit slip on Checks and Balances * Day Six: Articles and Structures Entry Ticket * Day Seven: Bill of Rights Entry Ticket | | |
| **Stage 3 – Learning Plan** | | | | | |
| **CODE**  (A, M, T) | Pre-Assessment  *How will you check students’ prior knowledge, skill levels, and potential misconceptions?*  Pre-Assess by giving students the quiz that they will complete again at the end of the unit. Monitor for pre-conceptions about what Federalists/Anti-Federalists believe in, number of states/votes required to enact things, and the purpose of the Constitution. | | | | |
|  | **Learning Activities**  **Day One:**   * Hook: Do Now Activity: Brainstorm via Think-Pair-Share types of government and attempt to define them. (5 minutes) * Activity:   + Direct Instruction lecture with frequent discussion. See PP for specific slide instructions. (15 minutes)   + Graphic Organizer of Locke and Hobbes works. Students should be read the works in small groups and work together to fill out the GO. **Dictionaries strongly recommended for this section!** (30 mins)     - Make sure to debrief the GO in the last 5 minutes to ensure kids understood the desired objectives.     **Day Two:**   * Hook: Have the opening paragraph to the Declaration of Independence (“When in the course of human events…”) and ask students to ‘translate’ that paragraph into conventional English. Their translation should be no more than two or three sentences, and should attempt to capture the essence (not the exact wording) of the writing. * Activity:   + Split students into pairs/trios, and distribute to each student a copy of the Declaration of Independence. (<http://www.constitution.org/us_doi.pdf>)     - You should consider taking out some of the grievances from that section to save on length, but make sure you leave in the ones that are going to be relevant to Amendments.     - Have students utilize their Locke + Hobbes compare/contrast Graphic Organizer to find sections of the Declaration that are clearly based on Locke or Hobbes’ ideas, and then highlight them in different colors (i.e. Locke in Green, Hobbes in blue).       * They’ll notice that the Colonists want Locke-style ideas, the Monarch has been utilizing Hobbesian ideology).   + After highlighting is done pose to the group sets the question “What powers MUST a government have to exist/function?”.     - Remind them it is a must, not a ‘like’ or a ‘should’. This is a raw minimum.   + After you assemble a good list compare their list to the powers that the Articles of Confederation had. What’s missing?   + Finish with direct instruction for notes/mastery of Articles content.   **Day Three:**   * Hook: Ask each student to brainstorm, individually, three things that they believe a government should do for its citizens. Then have every individual find a partner, and take their list of six items and make it, again, a list of 3. Repeat as many times as you desire. At the end compile a list of ‘government obligations’, and ask students to discuss whether they think that it would be better to have a ‘big government’ or a ‘small government’ to accomplish the list they created. * Activity:   + Jigsaw excerpts the following documents. Some are harder/easier than others. This is a great opportunity to differentiate your content:     - Federalist #10     - Federalist #1     - Federalist #51     - Federalist #84     - Anti-Federalist #1     - Anti-Federalist #9     - Anti-Federalist #46     - Anti-Federalist #84   + Good excerpts for all above readings:     - <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Federalist%20Papers_0.pdf>     - <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/AntiFedPapers_0.pdf>   + When students assemble for Jigsaw they should be looking for both the content of each document, and then to create an overall theme for what the Federalists desired and the Anti-Federalists desired.   + Exit Slip:     - What did the Federalists want from a government?     - What did the Anti-Federalists fear?   **Day Four:** *Constitutional Convention Simulation*   * Students form teams to represent states.   + One team per each of the 13 states. Students will need info about:     - Population of the state.     - Slave Population of the state.     - Economic activities of the state.     - Geographic size of the state.     - Growth rate of the state (if available). * Explain and model Robert’s Rules of Order, which you can use for this debate and on the final project debates. * Discussions: In the discussions you should introduce issues, and then let kids discuss them. Afterwards explain what the actual Constitutional Convention decided, and what the actual plans are. Make sure you include:   + How do we choose how many representatives we get?     - NJ + Virginia Plans → Great Compromise   + Slavery’s effect on representation after we agreed on the Great Compromise.     - 3/5ths Compromise   + How do we choose the President?     - Electoral College * For homework have students write a response paragraph to the question: “Why was compromise necessary to create the United States Constitution?”   **Day Five:**   * Hook: Ask students what percent of the Constitution do they think talks about:   + Congress (Legislative branch)   + The Presidency (Executive branch)   + The Courts (Judicial branch)   + Amending the Constitution * Activity:   + Give students a phsyical copy of the ‘Outlining The Text’ handout: <https://www.archives.gov/files/legislative/resources/education/constitution/images/handout-1.pdf>   + On computers have students fill out the worksheet, and compare the actual content to their predictions.   + Students should write a one-paragraph response to the following prompt:     - “Why do you think the Founding Fathers wrote so much more for Article 1 than they did for Article 2 or 3? What does this say about their priorities?”   + Have students fill out the Graphic Organizer, and then use direct instruction to walk them through the checks and balances between each branch. They should chart these checks and balances on the organizer.   **Day Six:**   * Entry Ticket: “In your own words, without notes, recap the desires of the Anti-Federalists and Federalists. Discuss specific concerns or ambitions as much as possible.” * Activity:   + Give students a copy of the Bill of Rights. Ask them to create a T-Chart in which they read each Amendment and then summarize its key points. Let them know how many things they can expect to find in each amendment.     - For example, the 1st Amendment has four key points. The 2nd only has one.   + Afterwards ask students to engage in creative thinking by creating mnemonic devices. This could be:     - An acronym that has one letter for each amendment.     - A physical set of actions / dance that would help students remember the amendments.     - A chant / poem to help remember.   + Show kids the following video to give them an idea of how these might be helpful:     - https://www.youtube.com/watch?v=epuwfzEJ4PU   **Day Seven:**   * Hook:   + Have students write a three-five sentence response to the following prompt. “Should we follow the exact letter of the Constitution, or should we interpret it more loosely?”     - Afterwards let students debate and discuss. You may need to prompt them with ideas like ‘does the 2nd amendment apply to automatic weapons that the founders never thought of?’ or ‘Does the first amendment apply to yelling swear-words, or threatening people?’. * Direct instruction on:   + Difference between enumerated powers versus implied powers.   + List of enumerated powers.   + Key clauses:     - Elastic Clause (Necessary and Proper)     - Interstate Commerce Clause     - Ex Post Facto clause     - Bill of Attainder Clause   **Day Eight:**   * Introduce the performance task. Discuss expectations, rubrics, and provide an example. * For the remainder of the class students should work on this activity. They should finish it for homework.   **Day Nine:**   * Continue work on performance task. Students should finish the task by the time they come into the room for day ten.   **Day Ten:**   * You may need two days for this activity, depending on the size of your class and the level of debate. * Using Roberts Rules of Order which they learned about earlier in the unit students should present their proposed amendments, and then open the floor to debate. See rubric for specific expectations for students during debate. | | | | Progress Monitoring (e.g., formative data)   * Check GO of all students during activity, take up at end of class for formative check. * Cold call several groups to check for understanding. * Spot-check that students aren’t missing key sections as you monitor. * Check with each group to ensure they’re getting the correct jist of their article. * Take up and check exit slips. * Check paragraph response for understanding of key conflicts. * Check handout completion at end for accuracy on what is in the articles. * Check paragraph response for understanding of what is in each article. * Check entry ticket for understanding of Fed v. Anti-Fed conflict.         - Check mnemonic devices for accuracy. You may also want to share good ones with the class to help them remember your content!                 - Use monitoring questions during direct instruction to monitor for student understanding.                   - Take up written portion of performance task, use debate rubric for discussion performance. |