

A Unit Plan for Foundations of the United States Government

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Education 352- Adolescent Exceptional Learners

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A. Textbook/Course Information

- **NAME OF COURSE/GRADE LEVEL:** U.S Government/12th Grade
- **DESCRIPTION OF COURSE:** This course is designed to give students a working knowledge of the democratic procedures of the United States government.
- **NAME OF UNIT:** “Foundations of the United States Government”
- **DESCRIPTION OF UNIT:** This unit will focus on the beginnings of the current government structure of the United States. It will begin with defining different forms of government, move to some theorist and fundamental documents, then to the Declaration of Independence, talk about issues like the Articles of Confederation, the Constitutional Convention, and of course the Constitution.
- **TITLE OF TEXTBOOK:** United States Government: Democracy in Action
- **AUTHOR:** Richard Remy, Ph.D.
- **NAME OF PUBLISHING COMPANY:** McGraw Hill
- **COPYRIGHT DATE:** Copyright 1996
- **READING LEVEL OF TEXTBOOK:** 20 year-old reading level

B. Philosophy of Reading in the Content

- Indiana Academic Standards this unit will cover.

Standard 1: The Nature of Citizenship, Politics, and Government

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Standards:

- USG.1.2 Define the terms *politics* and *government* and give examples of how political solutions to public policy problems are generated through interactions of citizens with their government. (Economics)
- USG.1.3 Describe the purposes and functions of government. (Economics)
- USG.1.4 Define and provide examples of different forms of government, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy. (History; Individuals, Society, and Culture)
- USG.1.10 Examine the sources of authority from ancient to modern times and explain popular sovereignty, or consent of the governed, as the source of legitimate authority of government in a representative democracy or democratic republic. (History; Individuals, Society, and Culture)
- USG.1.12 Using both contemporary and historical examples, identify governments in the world that are, and are not, examples of constitutional representative democracy. (History; Individuals, Society, and Culture)
- USG.1.13 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights. (History; Individuals, Society, and Culture)
Example: **Magna Carta (1215)**, **Mayflower Compact (1620)**, Massachusetts Body of Liberties (1641), English Bill of Rights (1689), **Locke’s Treatises of Civil Government (1690)**, Pennsylvania Charter of Privileges (1701), **Rousseau’s The Social Contract (1762)**, **Montesquieu’s Spirit of Laws (1748)**, Virginia Declaration of Rights (1776), Declaration of Independence (1776), United States Constitution (1787), Bill of Rights (1791), and the Indiana Constitutions of 1816 and 1851.
- USG.1.14 Explain the part of Article IV, Section 4, of the United States Constitution, which says, “The United States shall guarantee to every State in the Union a Republican form of Government. . . .” (History)

Standard 2 — Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics, and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

Standards:

- USG.2.1 Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791). (History; Individuals, Society, and Culture)
- USG.2.2 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.
Example: The Virginia Declaration of Rights (1776), **the Declaration of Independence (1776)**, the Massachusetts Constitution (1780), the Virginia Statute for Religious Freedom (1786), the Northwest Ordinance (1787), the United States Constitution (1787), selected Federalist Papers, such as numbers 1, 9, 10, 39, 51, and 78 (1787–1788), the Bill of Rights (1791), President Washington’s Farewell Address (1796), and President Jefferson’s First Inaugural Address (1801).
- USG.2.3 Identify and explain elements of the **social contract** and natural rights theories in United States **founding-era documents**.
- USG.2.4 Define and provide examples of foundational ideas of American government, including **popular sovereignty**, **constitutionalism**, republic or **representative government**, federalism, and **individual rights**, which are embedded in **founding-era documents**.

Standard 3 — Purposes, Principles, and Institutions of Government in the United States

Students will explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. They will describe the structures and functions of American constitutional government at national, state, and local levels, and practice skills of citizenship in relationship to their constitutional government.

Standards:

- USG.3.7 Distinguish among the enumerated, implied, and denied powers in the United States Constitution and the Indiana Constitution.

▪ Importance of the Unit

This unit is important to my students in two separate ways. As students of U.S. Government, the information provided in this fundamental unit will serve as a strong foundation for the following weeks to come. A firm grasp on the beginnings of government will enable those who study it to understand more contemporary material. Secondly, as citizens of this great country, we are all obligated to know about our

heritage as a nation. The ideas of our founding fathers were paid for with blood, and good citizens should be knowledgeable of their bravery. Also, even a minimal understanding of the Constitution will provide my students with the powerful tool to protect their freedoms.

- Philosophy of Reading

I do not particularly like reading. I have always been a slow reader, and I find that I am unable to completely envelop myself into a book like many of my friends can do. I enjoy dry bulleted material that can be memorized and utilized. That being said, I believe reading to be one of the most important things humankind can involve itself.

Reading provides an individual with so many positive characteristics. It allows readers to focus on the material, relieves stress, and creates good listeners. These attributes all benefit a class management program that encourages a quiet, yet attentive group of students. Reading also grants limitless amounts of knowledge to those who exploit its powers. U.S. Government is a knowledge-based class. My goal is to provide students with a lot of information about their rulers. This is more efficiently achieved if the students have a background in the material we will discuss in class. Seniors in high school are at the age where discussion is developing and for arguments to be validated and for debates to occur, reading is more than necessary.

C. Readability Test

FRY READABILITY:

1. “Under the second type of economic system -socialism- the government owns the basic means of production, determines the use of resources, distributes the products and wages, and provides social services such as education, health care, and welfare. Socialism has three main goals: (1) the distribution of wealth and economic opportunity equally among people; (2) society’s control through its government of all major decisions about production; and (3) public ownership of most land, of factories, and of other means of production. The basic ideas behind modern socialism began to develop in the nineteenth century. Industrialization in Europe caused several problems.” (pg. 38)

4.0 sentences; 186 syllables

2. “The nation’s first Presidents had no personal staff. George Washington hired his nephew at his own expense to be his personal secretary. When James Polk was President from 1845 to 1849, his wife Sarah served as his secretary. During the 1890’s both Presidents Cleveland and McKinley personally answered the White House telephone. As late as the 1920’s, Herbert Hoover’s personal staff consisted of a few secretaries, several administrative assistants, and a cook. In its 1937 study of the executive branch, the President’s committee on Administrative Management concluded that: The President needs help. His immediate staff assistance is entirely adequate. He...” (pg. 483)

6.1 sentences; 184 syllables

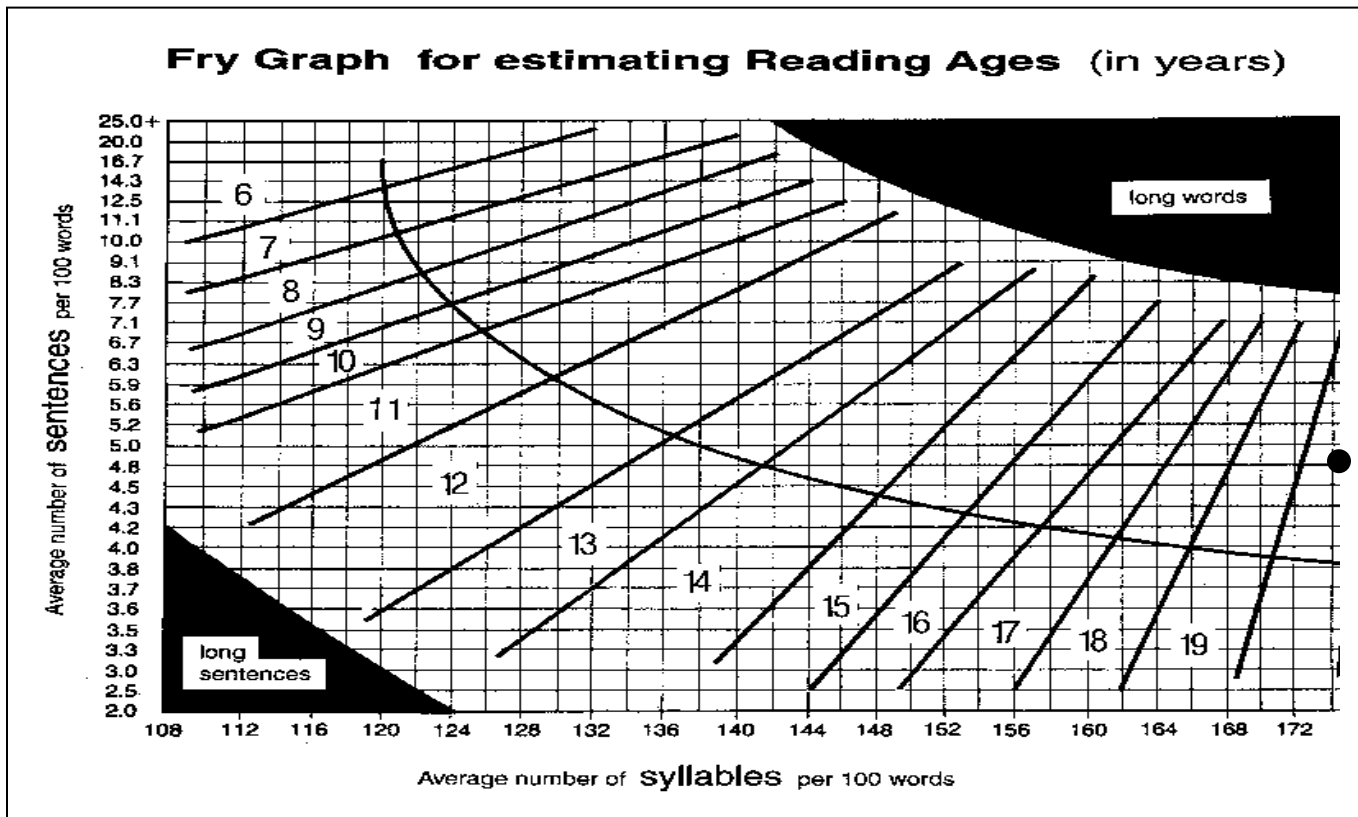
3. “Many Americans have strong opinions regarding this nation’s foreign-aid programs. At the same time, many Americans know very little about the issue. A poll taken in the 1980’s indicated that about 61 percent of the public believed that the United States was spending far too much in aid for other nations. As one letter writer to the State Department complained, ‘We have to work 5 months out of every year just to pay our taxes. Are we going to bankrupt the United States so we can support the world?’ A poll taken at about the same time the letter was...”

4.5 sentences; 154 syllables

Avg. number of sentences: 4.8

Avg. number of syllables: 174

Approximate reading level: 20 year old reading level



I believe that readability is determined at the secondary level by content rather than the amount of syllables or the size of sentences. This material can be understood and taken in just as affectively by a 15-year-old student. At this stage, I believe students have achieved enough English expertise to be able to sufficiently handle long sentences and words with many syllables. However, they may have to read and reread a section of the textbook because of its difficult substance.

CLOZE TEST

Current Voting Requirements

Almost all states have three basic suffrage requirements. These requirements are United States citizenship, residency, and registration. If a voter does not fulfill all of these requirements, then he or she is not permitted to vote.

The Citizenship Requirement:

All states limit the voting right to American citizens. A citizen is considered part of American political life, while an alien is not. Even people who have lived in this country for many years but who have not formally become United States citizens may not vote in American elections.

The Residency Requirement:

Most states require voters to be residents of the state for a certain period before they are allowed to vote. Before 1970, the period of required residence ranged from 3 months to 2 years. The voting Rights Act of 1970, however, along with two Supreme Court

decisions, created a residence **period** of 30 days in all **elections**. In a few states, **this** period may be extended to **50** days. Some states, like **New Mexico**, have no required **residence** period at all. Why **is** a residency requirement even **needed**? When a voter moves **to** a new state, he **or** she needs time to **become** informed about local and **state** issues and candidates. Suppose **a** voter moves from Chicago **to** Atlanta and arrives in **Atlanta** five days before a **city** election for mayor. Many **people** argue that a newcomer **cannot** become informed about the **election** in such a short **time**.

The Registration Requirement:

All states, with the **exception** of North Dakota, require **voters** to register or record **their** names officially with local **election** boards. On Election Day, **and** election official must check **voters'** names. Voters whose names **are** on this list sign **in** by writing their names **on** a form. Registration is **a** way to prevent voter **fraud** or dishonest elections.

Current Voting Requirements

Almost all states have three basic suffrage requirements. These requirements are United _____ citizenship, residency, and registration. _____ a voter does not _____ all of these requirements, then _____ or she is not _____ to vote.

The Citizenship Requirement:

All states limit the _____ right to American citizens. _____ citizen is considered part _____ American political life, while _____ alien is not. Even _____ who have lived in _____ country for many years _____ who have not formally _____ United States citizens may _____ vote in American elections.

The Residency Requirement:

Most states require voters _____ be residents of the state _____ a certain period before _____ are allowed to vote. _____ 1970, the period of _____ residence ranged from 3 _____ to 2 years. The _____ Rights Act of 1970, _____, along with two Supreme _____ decisions, created a residence _____ of 30 days in all _____. In a few states, _____ period may be extended to _____ days. Some states, like _____ Mexico, have no required _____ period at all. Why _____ a residency requirement even _____? When a voter moves _____ a new state, he _____ she needs time to _____ informed about local and _____ issues and candidates. Suppose _____ voter moves from Chicago _____ Atlanta and arrives in _____ five days before a _____ election for mayor. Many _____ argue that a newcomer _____ become informed about the _____ in such a short _____.

The Registration Requirement:

All states, with the _____ of North Dakota, require _____ to register or record _____ names officially with local _____ boards. On Election Day, _____ election official must check

_____ names. Voters whose names _____ on this list sign
_____ by writing their names _____ a form. Registration is
_____ way to prevent voter _____ or dishonest elections.

I would use the Cloze Test to determine the possible reading level of my students. This test seems to deal more with content and comprehension and therefore, may be more appropriate. I would use the equations provided to determine the students reading level as compared to the established reading level of the Individual Reading Inventory. If a Cloze Test states that some of my students do not comprehend the material, I will look at their grades to attest to this fact. I will also use the Cloze Test to measure my students' context clue usage. If they use appropriate synonyms, I will know that they can use context properly. Most likely though, the Cloze Test will simply be used to determine individual reading levels so I can focus on individual student problem areas.

D. Annotated Bibliography

Alexander, B. (2005). How America Got It Right. New York City: Crown Publishing.

Bevin Alexander, a noted historian, explains how America, over time, has become the political and military superpower. He puts conflicts in their proper perspectives, and makes a valid effort to link their causes and effects. From isolationism to the War on Terror, this book should allow my students to gain some historically based patriotism.

Ehrlich, E. (1998). Big Government: A Novel. Boston: Warner Books, Inc.

This book is designed to be humorous, while giving students information about the intricacies of American Government. The protagonist, Wade Hoak is sick of his job as President and eventually decides to quit. The other characters include a senate member who will not leave the legislature and a geology professor who is appointed by the government to fix daylight savings.

Ferguson, N. (2004). Colossus: The Price of America's Empire. New York City: The Penguin Press.

Niall also asserts that America is an empire, but in a unique and ultimately positive way. He claims the nation's primary goal is to spread liberty and freedom. This book provides a balance to the Johnson book, and should aid students in becoming more familiar with the United States' international relations.

Giesecke, E. (2000). National Government (Kid's Guide). New York City: Heinemann.

For ages 9-12, this book gives students the basic concepts of our national government in two-page chapters. These concepts include democracies, international organizations, the three branches of government, local governments (school, county, and city), bills becoming laws, political leaders, and taxes. It is jam-packed with pictures, maps, and diagrams.

Johnson, C. (2004). The Sorrows of Empire. New York City: Metropolitan Books.

This work is a vivacious critique on United States militarism. It assesses the foreign policy of our nation, and gives possible alternatives. It is well documented and is a tool for those who see America as the next "evil empire."

Loewen, J. (1995). Lies My Teacher Told Me : Everything Your American History Textbook Got Wrong. New York City: The New Press.

A scathing check on my teaching ability, *Lies My Teacher Told Me* will allow my students to make sure that I am not teaching them fallacies and stories or false heroism. Unlike most textbooks, this trade book is not a topical examination of content. It instead moves contextually throughout history, allowing students to see the actual flow American History.

Shales, A. (1999). The Greedy Hand: How Taxes Drive Americans Crazy and What to Do About It. New York City: Random House.

The *Greedy Hand* asks why should Americans pay so many taxes? She discusses the history behind the tax code and many other issues like tax cuts. Students will gain an appreciation of the tax system and gain knowledge about how to possibly be a part of changing the system.

My Thoughts on Trade Books...

These trade books are written by Americans who are participating in the political system. Many of the authors feel very strongly about their ideas and do a lot of research to substantiate their claims. It is vital for my students to have the opportunity to read more than just a textbook written by some PhD. on the subject. These books give them a chance to challenge their views and either reinforce them or encourage a change in them. Either way, it is an exercise of practicality and the application of the knowledge we will be learning in class together.

E. Lesson Plan to Activate Prior Knowledge

Introductory Lesson for U.S. Government

Politics is Pervasive

Length: 50 minutes

Grade Intended: 12th

Academic Standards:

Standard 1: The Nature of Citizenship, Politics, and Government

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Substandards:

USG.1.2 Define the terms *politics* and *government* and give examples of how political solutions to public policy problems are generated through interactions of citizens with their government. (Economics)

USG.1.3 Describe the purposes and functions of government. (Economics)

Performance Objectives: The students will answer some questions concerning their political views given their prior knowledge.

Advanced Preparation by Teacher: Go to IDEALog website and register a place for the students to go to.

Procedure:

Hook 1: Have a casual conversation talking about each student's hobbies, jobs, families... then move to the point the politics is pervasive and is involved in every aspect of their lives. *15 minutes, U.S.G. 1.3*

Step-by-step plan: After the hook, I would hand out IDEALog questions for the students to determine their views on issues and have them place their results into the website for analysis (<http://idealogue.org/index.asp>). This way the students and I can see the diversity or lack thereof of political sentiment among the classroom. *20 minutes*

IDEAlog Questions...

1. Would you favor or oppose a constitutional amendment that would define marriage as being between a man and a woman, thus barring marriages between gay or lesbian couples?
2. Some people think that government in Washington ought to reduce the income differences between the rich and the poor, perhaps by raising the taxes of wealthy families or by giving income assistance to the poor. Others think that the government should not concern itself with reducing this income difference between the rich and the poor. What do you think?
3. Which comes closer to your view about the Patriot Act passed after 9/11 ...[It] gave to law enforcement officials the same tools to fight terror that they already had to fight crime, and it is a necessary step to protect the country from another terrorist attack. [It] uses terrorism as an excuse to extend the power of the federal government to pry into people's private lives, and it tramples on Americans' civil liberties.
4. Some people think that the government in Washington should do everything possible to improve the standard of living of all poor Americans . . . Other people think it is not the government's responsibility, and that each person should take care of himself . . . Where would you place yourself . . . ?”
5. Which punishment do you prefer for people convicted of murder: the death penalty or life in prison with no chance of parole?
6. Do you agree or disagree with this statement: "We have gone too far in pushing equal rights in this country."
7. Would you favor or oppose federal legislation which would force Internet service providers to turn over email records and download logs as court evidence?
8. Which comes closer to your view.... [A] ... overhaul the tax system ... replace it with a system that is simple, fair and provides the resources we need to meet our nation's serious challenges ... eliminate tax loopholes and shelters that the wealthy and corporations use to avoid contributing their fair share; [B] bold tax cuts are the best way to create jobs and economic growth; ... ensure that instead of wasteful spending, the government gives money back to the American consumer and small businesses.
9. In general, do you feel that the laws covering the sale of firearms should be made more strict, less strict, or kept as they are now?
10. In general, some people think that it is the responsibility of the government in Washington to see to it that people have help in paying for doctor and hospital bills. Others think that this is not the responsibility of the federal government and that people should take care of these things themselves. Which approach [A or B] do you prefer?
11. Do you think confessions obtained from defendants who were not read their constitutional rights when they were arrested should or should not be admissible in trial?
12. If you had to choose, would you rather have a smaller government providing fewer services, or a bigger government providing more services?
13. Do you think the possession of small amounts of marijuana should or should not be treated as a criminal offense?

14. Some people have suggested allowing individuals to invest portions of their Social Security taxes on their own, which might allow them to make more money for their retirement, but would involve greater risk. Do you think allowing individuals to invest a portion of their Social Security taxes on their own is a good idea or a bad idea?
15. Should government restrict violence and sexual content that appears on cable TV, or should government not impose restrictions?
16. Do you support or oppose providing parents in low-income families with tax money in the form of school vouchers to help pay for their children to attend private or religious schools?
17. The United States Supreme Court has ruled that no state or local government may require the reading of the Lord's Prayer or Bible verses in public schools. What are your views on this--do you approve or disapprove of the court ruling?
18. Do you generally favor or oppose affirmative action programs for racial minorities?
19. With respect to the abortion issue, would you consider yourself to be pro-choice or pro-life?
20. [Here are] two different types of economic approaches... which one you would prefer...
 - A. Each person's standard of living would increase, but higher-income people's standard of living would increase more than that of lower-income people.
 - B. Each person's standard of living would increase equally, but each person's standard of living would increase less than in Approach A

Closure: Read expectation of Indiana Standards' Board on **United States Government** "This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government." *Ask them each of these questions. Purpose, Principles, and Practices. Ask them about their rights and responsibilities. 15 minutes, U.S.G. 1.2*

Gardener's Multiple Intelligences:

- Any discussion will allow those in the Gardener's verbal-linguistic intelligence area to apply their preferred form of thought.
- Writing in class will allow those in the Gardener's verbal-linguistic intelligence area to apply their preferred form of thought.

Bloom's Taxonomy:

- Using the IDEALog questions, students will *identify* where they stand on political issues (Knowledge), *implement* their views by answering the questions (application), *distinguish* their views from views that are contrary to their own (analysis), and *reinforce* their prior knowledge (synthesis).

Adaptations/Enrichment: No adaptations or enrichments planned for an introductory lesson.

Self-Reflection: I would observe how the student's reacted to this idea of pervasiveness. I would also question using the IDEALog questions.

F. Lesson Plan to Introduce New Vocabulary

Lesson to Introduce New Vocabulary

Terms of Office: “Where the 22nd Amendment Doesn’t Apply”

Length: 50 minutes

Grade Intended: 12th

Academic Standards:

Standard 1: The Nature of Citizenship, Politics, and Government

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Substandards:

- USG.1.4 Define and provide examples of different forms of government, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy. (History; Individuals, Society, and Culture)
- USG.1.12 Using both contemporary and historical examples, identify governments in the world that are, and are not, examples of constitutional representative democracy. (History; Individuals, Society, and Culture)

Performance Objectives: Given a list of vocabulary words concerning forms of government, the students will be asked to participate in group discussion of their definitions as well as the positive and negative attributes each one has; each group will write their definitions on the board.

Advanced Preparation by Teacher: I will have the terms written on the board. I will need to know the definitions as well as the examples of each form of government.

Procedure:

Hook: Ask why the 22nd Amendment does not apply. Answer: 22nd Amendment limits presidents to only two terms of office. Today the students will learn 10 terms concerning the different forms of government. They are...

1. **Anarchy**- No form of government
2. **Bureaucracy**: the people who are not elected that perform the government’s administrative duties
3. **Constitutional Monarchy**- one ruler under a set of rules written or unwritten
4. **Absolute Monarch**- one ruler w/divine right (Given throne by God): above the law
5. **Aristocracy**- ruled by the wealthy, inherent nobility in name
6. **Oligarchy**- ruled by the few.
7. **Direct Democracy**- where all accountable citizens are in control. Everybody votes on each issue.
8. **Democratic-republic (Representative democracy)**- Where representatives are elected to serve in the establishment by the people to stand for their beliefs on government.
9. **Totalitarian Dictatorship**- one ruler has ultimate control over civil rights, military, and society in general. Use secret police, censorship, propaganda, and glorification of the state.
10. **Republic**- representatives serve the public’s wishes without necessarily being elected

Step-by-step plan:

I will first introduce what the class schedule is for the day, explaining why it is important to get a background of these different forms of government. To better understand the United States government and the world, educated individuals must know other forms of government. (5 minutes) I will split up the class into groups counting off by fours and they will each get approximately two words to talk about and define. They must also make a case of why their form of government is the best and why it may be the worst. (7 minutes) I will request a consensual definition to be placed on the board under their word along with one reason why it is the best form and one reason it could be considered to be the worst form. (5 minutes) The students will explain their definitions as well as their positive and negative connotations. We will then address the results together, making any additional notes or corrections. (5 minutes)

The tool that will further aid in their understanding of these terms is providing an example for each form of government. I will always defer to the class first, allowing them to give examples if possible. If they cannot, I will provide the example. (10 minutes)

Closure: We will conclude the class by further discussing America's democratic-republic. I will lecture about why we are this way and engage the students to discuss with me whether or not the U.S. might be like the other forms as well. (10 minutes) I will end our discussion introducing the next day's topic, the men who influenced this type of government (theorists such as Locke, Montesqueu, Rousseau). (5 minutes) I will assess the students' knowledge with a quiz at the end of the week, which they will know about.

Gardener's Multiple Intelligences:

- Any discussion will allow those in the Gardener's verbal-linguistic intelligence area to apply their preferred form of thought.
- Participating in groups will cover the interpersonal criterion of Gardener's multiple intelligences

Bloom's Taxonomy:

- Students will *define* the terms (knowledge), *provide* examples of the forms (application), and *justify* why they believe that the form they were given is the best and/or worst form of government (evaluation).

Adaptations/Enrichment: I will provide an extra credit assignment to anyone who wishes to choose one of the examples provided and write a page on why this form of government was accepted or why it was overthrown.

Self-Reflection: I would reflect on whether the students enjoyed this kind of activity, and how well they were able to work in groups.

G. Lesson plan modified for ADD/ADHD

Political Theorists and Their Influence

Grade Intended: 12th

Length: 50 minutes

Academic Standards:

Standard 1: The Nature of Citizenship, Politics, and Government

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Substandards:

USG.1.10 Examine the sources of authority from ancient to modern times and explain popular sovereignty, or consent of the governed, as the source of legitimate authority of government in a representative democracy or democratic republic. (History; Individuals, Society, and Culture)

Performance Objectives: Given a characteristic of the United States government, students will trace it back to the political theorist who advocated it with 80% accuracy.

Advanced Preparation by Teacher: Prepare notes on the different political theorists and founding fathers because of the lack of information in the textbook. Prepare groupings that will facilitate students with ADD/ADHD.

Procedure:

Hook:

I will ask the students when they think the first democratic government formed. What are some examples of democracy prior to the formation of the United States? We will discuss the importance of this history of political thought (*5 minutes*). Any discussion will allow those in the Gardener's verbal-linguistic intelligence area to apply their form of thought. The goal is to have smooth transitions from one topic to another to aid those with ADD/ADHD.

Step-by-step plan:

I will first introduce what the class schedule is for the day, (a similar routine each day will help ADD/ADHD students get focused). Next, I will use the hook above. We will then split up into groups of five. Each group will have a theorist, and we will adventure into the library. The next twenty-five minutes will be devoted to gathering information on these theorists, specifically how their ideas contribute to U.S. Government. The groups will be split up to allow students with ADD/ADHD to stay on task. (*25 minutes*). This activity will allow the students to *collect* and *choose* the proper information, *write* important notes, *discuss* them with the class, all parts of Bloom's taxonomy of cognitive domain. Participating in groups will also cover the interpersonal criterion of Gardener's multiple intelligences. With only 20 minutes left, the students will be given a maximum

of two minutes to share their results with the class. (5-10 minutes). Any pertinent points will be added by the teacher. (5 minutes) These points are listed below.

Aristotle: (384-322 B.C.) Aristotle was a theorist interested in the happiness of all mankind. He didn't condone institutions of slavery, only supported healthy relationships. His community was a polis, a governed city in which the middle class was the most important class that would sustain society and serve as a buffer between the rich and the poor. MIDDLE CLASS

Cicero: (106-43 B.C.) During the time of the Roman republic, he stresses the importance of a representative tool known as a "SENATE" to serve as a buffer between the rulers and the plebes, or common people.

John Locke: (1632-1704) After a period of king rule, John says that monarchs should be under a common law with everyone. In his *Second Treatise on Civil Government* (1690), he states that everyone should have a right to "life, liberty, and the pursuit of property," similar to Thomas Jefferson.

Baron de Montesquieu: (1688-1755) Gives the world a better understanding of the separation of powers as well as checks and balances on each division of government.

Jean Jacques Rousseau: (1712-1778) States in *The Social Contract* (1762) that people are the nation, not the king, and that political entity is the "general will of the people."

Closure: I will end our discussion introducing the next day's topic, fundamental documents. (5 minutes) I will assess the students' knowledge with a quiz at the end of the week, which they will know about.

Adaptations/Enrichment: Adaptations for students with AD/HD are listed in the step by step plan.

Self-Reflection: I would reflect on whether the students enjoyed this kind of activity, and how well they were able to work in groups.

H. Lesson plan modified for Learning Disabilities **(includes notetaking strategy)**

Some Fundamental Documents

Grade Intended: 12th

Length: 50 minutes

Academic Standards:

Standard 1: The Nature of Citizenship, Politics, and Government

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Standard 2 — Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics, and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

Substandards:

- USG.1.13 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights. (History; Individuals, Society, and Culture)
Example: **Magna Carta (1215)**, **Mayflower Compact (1620)**, Massachusetts Body of Liberties (1641), English Bill of Rights (1689), **Locke’s Treatises of Civil Government (1690)**, Pennsylvania Charter of Privileges (1701), **Rousseau’s The Social Contract (1762)**, **Montesquieu’s Spirit of Laws (1748)**, Virginia Declaration of Rights (1776), Declaration of Independence (1776), United States Constitution (1787), Bill of Rights (1791), and the Indiana Constitutions of 1816 and 1851.
- USG.2.3 Identify and explain elements of the **social contract** and natural rights theories in United States **founding-era documents**.
- USG.2.4 Define and provide examples of foundational ideas of American government, including **popular sovereignty**, **constitutionalism**, republic or **representative government**, federalism, and **individual rights**, which are embedded in **founding-era documents**.

Performance Objectives: Given a fundamental document, students will match its basic principles, which were applied to the United States government with 80% accuracy.

Advanced Preparation by Teacher: Prepare notes on the various fundamental documents because of the lack of information in the textbook.

Procedure:

Hook: I will ask the students what documents come to their mind when they think about the United States government and its beginnings. I will remind them to refer to yesterday's notes if they are unable to think of any (5 minutes). Assuming that the *Constitution* and the *Declaration of Independence* will be mentioned, I will begin a lecture on the various documents that set the framework for these important writings.

Step-by-step plan:

1. I will use the hook above.
2. I will pass out pieces of each of the following documents... The *Magna Carta*, the *Mayflower Compact*, the *Second Treatise of Civil Government*, and *The Social Contract*. I will give these documents to students with learning disabilities a day earlier so they will have enough time to read them.

The Magna Carta (1215)

Section 39. No free man shall be arrested or imprisoned or disseised or outlawed or exiled or in any way victimised, neither will we attack him or send anyone to attack him, except by the lawful judgment of his peers or by the law of the land.

Section 40. ... to no one will we refuse or delay right or justice.

Section 55. All fines made with us unjustly and against the law of the land shall be entirely remitted...

Section 63. Wherefore we wish and firmly enjoin that the English church shall be free, and that the men in our kingdom shall have and hold all the aforesaid liberties, rights and concessions well and peacefully, freely and quietly, fully and completely, for themselves and their heirs from us and our heirs, in all matters and in all places for ever, as is aforesaid.

Mayflower Compact

(circa 1620)

IN THE NAME GOD, AMEN. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first Colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience.

IN WITNESS WHEREOF we have hereunto subscribed our names at Cape-Cod the eleventh of November, in the Reign of our Sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, Anno Domini, 1620.

John Carver	William Bradford	Edward Winslow	William Brewster
Isaac Allerton	Myles Standish	John Alden	John Turner
Francis Eaton	James Chilton	John Craxton	John Billington
Joses Fletcher	John Goodman	Samuel Fuller	Christopher Martin

William Mullins	William White	Richard Warren	John Howland
Steven Hopkins	Digery Priest	Thomas Williams	Gilbert Winslow
Edmund Margesson	Peter Brown	Richard Britteridge	George Soule
Edward Tilly	John Tilly	Francis Cooke	Thomas Rogers
Thomas Tinker	John Ridgdale	Edward Fuller	Richard Clark
Richard Gardiner	John Allerton	Thomas English	Edward Doten
Edward Liester			

Second Treatise of Civil Government (1690)

"...no one can be deprived of life, liberty, and pursuit of property."

Section 89. Wherever, therefore, any number of men so unite into one society as to quit every one his executive power of the law of Nature, and to resign it to the public, there and there only is a political or civil society. And this is done wherever any number of men, in the state of Nature, enter into society to make one people one body politic under one supreme government: or else when any one joins himself to, and incorporates with any government already made. For hereby he authorises the society, or which is all one, the legislative thereof, to make laws for him as the public good of the society shall require, to the execution whereof his own assistance (as to his own decrees) is due. And this puts men out of a state of Nature into that of a commonwealth, by setting up a judge on earth with authority to determine all the controversies and redress the injuries that may happen to any member of the commonwealth, which judge is the legislative or magistrates appointed by it.

The Social Contract (1762)

Book I

"Men are born free, yet everywhere are in chains."

"The problem is to find a form of association which will defend and protect with the whole common force the person and goods of each associate, and in which each, while uniting himself with all, may still obey himself alone, and remain as free as before. This is the fundamental problem of which the Social Contract provides the solution."

"At once, in place of the individual personality of each contracting party, this act of association creates a moral and collective body, composed of as many members as the assembly contains votes, and receiving from this act its unity, its common identity, its life and its will. This public person, so formed by the union of all other persons formerly took the name of *city*, and now takes that of *Republic* or *body politic*; it is called by its members *State* when passive. *Sovereign* when active, and *Power* when compared with others like itself. Those who are associated in it take collectively the name of *people*, and severally are called *citizens*, as sharing in the sovereign power, and *subjects*, as being under the laws of the State."

3. Lecture (main ideas written on board for students with learning disabilities) (20 minutes)
- After delivering the background for each topic, I will let them read the documents to themselves and we will discuss what principles they notice that have had an influence on U.S. government. (5 minutes x 4 documents = 20 minutes) Any discussion will allow those in the Gardener's verbal-linguistic intelligence area to apply their form of thought.
- a. **Magna Carta (1215)**
- i. Background
 - 1. Created by local officials called barons
 - 2. goal was to protect themselves and their citizens against a strong king or monarch
 - 3. disappeared due to development of common law
 - 4. reappeared in mid-1600s during the civil war in Britain.
 - 5. American colonies liked the Magna Carta and wanted its values and protections incorporated into their lands.
 - ii. Influences upon American Government:
 - 1. Concept of a written constitution: (**Constitutionalism- Standard 2.4**)
 - 2. Due process of law
 - 3. Trial by jury
 - 4. Right to a speedy trial
 - 5. No excessive fines or bails
 - 6. Prohibiting cruel and unusual punishment
- b. **Mayflower Compact (1620)**
- i. Background
 - 1. Created by those who established the colony at Plymouth Rock.
 - 2. Pledged allegiance to the King of England
 - ii. Influences upon U.S. Government
 - 1. established the first known form of government in the colonies based on the will of the representatives. (**Representative government- Standard 2.4**)
 - 2. survived for 71 years.
- c. **Second Treatise of Civil Government (1690)**
- i. Background
 - 1. Written by John Locke
 - 2. written during unrest in England
 - ii. Influences upon U.S. Government
 - 1. Power of government originates in the consent of the governed. Known as...(**Popular sovereignty- Standard 2.4**)
 - 2. Became the foundation for the inalienable rights in the Declaration of Independence: "life, liberty, and the pursuit of happiness (property)."
- d. **The Spirit of Laws (1748)**

- i. Background
 - 1. written by Charles de Montesquieu
 - 2. a volume of 31 books
- ii. Influences upon U.S. Government
 - 1. separation of powers
 - 2. checks and balances
 - 3. no king
- e. **The Social Contract (1762) (Standard 2.3)**
 - i. Background
 - 1. written by Jean-Jacque Rousseau
 - 2. During a time when civil liberties are violated by the government
 - ii. Influences on American government
 - 1. Government gets its authority over us by a willing consent on our part, not by the authorization of God.
 - 2. Professes the need for individual liberty while maintaining order and security. (**Individual rights- Standard 2.4**)

Bloom's Taxonomy

- Given the objective of matching the principle to the document, students will *memorize, identify, choose, and classify* their knowledge base.
- Students will *discuss* the documents and *write* and *organize* notes.

Closure: I will end our discussion introducing the next day's topic, the *Declaration of Independence*. I will remind them of the quiz on Friday, which will assess the students' knowledge of the material learned that week. (5 minutes)

Adaptations/Enrichment: Most of the adaptations for students with learning disabilities are listed in the step-by-step plan.

- During discussion, I will encourage learning disabled students to contribute and reward them when they do so to hopefully raise their self-esteem.

Notetaking Adaptation:

- Provide one student with a word processor for notetaking.
- Allow a peer with good notetaking skills to make a copy of his or her notes for a learning disabled student.

Self-Reflection: I would reflect on whether the students are grasping the material through lecturing and letting them read. I would also ask students if they enjoyed reading original documents.

I. Lesson plan modified for Gifted and Talented (includes anticipatory activity)

The Declaration of Independence, the Layman’s Version

Grade Intended: 12th

Length: 50 minutes

Academic Standards:

Standard 1: The Nature of Citizenship, Politics, and Government

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Standard 2 — Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics, and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

Substandards:

- USG.1.13 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights.
(History; Individuals, Society, and Culture)
Example: Magna Carta (1215), Mayflower Compact (1620), Massachusetts Body of Liberties (1641), English Bill of Rights (1689), Locke’s Treatises of Civil Government (1690), Pennsylvania Charter of Privileges (1701), Rousseau’s *The Social Contract* (1762), Montesquieu’s *Spirit of Laws* (1748), Virginia Declaration of Rights (1776), **Declaration of Independence (1776)**, United States Constitution (1787), Bill of Rights (1791), and the Indiana Constitutions of 1816 and 1851.
- USG.2.2 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.
Example: The Virginia Declaration of Rights (1776), **the Declaration of Independence (1776)**, the Massachusetts Constitution (1780), the Virginia Statute for Religious Freedom (1786), the Northwest Ordinance (1787), the United States Constitution (1787), selected Federalist Papers, such as numbers 1, 9, 10, 39, 51, and 78 (1787–1788), the Bill of Rights (1791), President Washington’s Farewell Address (1796), and President Jefferson’s First Inaugural Address (1801).

Performance Objectives: Given the *Declaration of Independence*, students will get into groups and interpret the document into their own words, according to each student’s ability, with 100% cooperation.

Advanced Preparation by Teacher: The teacher will gather dictionaries and thesauri from the library to pass out to the students.

Procedure:

At the beginning of class, I will be handing out a quiz over the last week of notes. Students will have 10 minutes to complete the quiz. The quiz is shown below. (10 minutes)

United States Government

Week 1 Quiz

10 minutes

NAME ON BACK PLEASE

A. IDENTIFY and DEFINE:

Anarchy:

Bureaucracy:

Oligarchy:

Choose the theorist who best fits the following descriptions:

Aristotle

Cicero

Locke

Montesquieu

Rousseau

- Sees the middle class as a buffer between the rich and the poor. _____
- He believes the government should protect life, liberty, and the pursuit of property. _____
- Monarchs should be under common law with everyone else. _____
- The checks and balances system. _____
- Senate is a buffer between the common people and the rulers. _____
- The general will of the people should ultimately rule. _____

State ONE influence each of the following documents had on the U.S. political system.

The Magna Carta:

The Spirit of Laws:

The Mayflower Compact:

The Social Contract:

The Second Treatise on Civil Government:

Hook: My hook will be the anticipatory activity. I will hand out the activity to the students and explain that it will not be graded. The activity is shown below. (5 minutes)

Anticipatory Activity

What do you know about the *Declaration of Independence* and the events surrounding it?

- Who wrote it?
- Who was it written to?
- When was it signed?
- Name five people who signed it.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- Why was it written?
- Name two grievances that were laid out.
 - 1.
 - 2.

Step-by-step plan:

1. I will hand out the test. (10 minutes)
2. I will use the hook above. (5 minutes)
3. We will then discuss the anticipatory activity. (4 minutes)
 - Any discussion will allow those in the Gardener's verbal-linguistic intelligence area to apply their form of thought.
4. I will then ask students to form groups of two or three. (1 minute)
 - Participating in groups will also cover the interpersonal criterion of Gardener's multiple intelligences.

5. Each group will be given a dictionary and a thesaurus.
6. Opening their textbooks to the *Declaration of Independence*, the object will be to decipher the words, phrases, sentences, and themes of the document into something the modern world can understand more clearly. (25 minutes)
7. I will be walking around the room to answer any questions.

Bloom's Taxonomy

- Given the objective of translating the *Declaration of Independence*, students will *define, reproduce, convert, paraphrase, break down, revise, interpret* and *translate*. Students will *discuss* the document and *rewrite* their paraphrase together.

Closure: I will end our discussion introducing the next day's topic, the *Articles of Confederation*. (5 minutes)

Adaptations/Enrichment:

- Gifted students will be given the opportunity to do research at this time on any of the Founding Fathers or any idea they bring to me that I would allow.
- I also may challenge them to not use a dictionary or thesaurus when completing this activity.

Self-Reflection: I would reflect on whether the students enjoyed this type of assignment. If they wish, they may continue to work on it on Monday.

J. Lesson plan modified for Emotional and Behavioral Disorders (writing to learn strategy)

The Articles of Confederation

Grade Intended: 12th

Length: 50 minutes

Academic Standard(s):

Standard 2 — Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics, and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

Substandard(s):

USG.2.1 Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791). (History; Individuals, Society, and Culture)

Performance Objectives: Given the *Articles of Confederation*, students will take notes on this important document and will turn in answers to the questions provided. The degree of performance is mere completion.

Advanced Preparation by Teacher: Prepare lecture notes, (located below). Provide copies of the *Articles of Confederation* for each student.

Procedure:

Hook:

I will state the following, “In June 1787, delegates of each United States colony were called to meet at Philadelphia for what is now known as the Constitutional Convention. Does anyone know the reason why?” After answers are given, I will explain to my students that the sole purpose was to revise the Articles of Confederation. A new constitution was not even a premeditated thought while entering this meeting. At the end of the discussion one question I hope to answer is why start over. (3 minutes)

Step-by-step plan:

1. I will return the quizzes and go over any questions they may have. (5-10 minutes)
2. I will use the hook above. (2 minutes)
3. Lecture (15 minutes)

Articles of Confederation and Perpetual Union

- Written by a committee of the Second Continental Congress in 1777.

- Ratified by states by 1781.
- First document to call the colonies the UNITED STATES OF AMERICA
- Referred to the Articles as establishing a “Firm League of Friendship” among the 13 states.
 - No central government, only a confederation
 - Each state retained their sovereignty and independence.
- Established the Second Continental Congress as a national legislature.
 - Limited Purposes
 - Diplomacy (France: Treaty of Paris, 1783)
 - Declaring war and peace
 - Maintaining army and navy
 - Regulate Indian Affairs
 - Establish post offices
 - Lawmaking
- Weaknesses of Articles
 - No executive
 - Couldn’t effectively implement laws.
 - No judiciary
 - Couldn’t interpret laws.
 - No power to levy taxes.
 - Couldn’t regulate trade.
 - Each state only got one vote, no matter how big their population.
 - Laws needed 9 out of 13 votes to pass.
 - Amendments required all 13 states to approve.
- Social Climate
 - National government in huge amount of debt. Could only pay one tenth of the interest. Today we pay at least the interest, if not more.
 - Continual problems between states.
 - Shays’ Rebellion (1786)
 - Hundreds of farmers in Massachusetts call for an “abolition of debt” on the mortgages of their land. Threatened to lay siege on Boston.
 - When denied, gather their pitchforks and attempt to storm the Springfield arsenal.
 - Led by Daniel Shays: captain of Revolutionary War
 - Stopped by the Massachusetts militia
 - Leaders saw a need for a stronger central government to handle such matters.
- George Washington referred to the government created by the Articles of Confederation as "little more than the shadow without the substance."
- Convention called to revise the *Articles*. Began in June, 1787, in Philadelphia.

4. Writing to Learn Activity

- The teacher will provide abridged copies of the *Articles of Confederation*, and a set of questions to answer. (3 minutes)

Articles of Confederation

I.

The Stile of this Confederacy shall be

"The United States of America".

II.

Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled.

III.

The said States hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.

IV.

The better to secure and perpetuate mutual friendship and intercourse among the people of the different States in this Union, the free inhabitants of each of these States, paupers, vagabonds, and fugitives from justice excepted, shall be entitled to all privileges and immunities of free citizens in the several States; and the people of each State shall free ingress and regress to and from any other State, and shall enjoy therein all the privileges of trade and commerce.

VIII.

All charges of war, and all other expenses that shall be incurred for the common defense or general welfare, and allowed by the United States in Congress assembled, shall be defrayed out of a common treasury, which shall be supplied by the several States in proportion to the value of all land within each State, granted or surveyed for any person, as such land and the buildings and improvements thereon shall be estimated according to such mode as the United States in Congress assembled, shall from time to time direct and appoint.

IX.

The United States in Congress assembled shall also have the sole and exclusive right and power of regulating the alloy and value of coin struck by their own authority, or by that of the respective States.

The United States in Congress assembled shall never engage in a war, nor grant letters of marque or reprisal in time of peace, nor enter into any treaties or alliances, nor coin money, nor regulate the value thereof, nor ascertain the sums and expenses necessary for the defense and welfare of the United States, or any of them, nor emit bills, nor borrow money on the credit of the United States, nor appropriate money, nor agree upon the number of vessels of war, to be built or purchased, or the number of land or sea forces to be raised, nor appoint a commander in chief of the army or navy, unless nine States assent to the same.

Questions:

1. Find three themes that are similar to your knowledge of the Constitution.
2. Name three purposes for the "league of friendship" among the states.
3. How is commerce regulated here?
4. What's the use of the common treasury?
5. Name three actions the United States Congress needs nine votes to assent.

- The teacher will read the questions to the class. Then the teacher will read the abridged *Articles of Confederation*. (5 minutes)
- The students will then have 7 minutes to answer the questions. (7 minutes)
 - *Writing in class will allow those in the Gardener's verbal-linguistic intelligence area to apply their preferred form of thought.*
- The students will quickly get in groups of two or three and revise their answers, if need be. (5 minutes)
 - *Participating in groups will cover the interpersonal criterion of Gardener's multiple intelligences.*

Closure: I will end our discussion introducing the next day's topic, the Constitutional Convention. (5 minutes)

Bloom's Taxonomy

Given the listening and writing objective, students will *identify* themes, *examine* and *locate* answers in the material, *write* their answers, and *discuss* their answers with other students.

Adaptations/Enrichment:

- I will promote self-esteem and confidence every chance I can.
- I will ask the student that is behaving inappropriately, "What is it that you're doing that's against the rules right now?"
- Students with severe behavior problems will be asked to collaborate with me in a behavior contract. We will establish a goal, with respect to the behavior problem; how the students will stick to the contract; the consequences of not doing so; the time period of the contract; and the rewards for keeping the contract.

Self-Reflection: I would reflect on whether the students enjoyed this type of assignment.

K. Lesson plan modified for Sensory Impairment **(includes different writing to learn strategy)**

The Miracle at Philadelphia

Grade Intended: 12th

Length: 50 minutes

Academic Standards:

Standard 2 — Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics, and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

Substandards:

USG.2.1 Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791). (History; Individuals, Society, and Culture)

Performance Objectives: After lecture and participation in the Debate, students will write the three most important concepts they learned about the Constitutional Convention; this will be graded upon mere completion.

Advanced Preparation by Teacher: Prepare lecture notes, (located below).

Procedure:

Hook:

Ask “Does anyone know why this was called the Miracle at Philadelphia.” (3 minutes)

Step-by-step plan:

1. I will use the hook above. (3 minutes)
2. Lecture- 1st Half (12 minutes)
 - The Constitutional Convention
 - May 25th, 1787
 - James Madison arrived in Philadelphia in early May.
 - 55 delegates- the educated elite
 - 7 governors, 39 served on legislatures, 8 signed Dec. of Ind., 5 signed Articles of Confederation.
 - George Washington headed the convention- gave Convention legitimacy
 - Ben Franklin, 81, kept the tempers from getting out of hand, made jokes, and quality points.

- James Madison
 - Father of the Constitution- author of basic plans the Convention adopted
- Notable Absentees- John Adams and Thomas Jefferson
- No press was allowed into the rooms.
- Agreements
 - 3 branches of government
 - coin money
 - strengthen national government
- 3. Virginia Plan and New Jersey Plan Debate (20 minutes)**
 - a. Class will be separated into two groups. One side will represent the Virginia Plan and population states. The other side will defend smaller states and the criteria of the New Jersey Plan.
 - b. Each group will have ten minutes to read and discuss what they will argue.
 - c. Then they will represent their case to me, acting as George Washington.
- 4. Lecture- 2nd Half (5 minutes)
 - Connecticut (Great) Compromise
 - Resulted in Bicameral Legislature
 - House of Representatives- population, Senate- each state
 - 3/5 Compromise
 - For representation and tax purposes, slaves counted at 3/5 of a person
 - Electoral College
 - Used to vote for President
 - Final Draft- Governor Morris and Committee of Style and Arrangements
 - September 17th, 1787 finished and signed by 39 of 55 delegates
 - After, went and celebrated at a pub nearby (seriously)
 - Ratification 9-13 states
 - New Hampshire- the ninth state to do so on June 21, 1788
 - Rhode Island- Last state to do so on May 29th, 1790

Closure:

- I will end the discussion introducing tomorrow's topic the *Constitution*. (3 minutes)
- *WRITING TO LEARN STRATEGY: EXIT SLIP (7 minutes)*
 - I will ask the students to take the remaining minutes of class to write about the three most important concepts they learned about the Constitutional Convention. I will tell them to write each idea in paragraph form and turn it in before they leave.

Bloom's Taxonomy

- Given the opportunity to defend a plan used in the Convention, students will *discuss* what they read (Comprehension), *choose* the points they wish to argue (Application), *compare* and *contrast* the various plans (Analysis), *create* an argument (Synthesis), and *argue* their case (Evaluation).

Gardner's Multiple Intelligences

- Any discussion will allow those in the Gardener's *verbal-linguistic* intelligence area to apply their preferred form of thought.
- Participating in groups will cover the *interpersonal* criterion of Gardener's multiple intelligences
- Writing in class will allow those in the Gardener's *verbal-linguistic* intelligence area to apply their preferred form of thought.
- Writing alone in silence will allow the *intrapersonal* mind to focus at its best.

Adaptations/Enrichment:

- Blind or Visually Impaired in my class:
 - Will meet with the student so I can assess the tools I may need
 - Will always repeat aloud what is written on an overhead or chalkboard
 - Preferential seating so they can hear or possibly even see the board.
 - May provide large-print notes, Braille, recordings of lectures
 - Use adaptive technology: print to voice conversion using a scanner and voice production software.
 - Be prepared to deal with a guide-dog.
- Deaf or Hearing Impaired in my class:
 - Will make sure I have a deaf student's attention before speaking. A light touch on the shoulder, a wave, or other visual signal will help.
 - Again, offer preferential seating so they may hear better
 - I will avoid talking while facing the chalkboard, sitting with my back to a window, chewing gum, or biting on a pencil so students that read lips can do so affectively.
 - When students ask questions, I will repeat the questions before answering.
 - I will provide notes for a deaf student.

Self-Reflection: I would reflect on whether the students enjoyed the debate.

L. Lesson plan modified for Mental Retardation (includes graphic organizer)

The Constitution

Grade Intended: 12th

Length: 50 minutes

Academic Standards:

Standard 1 — The Nature of Citizenship, Politics, and Government

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Standard 2 — Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics, and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

Standard 3 — Purposes, Principles, and Institutions of Government in the United States

Students will explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. They will describe the structures and functions of American constitutional government at national, state, and local levels, and practice skills of citizenship in relationship to their constitutional government.

Standards:

- USG.1.13 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights.
(History; Individuals, Society, and Culture)
Example: Magna Carta (1215), Mayflower Compact (1620), Massachusetts Body of Liberties (1641), English Bill of Rights (1689), Locke’s Treatises of Civil Government (1690), Pennsylvania Charter of Privileges (1701), Rousseau’s The Social Contract (1762), Virginia Declaration of Rights (1776), Declaration of Independence (1776), **United States Constitution (1787)**, Bill of Rights (1791), and the Indiana Constitutions of 1816 and 1851.
- USG.1.14 Explain the part of Article IV, Section 4, of the United States Constitution, which says, “The United States shall guarantee to every State in the Union a Republican form of Government....” (History)
- USG.2.2 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.
Example: The Virginia Declaration of Rights (1776), the Declaration of Independence (1776), the Massachusetts Constitution (1780), the Virginia Statute for Religious Freedom (1786), the Northwest Ordinance (1787), the United States Constitution (1787), selected Federalist Papers, such as numbers 1, 9, 10, 39, 51, and 78 (1787–1788), the Bill of Rights (1791), President

Washington's Farewell Address (1796), and President Jefferson's First Inaugural Address (1801).

USG.3.7 Distinguish among the enumerated, implied, and denied powers in the United States Constitution and the Indiana Constitution.

Performance Objectives: Given the idea of a concept map and an example thereof, students will write notes in concept map form and work together to create a concept map with 100% accuracy.

Advanced Preparation by Teacher: Prepare lecture notes and a blank concept map. (located below).

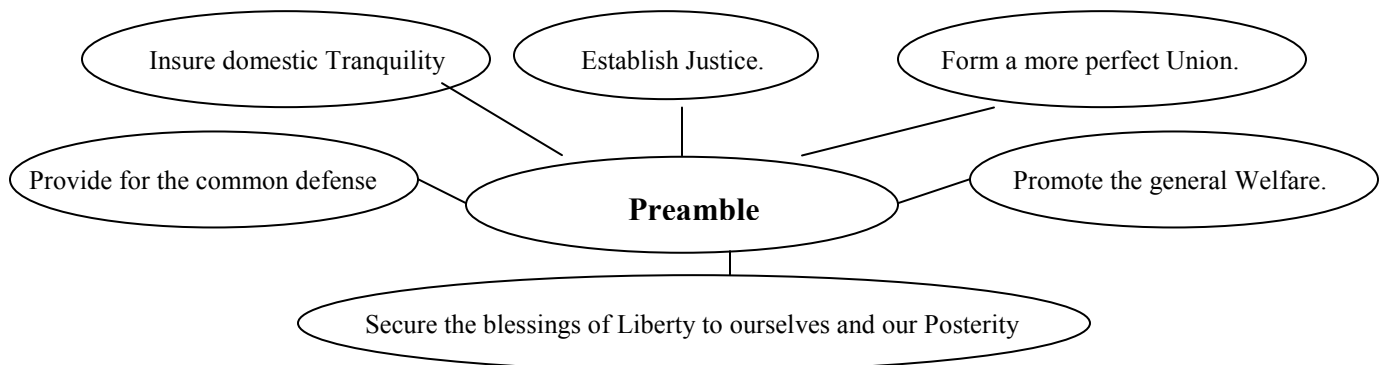
Procedure:

Hook:

A rational start to approaching the Constitution would be to look at the Preamble. I will read it aloud and ask for any questions as to the meaning of any words. We will then discuss the importance of the ideas in the Preamble, specifically the General Welfare clause. (5 minutes)

Step-by-step plan:

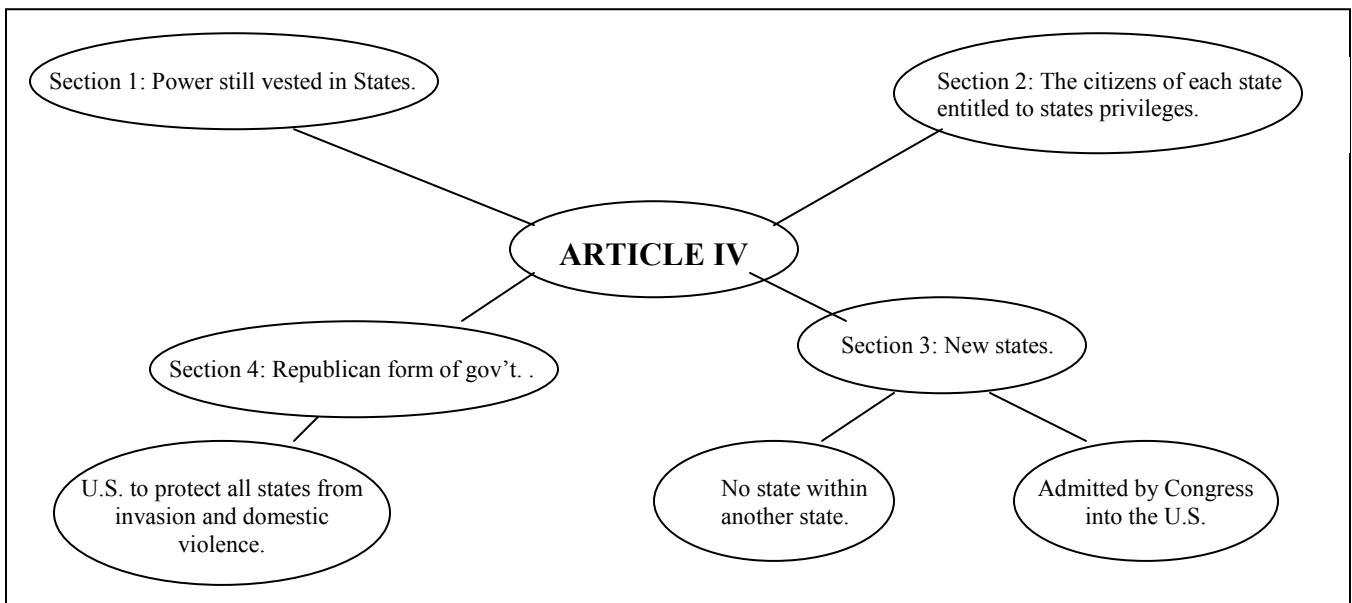
1. I will use the hook above. (5 minutes)
2. I will introduce the use of a graphic organizer, in this case, the concept map. I will use the Preamble above as an example of applying the concept map. I will write the following on the board. (5 minutes)

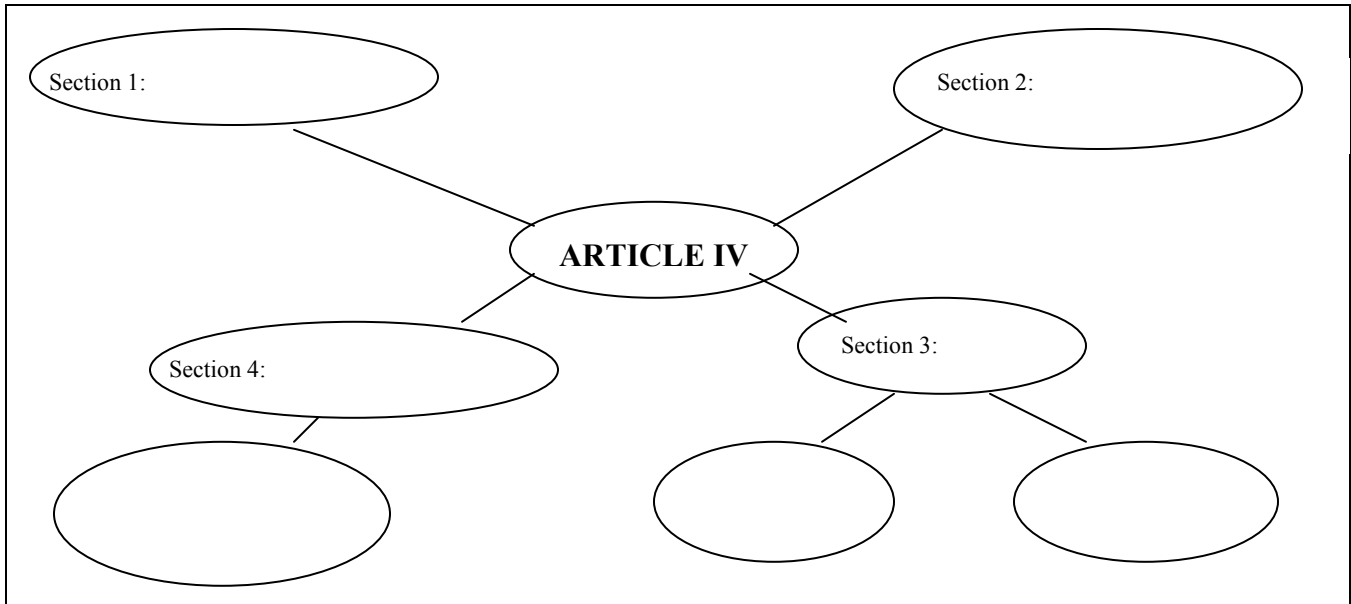


3. I will then tell my students to take notes on the material I present in concept map form. I will of course put the main points of each topic on the board so they can do this with ease. The objective is to get them using concept maps. I will guide them throughout my lecture.
4. Lecture- *The Constitution* (25 minutes)
 - o **ARTICLE I.** (should be in the middle of their concept map)
 - o Section 1: (all sections should be the first tiers out of the middle bubble.)

- (Subheading included in the first tier) Legislative Powers granted to a Congress: Congress consists of...
 - (second tier) Senate
 - House of Representatives
- Section 2
 - House of Representatives
 - Qualifications of representatives
 - (third tier) 25 years old
 - Citizen of U.S. for 7 years
 - Inhabitant of state representing
 - 3/5th Clause
- Section 3
 - Senate
 - Qualifications of Senate
 - Two senators from each state
 - Chosen by state legislature
 - Six year terms
 - Qualifications of Senators
 - 35 years
 - Citizen of U.S. for 9 years
 - Inhabitant of state
 - Vice President head of Senate
 - President pro tempore
- Section 4
 - State will handle elections of Congress
- Section 5
 - Various rules and efficacious issues of the Congress
- Section 6
 - Compensation paid to Congress
- Section 7
 - How a bill becomes a law
- Section 8
 - Powers and Responsibilities of Congress: 20 enumerated powers
 - To levy taxes
 - To REGULATE COMMERCE
 - To coin money
 - To Declare war
 - Necessary and Proper Clause
- Section 9
 - Restriction to Congressional Power
 - Bill of Attainder and ex post facto Law shall not be passed
 - No title of Nobility shall be granted
 - Writ of Habeas Corpus shall not be suspended unless severe rebellion
- Section 10
 - Restrictions upon States' powers

- States cannot do what the Congress has been promulgated to do.
 - **ARTICLE II** (second concept map)
 - Section 1
 - Executive office of U.S.
 - Vested in President of U.S.
 - 4 year terms
 - Electoral college
 - Qualifications of President
 - Natural born citizen
 - 35 years old
 - Oath of office enumerated
 - Section 2
 - Executive Powers
 - Commander in Chief
 - Grant pardons
 - Make treaties
 - Appoint ambassadors, Supreme court judges, etc.
 - Section 3
 - State of the Union Address requirement
 - Section 4
 - Can be removed by Impeachment
 - **ARTICLE III** (third concept map)
 - Section 1
 - Judicial Branch of U.S.
 - Vested in ONE Supreme Court
 - Section 2
 - Jurisdiction of the Supreme Court
 - Section 3
 - Definition of Treason
- 5. Students will now divide into groups of three as they wish. Given a blank concept map, they will fill it in with the information found in **ARTICLE IV**. (10 minutes)
 - Copy with possible answers





- **ARTICLE V** (start new concept map)
 - AMENDMENTS to the Constitution
 - 2/3^{rds} of Congress must ratify the Amendment
- **ARTICLE VI** (start new concept map)
 - Supremacy Clause: U.S. supreme law of land
- **ARTICLE VII** (start new concept map)
 - Ratification: 9 of 13 states

Closure:

- I will end the discussion introducing tomorrow's topic the Amendments. (3 minutes)

Bloom's Taxonomy

- Using the concept maps and getting into groups to create one on their own, students will *discuss* what they read (Comprehension), *choose* the main points they wish to put in the concept map (Application), *analyze* the ideas of Article IV (synthesis), and *organize* the main ideas into the concept map.

Gardner's Multiple Intelligences

- Any discussion will allow those in the Gardener's *verbal-linguistic* intelligence area to apply their preferred form of thought.
- Participating in groups will cover the *interpersonal* criterion of Gardener's multiple intelligences
- Writing in class will allow those in the Gardener's *verbal-linguistic* intelligence area to apply their preferred form of thought.
- Writing alone in silence will allow the *intrapersonal* mind to focus at its best.

Adaptations/Enrichment:

- The concept maps focus on the main ideas of the *Constitution*, which is appropriate for the mentally retarded.
- I will teach with patience, of course.
- I will be concise as possible, rather than explaining every event in depth
- Demonstrating the concept map at the beginning of the lesson will be helpful to the mentally handicapped.

Self-Reflection: I would reflect on the effectiveness of concept maps according to how well they perform with this material on the upcoming test.

M. Lesson plan modified for Autism (includes reciprocal teaching strategy)

The *Bill of Rights*

Grade Intended: 12th

Length: 50 minutes

Academic Standards:

Standard 1 — The Nature of Citizenship, Politics, and Government

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Standard 2 — Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics, and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

Standard 3 — Purposes, Principles, and Institutions of Government in the United States

Students will explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. They will describe the structures and functions of American constitutional government at national, state, and local levels, and practice skills of citizenship in relationship to their constitutional government.

Substandards:

- USG.1.13 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights. (History; Individuals, Society, and Culture)
Example: Magna Carta (1215), Mayflower Compact (1620), Massachusetts Body of Liberties (1641), English Bill of Rights (1689), Locke’s Treatises of Civil Government (1690), Pennsylvania Charter of Privileges (1701), Rousseau’s The Social Contract (1762), Virginia Declaration of Rights (1776), Declaration of Independence (1776), United States Constitution (1787), **Bill of Rights (1791)**, and the Indiana Constitutions of 1816 and 1851.
- USG.2.2 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.
Example: The Virginia Declaration of Rights (1776), the Declaration of Independence (1776), the Massachusetts Constitution (1780), the Virginia Statute for Religious Freedom (1786), the Northwest Ordinance (1787), the United States Constitution (1787), selected Federalist Papers, such as numbers 1, 9, 10, 39, 51, and 78 (1787–1788), **the Bill of Rights (1791)**, President Washington’s Farewell Address (1796), and President Jefferson’s First Inaugural Address (1801).

USG.3.7 Distinguish among the enumerated, implied, and denied powers in the United States Constitution and the Indiana Constitution.

Performance Objectives: During the reciprocal teaching strategy, students will behave properly and write the bullets they are assigned to complete, thus gaining a greater knowledge of the Bill of Rights.

Advanced Preparation by Teacher: Prepare lecture notes. Each student will receive a copy of the Bill of Rights, (located below).

Procedure:

Hook:

I will ask the students why they feel the Bill of Rights in an important part of the constitution. 6 states ratified the Constitution without the first ten amendments. Allow for answers...then quote Thomas Jefferson in a letter to James Madison. "A bill of rights is what the people are entitled to against every government on earth, general and particular, and what no just government should refuse, or rest on inference." (5 minutes)

Step-by-step plan:

1. I will use the hook above. (5 minutes)
2. Lecture (5 minutes)
 - a. History of the Bill of Rights
 - i. 7 of the 13 colonies demanded a Bill of Rights before they would ratify the constitution.
 - ii. Charles Pinckney actually submitted a proposal during the Constitutional Convention concerning a Bill of Rights, but it was never considered.
 - iii. Federalists argued the Constitution itself is a Bill of Rights, rights based on inference, but rights nonetheless.
 - Eventually they gave in so the Constitution could be ratified.
 - iv. James Madison creates 17 amendments, the Senate approves 12, and the states ratify the 10 we have today.
3. **Reciprocal Teaching Strategy** (35 minutes)
 - a. I will first demonstrate the reciprocal reading strategy by asking for 4 volunteers. They will gather into a fish bowl set up so the class can see.
 - b. I will write these questions on the board for them to answer...
 - i. What is this Amendment about?
 - ii. What don't you understand?
 - iii. What is our summary bullet?
 - c. I will appoint a leader and give them the 1st Amendment to discuss. (7 minutes)
 - d. Students will then gather into groups to discuss the remaining Amendments in the Bill of Rights in this fashion.
- Closure: I will end the discussion introducing tomorrow's topic, the other 17 amendments. (3 minutes)

The Bill of Rights

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Bloom's Taxonomy

- Using the reciprocal teaching strategy, students will *discuss* what they read (Comprehension), *choose* the main points they wish to bullet (Application), and *analyze* the ideas of the amendments when answering the question, "what is the amendment about?" (synthesis).

Gardner's Multiple Intelligences

- Any discussion will allow those in the Gardener's *verbal-linguistic* intelligence area to apply their preferred form of thought.
- Participating in groups will cover the *interpersonal* criterion of Gardener's multiple intelligences
- Writing in class will allow those in the Gardener's *verbal-linguistic* intelligence area to apply their preferred form of thought.

Adaptations/Enrichment:

Autism

- During the lecture period of the class, I will use gestures to make sure attention is upon me.
- I will place my autistic student near me and at the end of a row to minimize distractions.
- I will tell my autistic student before class that we're going to get into groups.
- I will be patient and repeat myself as many times as it takes for them to understand the information.

Self-Reflection: I would reflect on the effectiveness of the reciprocal teaching strategy.

N. Lesson plan modified for Communication Disorders

The Other 17 Amendments

Grade Intended: 12th

Length: 50 minutes

Academic Standards:

Standard 1 — The Nature of Citizenship, Politics, and Government

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Standard 2 — Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics, and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

Standards:

USG.1.13 Examine **fundamental documents** in the American political tradition to identify key ideas regarding limited government and **individual rights**. (History; Individuals, Society, and Culture)

USG.2.2 Analyze and interpret **central ideas** on government, **individual rights**, and the **common good in founding documents** of the United States.

Performance Objectives: During the lecture, students will take notes to gain a working knowledge of the Amendments, in which students will pass with at least 70% accuracy.

Advanced Preparation by Teacher: Prepare lecture notes.

Procedure:

Step-by-step plan:

1. Hook: (10 minutes)

- I will begin the class by asking which of the Amendments in the Constitution do they believe to be the most important. I will ask the same question after class and on the Unit exam.
- We will discuss some of the answers they give. (5 minutes)
- We will then quickly review the Bill of Rights. (5 minutes)

2. Lecture (20 minutes)

- 11th Amendment
 - i. Cases between states tried in Supreme Court
- 12th Amendment
 - ii. Separate Electoral votes will be cast for President and VP
- 13th Amendment (1865)
 - iii. Abolition of Slavery
- 14th Amendment (1868)
 - iv. Citizenship cannot be denied on account of race
 - v. Due Process Clause applies to the states
 - vi. Equal Protection Clause
- 15th Amendment
 - vii. Suffrage cannot be denied on account of race.
- 16th Amendment
 - viii. Federal Government's right to collect income taxes.
- 17th Amendment
 - ix. U.S. Senators are elected by their constituents.
- 18th Amendment (1919)
 - x. Prohibition of Alcoholic Beverages
 - xi. "The Noble Experiment"
- 19th Amendment (1920)
 - xii. Suffrage cannot be denied on account of sex.
- 20th Amendment
 - xiii. Changed Presidential Inauguration Date from March 4th to January 20th
 - xiv. The "Lame-Duck Amendment"
- 21st Amendment (1933)
 - xv. Repealed Prohibition
- 22nd Amendment
 - xvi. Limits Presidential terms to 2
 - xvii. 10 years the max. (If president dies two years in, VP can take over and still have 2 terms to run)
- 23rd Amendment
 - xviii. D.C. residents can vote for president
- 24th Amendment
 - xix. Prohibition of Poll Taxes
- 25th Amendment
 - xx. Set forth course of action to fill vacancy of the Vice President
- 26th Amendment (1971)
 - xxi. Moved voting age requirement to 18
 - xxii. 18 year olds being shipped off to war thought they should be able to vote for their leaders
- 27th Amendment
 - xxiii. Any raises appropriated to Congress would be deferred to the next Congressional term to avoid corruption.

- Hook Question again: I will ask the students which Amendment is the most important to them and discuss. (5 minutes)
- Test Explanation:
 - I will explain the layout of the test and how to study for it.
 - i. It will consist of IDENTIFICATIONS, True/False, and Two essays, of which they will answer 1.
 - ii. Students will be told to study for it, using the notes taken in class. I would also suggest making note cards for the Amendments.
- Review session: (Remaining Time: 15 minutes)
 - Students will have the remaining minutes to ask any questions over the material or about the test in general. If there is still time available, they will get into groups to study with each other.
- Closure:
 - I will end with a “good luck” to the students on their test. (2 seconds).

Bloom’s Taxonomy

- In today’s class, students will *list* the amendments, taking notes as I write them down (Knowledge), *discuss* which amendment they feel to be the most important and *explain* why (Comprehension), and review past material to prepare for the test (Comprehension).

Gardner’s Multiple Intelligences

- Any discussion will allow those in the Gardener’s *verbal-linguistic* intelligence area to apply their preferred form of thought.
- Participating in groups will cover the *interpersonal* criterion of Gardener’s multiple intelligences
- Writing in class will allow those in the Gardener’s *verbal-linguistic* intelligence area to apply their preferred form of thought.

Adaptations/Enrichment:

Communication Disorder

- I will make sure punishment is given to those who make fun of a stuttering or lisping child.
- I will never single out a student.
- I will provide the communication challenged student with notes so that they may see and hear the information at the same time.
- These students will be permitted to tape lectures so that they can repeat them.
- I will use less complex sentences.
- I will BE PATIENT.

Self-Reflection: I would reflect on the effectiveness of the review session.

**O. Unit test and modified unit test; with answer keys;
INCLUDES 2 – 3 PARAGRAPH EXPLANATION OF MODIFICATIONS.**

United States Government

Unit 1: Foundations of U.S. Government Test

50 minutes

NAME ON BACK PLEASE

IDENTIFY:

James Madison:

Bureaucracy:

24th Amendment:

6th Amendment:

Choose the theorist who best fits the following descriptions:

Locke

Montesquieu

Rousseau

- He believes the government should protect life, liberty, and the pursuit of property.

- Monarchs should be under common law with everyone else. _____
- The checks and balances system. _____
- The general will of the people should ultimately rule. _____

State ONE influence the following document had on the U.S. political system.

The Second Treatise on Civil Government:

IDENTIFY:

13th Amendment:

18th Amendment:

21st Amendment:

George Washington:

*Name the **five** civil liberties found in the 1st Amendment.*

1.

2.

3.

4.

5. (E.C.)

Why was the Declaration of Independence written?

INDENTIFY:

Dictatorship:

3/5th Compromise:

10th Amendment:

List three important guarantees found in the Preamble to the Constitution.

1.

2.

3. (E.C.)

Name four responsibilities enumerated to the Senate in Article 1 Section 8 of the Constitution.

1.

2.

16th Amendment

Essay: Address the main points in no less than 3 paragraphs.

1. Consider the argument given by those who supported the Virginia Plan as well as those who preferred the New Jersey Plan. Who were these people? Why did they support their respective plan? What was the end result?

United States Government

Unit 1: Foundations of U.S. Government Test (ANSWER KEY)

50 minutes

NAME ON BACK PLEASE

IDENTIFY:

James Madison: *Father of the Constitution- author of basic plans the Convention adopted*

Bureaucracy: *the people who are not elected that perform the government's administrative duties*

24th Amendment: *Prohibition of Poll Taxes*

5th Amendment: *NO self incrimination/ NO double-jeopardy*

Choose the theorist who best fits the following descriptions:

Locke

Montesquieu

Rousseau

- He believes the government should protect life, liberty, and the pursuit of property.
 LOCKE
- Monarchs should be under common law with everyone else. LOCKE
- The checks and balances system. MONTESQUIEU
- The general will of the people should ultimately rule. ROUSSEAU

State ONE influence of the following document had on the U.S. political system.

The Second Treatise on Civil Government:

- *Power of government originates in the consent of the governed. Known as...(Popular sovereignty- Standard 2.4)*
- *Became the foundation for the inalienable rights in the Declaration of Independence: "life, liberty, and the pursuit of happiness (property)."*

IDENTIFY:

13th Amendment: *Abolition of Slavery*

18th Amendment: *(1919) Prohibition of Alcoholic Beverages; "The Noble Experiment"*

21st Amendment: *(1933) Repealed Prohibition*

George Washington: *headed the Constitutional Convention- gave Convention legitimacy*

*Name the **five** civil liberties found in the 1st Amendment.*

1. *Religion*
2. *Speech*
3. *Assembly*
4. *Press*
5. (E.C.) *Petition*

Why was the Declaration of Independence written?

It was written to list the grievances against the King of England and to declare the states sovereign and independent from England.

INDENTIFY:

Totalitarian Dictatorship: - one ruler has ultimate control over civil rights, military, and society in general. Use secret police, censorship, propaganda, and glorification of the state.

3/5th Compromise: For representation and tax purposes, slaves counted at 3/5 of a person

10th Amendment: The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

List three important guarantees found in the Preamble to the Constitution.

1. *Promote the general Welfare.*
2. *Establish Justice.*
3. (E.C.) *Provide for the common defense.*

Name four responsibilities enumerated to the Senate in Article I Section 8 of the Constitution.

1. *levy taxes*
2. *REGULATE COMMERCE*
3. *coin money*
4. (E.C.) *Declare war*

What are the necessary qualifications to become...

A Senator: 1. 35 years old 2. citizen of U.S. for 9 years 3. Inhabitant of state

The President: 1. 35 years old 2. natural born citizen

IDENTIFY:

3rd Amendment: *No quartering of troops in private homes*

26th Amendment: *(1971) Moved voting age requirement from 21 to 18*

19th Amendment: *(1920) Suffrage not denied on account of sex (1920)*

John Locke: *(1632-1704) After a period of king rule, John says that monarchs should be under a common law with everyone. In his Second Treatise on Civil Government (1690), he states that everyone should have a right to "life, liberty, and the pursuit of property," similar to Thomas Jefferson.*

True or False (if false, change the statement to make it true)

1. *The judicial branch of the United States is vested in only one Supreme Court. **True***

2. *~~Article VI~~ **Article V** of the Constitution allows the government to make amendments. **False***

3. *The ~~6th~~ **8th** Amendment protects citizens from excessive bails or fines as well as cruel and unusual punishment. **False***

IDENTIFY:

2nd Amendment: *right to bear arms;*

14th Amendment:

a. *Citizenship cannot be denied on account of race*

b. *Due Process Clause applies to the states*

c. *Equal Protection Clause*

16th Amendment: *Federal Government's right to collect income taxes.*

Essay: Address the main points in no less than 3 paragraphs.

1. Consider the argument given by those who supported the Virginia Plan as well as those who preferred the New Jersey Plan. Who were these people? Why did they support their respective plan? What was the end result?

The following must be included in the students' answers...

Virginia Plan

- Supporters
 - James Madison and the nationalists; large, more populated states
- The Plan
 - Strong legislature that could overrule states
 - Strong national executive
 - A national judiciary

New Jersey Plan

- Supporters
 - Smaller states who desired sovereignty of states; those who desired to only amend the Articles of Confederation
- The Plan
 - A unicameral legislature with one vote per state
 - A weak executive that could contain more than one person
 - Limited judiciary

The End Result

- The Connecticut Compromise
 - A bicameral legislature where the higher chamber contains two representatives per state and a lower chamber based on population of states

MODIFIED FOR THE LEARNING DISABLED

United States Government

Unit 1: Foundations of U.S. Government Test

50 minutes

NAME ON BACK PLEASE

Tell me what you know about...

James Madison:

Totalitarian Dictatorship:

3/5th Compromise:

Choose the theorist who best fits the following descriptions:

Locke **Montesquieu**

- He believes the government should protect life, liberty, and the pursuit of property.

- The checks and balances system. _____

*Name the **five** civil liberties found in the 1st Amendment.*

- 1.
- 2.
- 3.
4. (E.C.)
5. (E.C.)

Who wrote the Declaration of Independence?

List two important guarantees found in the Preamble to the Constitution.

- 1.
- 2.

Name three responsibilities enumerated to the Senate in Article 1 Section 8 of the Constitution.

- 1.
- 2.
3. (E.C.)

How old do you have to be to become...

A Senator: 1.

The President: 1.

True or False

1. The judicial branch of the United States is vested in only one Supreme Court.
2. Article VI of the Constitution allows the government to make amendments.
3. The 8th Amendment protects citizens from excessive bails or fines as well as cruel and unusual punishment.

Match the Amendment to what it says. (Place the letter in the blank)

- _____ 1. 13th Amendment:
- _____ 2. 18th Amendment:
- _____ 3. 21st Amendment:
- _____ 4. 10th Amendment:
- _____ 5. 3rd Amendment:
- _____ 6. 26th Amendment:
- _____ 7. 19th Amendment:
- _____ 8. 2nd Amendment:
- _____ 9. 14th Amendment:

- a. Abolition of Slavery
- b. Suffrage not denied on account of sex (1920)
- c. No quartering of troops
- d. When U.S. doesn't assume power states have it.
- e. right to bear arms;
- f. (1971) Moved voting age requirement from 21 to 18
- g. Prohibition
- h. Citizenship cannot be denied on account of race, Due Process Clause applies to the states, Equal Protection Clause
- i. Repealed Prohibition

Essay: Address the main points in 3 sentences.

1. Consider the argument given by those who supported the Virginia Plan as well as those who preferred the New Jersey Plan. What were the plans (two sentences)? What was the end result (one sentence)?

Why modifications are appropriate:

Learning disabled students are less capable of remembering the amount of material as other students. That is why I have shortened the test to cover only the most fundamental ideas in the units. This should allow LD students enough time to process the limited information. When you look at the answers, you'll also see that I am requiring less detail in their answers. I have simplified the directions to make them more explicit. Instead of just listing the amendments, I have listed the possible answers in an effort to encourage recognition. For the essay, I only want the main points listed out in 3 sentences instead of 3 paragraphs that were significantly asking for more detail.

MODIFIED FOR LEARNING DISABLED (with answers)

United States Government

Unit 1: Foundations of U.S. Government Test

50 minutes

NAME ON BACK PLEASE

Tell me what you know about...

James Madison: *Father of the Constitution*

Totalitarian Dictatorship: - *one ruler has ultimate control*

3/5th Compromise: *slaves counted at 3/5 of a person*

Choose the theorist who best fits the following descriptions:

Locke **Montesquieu**

- He believes the government should protect life, liberty, and the pursuit of property.
 LOCKE
- The checks and balances system. MONTESQUIEU

*Name the **five** civil liberties found in the 1st Amendment.*

1. *Religion*
2. *Speech*
3. *Assembly*
4. (E.C.) *Press*
5. (E.C.) *Petition*

Who wrote the Declaration of Independence?

Thomas Jefferson

List two important guarantees found in the Preamble to the Constitution.

1. *Promote the general Welfare.*
2. (E.C.) *Provide for the common defense.*

Name three responsibilities enumerated to the Senate in Article 1 Section 8 of the Constitution.

1. *levy taxes*
2. *REGULATE COMMERCE*
3. (E.C.) *Declare war*

How old do you have to be to become...

A Senator: 1. *35 years old*

The President: 1. *35 years old*

True or False

1. *The judicial branch of the United States is vested in only one Supreme Court. **true***
2. *Article VI of the Constitution allows the government to make amendments. **False***
3. *The 8th Amendment protects citizens from excessive bails or fines as well as cruel and unusual punishment. **True***

Match the Amendment to what it says. (Place the letter in the blank)

- _____ 1. 13th Amendment: **A**
- _____ 2. 18th Amendment: **G**
- _____ 3. 21st Amendment: **I**
- _____ 4. 10th Amendment: **D**
- _____ 5. 3rd Amendment: **C**
- _____ 6. 26th Amendment: **F**
- _____ 7. 19th Amendment: **B**
- _____ 8. 2nd Amendment: **E**
- _____ 9. 14th Amendment: **H**

- a. *Abolition of Slavery*
- b. *Suffrage not denied on account of sex (1920)*
- c. *No quartering of troops*
- d. *When U.S. doesn't assume power states have it.*
- e. *right to bear arms;*
- f. *(1971) Moved voting age requirement from 21 to 18*
- g. *Prohibition*
- h. *Citizenship cannot be denied on account of race, Due Process Clause applies to the states, Equal Protection Clause*
- i. *Repealed Prohibition*

Essay: Address the main points in 3 sentences.

1. Consider the argument given by those who supported the Virginia Plan as well as those who preferred the New Jersey Plan. What were the plans (two sentences)? What was the end result (one sentence)?

The following must be included in the students' answers...

Virginia Plan

- The Plan
 - Strong legislature based on population

New Jersey Plan

- The Plan
 - A unicameral legislature for states

The End Result

- The Connecticut Compromise
 - A bicameral legislature where the higher chamber contains two representatives per state and a lower chamber based on population of states

