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| **UNIT – 3** **A New Nation****Quarter 2****Suggested Pacing: (23 Days)** **October 16 – November 16, 2018** |
| ***Engaging Question?***

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|  What were the challenges and successes faced by those forming a new government and how were these challenges overcome?  |

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| **Benchmark/Learning Target** | **Guiding Questions** | **Suggested Resources** | **Vocabulary** |
| **CREATING THE CONSTITION**[SS.8.A.3.9:](http://www.cpalms.org/Public/PreviewStandard/Preview/3269) Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention. [SS.8.A.3.10:](http://www.cpalms.org/Public/PreviewStandard/Preview/3270) Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president). [SS.8.A.3.11:](http://www.cpalms.org/Public/PreviewStandard/Preview/3271) Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.(Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.SS.8.A.3.12:Examine the influences of George Washington's presidency in the formation of the new nation.Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as thenation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.SS.8.G.6.1 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.[SS.8.G.6.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3330) Illustrate places and events in U.S. history through the use of narratives and graphic representations.[SS.8.C.1.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3303) Identify the constitutional provisions for establishing citizenship.[SS.8.C.1.5](http://www.cpalms.org/Public/PreviewStandard/Preview/3307) Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.[SS.8.E.2.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3312) Explain the economic impact of government policies.**Reading**LAFS.68.RH.1.1LAFS.68.RH.1.2LAFS.68.RH.1.3LAFS.68.RH.2.4LAFS.68.RH.2.5LAFS.68.RH.2.6LAFS.68.RH.3.7LAFS.68.RH.3.8LAFS.68.RH.3.9**Writing**LAFS.68.WHST.1.1LAFS.68.WHST.2.4LAFS.68.WHST.2.5LAFS.68.WHST.2.6LAFS.68.WHST.3.7LAFS.68.WHST.3.8LAFS.68.WHST.3.9LAFS.68.WHST.4.10 | **#1:** What were the strength and weaknesses of the Articles of Confederation? How did the weaknesses of the Articles of Confederation lead to the Constitutional Convention?**#2:**What compromises emerged from the Constitutional Convention? (Be sure to address the following: The Great Compromise, Three-Fifths Compromise, and the Electoral College)**#3:**What were the arguments made by the Federalist and the Antifederalist concerning the ratification of the Constitution? (Be sure to address the Federalists, Federalist Papers, Antifederalists, and the Bill of Rights.) | **Textbook Resource:*****Discovering our Past: A History of the United States Early Years – McGraw-Hill******Chapter 6 pgs. 150 – 175******Chapter 7 pgs. 179 - 205******Chapter 8 pgs. 209 - 248*****Video suggestion:** A More Perfect Union**Websites:**[www.icivics.org](http://www.icivics.org)**ESE/ESOL Strategies**:Pairs CheckCornell NotesThinking MapsTicket out the Door3-2-1Mix-Pair-ShareLiteracy Circles**Advanced/Honors Classes:**For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught. | **CREATING THE CONSTITION**Articles of ConfederationCommittedConstitutional ConventionConstitutionsContradictionElectoral CollegeEnlightenmentFrameworkGreat CompromiseLiberalNorthwest OrdinanceNorthwest TerritoryRatifyRepublicThe Federalist PapersThree- Fifths Compromise |
| **THE CONSTITUTION**[SS.8.A.1.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3247) Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.**Remarks/Examples:**Students should be encouraged to utilize FINDS (Focus, Investigage, Note, Develop, Score), Florida's research process model accessible at:<http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf>.[SS.8.A.1.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3248) Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.[SS.8.A.1.4](http://www.cpalms.org/Public/PreviewStandard/Preview/3250) Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.[SS.8.A.1.5](http://www.cpalms.org/Public/PreviewStandard/Preview/3251) Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.[**SS.8.A.1.6**](http://www.cpalms.org/Public/PreviewStandard/Preview/3252)**Compare interpretations of key events and issues throughout American History.****Remarks/Examples:**Examples may include, but are not limited to, historiography.**SS.8.A.3.10** Examine the course and consequences of the Constitutional Convention. (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise,compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).[SS.8.E.2.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3312) Explain the economic impact of government policies.[SS.8.C.1.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3303) Identify the constitutional provisions for establishing citizenship.[SS.8.C.1.5](http://www.cpalms.org/Public/PreviewStandard/Preview/3307) Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.**Reading**LAFS.68.RH.1.1LAFS.68.RH.1.2LAFS.68.RH.1.3LAFS.68.RH.2.4LAFS.68.RH.2.5LAFS.68.RH.2.6LAFS.68.RH.3.7LAFS.68.RH.3.8LAFS.68.RH.3.9**Writing**LAFS.68.WHST.1.1LAFS.68.WHST.2.4LAFS.68.WHST.2.5LAFS.68.WHST.2.6LAFS.68.WHST.3.7LAFS.68.WHST.3.8LAFS.68.WHST.3.9LAFS.68.WHST.4.10 | **#1:**How has the Constitution created “a more perfect Union”?**#2:**How does the Constitution guard against tyranny? (Be sure to include Federalism, Checks and Balances, Separation of Powers, and Congressional Representation) | **DBQ** How did the Constitution Guard Against Tyranny[**https://drive.google.com/a/mypolkschools.net/file/d/0BynWzfsY8QfSLWl5eWM4eUI1Vms/view?usp=sharing**](https://drive.google.com/a/mypolkschools.net/file/d/0BynWzfsY8QfSLWl5eWM4eUI1Vms/view?usp=sharing)**DBQ:** [Federalists vs. Anti-Federalists Views of the Constitution](http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/b-FederalistsvsAntiFederalists-Cunningham.pdf)\*Must choose either this DBQ, the Valley Forge DBQ, or The Revolutionary War DBQ to meet the requirements of 1 DBQ per quarter**Websites:**[**www.icivics.org**](file:///C%3A/Users/aaron.bellwood/AppData/Local/Temp/1/Temp1_8%20MJ%20US%20History.zip/www.icivics.org)**ESE/ESOL Strategies**:Pairs CheckCornell NotesThinking MapsTicket out the Door3-2-1Mix-Pair-ShareLiteracy Circles**Advanced/Honors Classes:**For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught. | **THE CONSTITUTION**checks and balancesdiscriminatediversedomesticexecutive branchfederalismfunctioningeniousinterest groupinterstate commercejudicial branchjudicial reviewlegislative branchmajority rulepopular sovereignty |
| **BILL OF RIGHTS**[SS.8.C.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/3303) Identify the constitutional provisions for establishing citizenship.  [SS.8.C.1.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/3307) Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today. [SS.8.C.1.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/3308) Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day. [SS.8.C.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/3309) Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction. [SS.8.A.1.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/3250) Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials[SS.8.A.1.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/3251) Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents. [SS.8.E.2.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3312) Explain the economic impact of government policies.[SS.8.C.1.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3303) Identify the constitutional provisions for establishing citizenship.[SS.8.C.1.5](http://www.cpalms.org/Public/PreviewStandard/Preview/3307) Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today. | **#1**What were the founders desires for adding the bill of rights to the Constitution?**#2** What were the key rights and freedoms protected by the Bill of Rights and explain why those freedoms are important in their own lives?**#3**Debate landmark Supreme Court cases to determine whether the rights and freedoms protected by the Bill of Rights relate to the issues involved.  | **Websites:**[**www.icivics.org**](http://www.icivics.org)[**http://www.oyez.org/**](http://www.oyez.org/)[**www.billofrightsinstitute.org**](http://www.billofrightsinstitute.org)**ESE/ESOL Strategies**:Pairs CheckCornell NotesThinking MapsTicket out the Door3-2-1Mix-Pair-ShareLiteracy Circles**Advanced/Honors Classes:**For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught.**Possible topics for smaller focused writing:**Discuss how the Constitution is a product of compromise- e.g. the Great Compromise, the Three Fifths Compromise, the Electoral College. Why was the Bill of Rights not included in the original draft of the Constitution, and why was its promised addition necessary for the Constitution to be ratified?Explain how the freedoms of speech, expression, and assembly are related. | **BILL OF RIGHTS**Bill of RightsCompensationControversialDefendantDepriveddouble jeopardydue processguaranteeself-incriminationwarrant |
| **Literacy Benchmarks/Learning Targets***The literacy standards are to be taught recursively throughout the unit to support student understanding of content and create authentic student engagement with the content.*  | **Reading for History Standards:**[LAFS.68.RH.1.1:](http://LAFS.68.RH.1.1:) Cite specific textual evidence to support analysis of primary and secondary sources.[LAFS.68.RH.1.2:](http://LAFS.68.RH.1.2:) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge opinions.[LAFS.68.RH.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/6154)Identify key steps in a text’s description of a process related to history/social studies (e.g. How to amend the Constitution).[LAFS.68.RH.2.4:](http://LAFS.68.RH.2.4:) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[LAFS.68.RH.2.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/6156) Describe how a text presents information (e.g., sequentially, comparatively, causally).[LAFS.68.RH.2.6:](http://LAFS.68.RH.2.6:) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).or opinions.[LAFS.68.RH.3.7](http://www.cpalms.org/Public/PreviewStandard/Preview/6158)Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.[LAFS.68.RH.3.8](http://www.cpalms.org/Public/PreviewStandard/Preview/6159)Distinguish among fact, opinion, and reasoned judgment in a text.[LAFS.68.RH.3.9](http://www.cpalms.org/Public/PreviewStandard/Preview/6160): Analyze the relationship between a primary and secondary source on the same topic. | **Writing for History Standards:** [LAFS.68.WHST.1.1:](http://LAFS.68.WHST.1.1:) Write arguments focused on discipline-specific content.a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasonsand evidence logically.b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, usingcredible sources.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.d. Establish and maintain a formal style.e. Provide a concluding statement or section that follows from and supports the argument presented.[LAFS.68.WHST.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/6225)Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate toachieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style and objective tone.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.[LAFS.68.WHST.2.4:](http://LAFS.68.WHST.2.4:) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.[LAFS.68.WHST.2.5:](http://LAFS.68.WHST.2.5:) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed[LAFS.68WHST.2.6:](http://LAFS.68.WHST.2.6:) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.[LAFS.68.WHST.3.7:](http://www.cpalms.org/Public/PreviewStandard/Preview/6229) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.[LAFS.68.WHST.3.8:](http://www.cpalms.org/Public/PreviewStandard/Preview/6230)Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source;and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.[LAFS.68.WHST.3.9:](http://www.cpalms.org/Public/PreviewStandard/Preview/6231) Draw evidence from informational texts to support analysis reflection, and research. | **Speaking and Listening:** [LAFS.8.SL.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/6102)Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.[**LAFS.8.SL.1.2:**](http://www.cpalms.org/Public/PreviewStandard/Preview/6103)Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.[**LAFS.8.SL.1.3:**](http://www.cpalms.org/Public/PreviewStandard/Preview/6104)Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.[**LAFS.8.SL.2.4:**](http://www.cpalms.org/Public/PreviewStandard/Preview/6105)Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |