

## UNIT 3 LEARNING EXPECTATIONS

1. This document is a summation of what you need to master for the Unit Test.
2. Review the overview below and be able to answer the questions as we analyze the Unit.
3. Quizzes and Exit Ticket Assessments that will align with the overview below.
  - a. This is a Study Resource.
  - b. This can be used to assist in completing your Do Now.
  - c. **INCORPORATE LEARNED INFORMATION WITHIN YOUR EXIT TICKETS**
4. Your answers need to incorporate Perspectives and ISPICE.

INQUIRY ARC	WHEN DOES GOVERNMENT OWE ITS PEOPLE?	
<p><b>Purpose For Learning</b></p> <p><i>How to connect the unit to being successful and achieving your goals.</i></p> <ol style="list-style-type: none"> <li>1. How can structure and systems help you achieve your goals?</li> <li>2. How can past relationships hurt your growth?</li> <li>3. What compromises do you need to make in order to achieve your goals?</li> </ol>	<p>In Unit 2, students investigated the motivations behind the American Revolution, a unifying event for the various groups within colonial society. Now students identify early American democratic principles as stated in the founding documents and construct arguments on the limitations and consequences of the compromises made to create a new government. Students focus on the Constitution’s relationship to the Declaration of Independence and the Articles of Confederation, including the debates leading up to and following Constitutional ratification. They consider the compromises made by colonial leaders regarding individual “citizens” rights and the needs of the “majority.” They will evaluate the credibility of arguments and debates surrounding the question “<b>What does government owe its people?</b>” which led to the creation of two political parties. Students prepare several more speeches for the “We the People... Cornerstone.</p>	
<b>Unit 3 – THE CONSTITUTION</b>		
<p><b>Big Ideas (Main Ideas)</b></p> <ul style="list-style-type: none"> <li>• The Constitution works to carry out the ideals of the Declaration of Independence.</li> <li>• The Framers compromised on many issues at the Constitutional Convention.</li> <li>• The Constitution provides a framework for our government and attempts to balance individual rights and the common good.</li> <li>• The ideological vantage points of political parties are based upon their Constitutional interpretations.</li> </ul>		
<b>DC Content Power Standards</b>	<b>Compelling Questions</b>	<b>Supporting Questions</b>
<b>Use the italicized questions to answer the DC Content Power Standards.</b>		
<p><b>8.3.3:</b> Explain the Constitution and its success in implementing the ideals of the Declaration of Independence.</p>	<p>CQ1: How do ideas become laws?</p> <p><i>What does constitutional and unconstitutional mean?</i></p>	<p>SQ1: Which parts of the Constitution address the ideals of the Articles of Confederation?</p>
	<p><i>Why are these definitions so important when it comes to establishing laws?</i></p>	<p>SQ2: What democratic principles are found in the Constitution?</p>

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<p><i>Explain through ISPICE and Perspectives how the American Revolution is connected with the Constitution.</i></p>	<p>Why did the law(s) in the show come about? Were the law(s) based and justified on the Declaration of Independence and the Constitution?</p>	<p>SQ3: What ideas of the Declaration and Articles does the Constitution fail to address?</p>
<p><b>8.3.4:</b> Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations.</p> <p><i>Explain the difference of state vs. federal power, how slavery was settled, and how state and individual citizen rights were handled.</i></p>	<p>CQ2: Should government leaders compromise on their beliefs?</p> <p><i>Before answering this question think about the different perspectives, ISPICE, and the concept of Equity vs. Progress in which government leaders have to consider in regards to state vs. federal power, slavery, citizen and state rights and the Native Americans.</i></p> <p>What compromises were being made within the video? Did these compromises compromise the ideals of the Constitution and Declaration of Independence? Explain using examples.</p>	<p>SQ4: What were the major points of disagreement at the Constitutional Convention and how were they resolved?</p> <p>SQ5: What were the consequences of compromises at the Constitutional Convention?</p>
<p><b>8.3.6:</b> Describe the principles of federalism, dual sovereignty,</p>	<p>CQ3: Did the US Constitution create the best government possible?</p>	<p>SQ6: How do democratic principles strengthen the US government?</p>

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<p>separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.</p> <p><i>Use ISPICE and Perspectives to complete your answer</i></p>	<p><i>Use ISPICE and Perspectives to complete your answer. Think about today and how well the Constitution and the Declaration of Independence is performing.</i></p> <p>Did the laws create the best government and United States possible? Were the laws constitutional? Explain with examples.</p>	<p>SQ7: How do democratic principles limit power of the US government?</p>
<p><b>8.4.3:</b> Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., their views of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding, and assumption of the revolutionary debt).</p> <p><i>Use ISPICE and Perspectives to complete your answer.</i></p>	<p>CQ4: Can people agree to disagree?</p>	<p>SQ8: What is strict interpretation of the Constitution?</p>
	<p><i>Use ISPICE and Perspectives to complete your answer.</i></p> <p><i>Can the Declaration of Independence and Constitutional ideals work within a government/society that is selfish?</i></p>	<p>SQ9: What is loose interpretation of the Constitution?</p>
	<p>Did people agree with the government? How did they show if they agreed or disagreed?</p> <p>Was their a revolt or violence and or was there a peaceful protest?</p>	<p>SQ10: How did the different interpretations of the Constitution lead to the development of early political parties</p>

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<p><b>Unit Performance Task</b></p>	<p><b>Is the government fulfilling the responsibility of the Declaration of Independence through the Constitution?</b> or <b>What are the responsibilities of the government?</b></p> <p><i>Use the questions above to help you complete the project below.</i></p> <p>Students use analytical skills to critique primary and secondary sources argumentative credibility in determining the responsibilities of a new government and how the government should exercise them. Students will analyze a movie or TV show and discuss the responsibility of the government and how the Constitution plays a role in determining how the government should respond (<b>what does government owe its people?</b>). Some examples would be the Purge, Unthinkable, 13<sup>th</sup>, What the Health, and Eagle Eye, the government shutdown.</p> <p>Create a project that discusses whether the actions of the government are constitutional or create a social media post (at least 4 posts for Facebook, Instagram or SnapChat) expressing the responsibilities of a government while connecting it to the movie or show.</p> <p>A couple topic to focus on especially if you do not want to watch a movie or TV show are discussing unfair educational system, Justice System (high black incarceration rate, unfair laws, killing of blacks by police), White privilege, Health Care, Big business in politics, and racism. You can come up with your own topic as well.</p>
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Below are the guidelines for your project. You will choose one of the two questions below and answer the question by watching a movie or series of your choosing. Ideas and what movies and or shows to watch have are posted above. Compare and analyze the concepts of the Preamble, Constitution, 8 principles of government and the Declaration of Independence to the video and answer the question that was chosen. Below are checklists for the project.

### CHECKLIST FOR THE PROJECT

<b>WHAT DOES THE GOVERNMENT OWE ITS PEOPLE?</b>		
<b>1. Is the government fulfilling the responsibility of the Declaration of Independence through the Constitution?</b>		
<b>2. What are the responsibilities of the government?</b>		
<b>These questions need to be answered within the project.</b>	<b>WHAT NEEDS TO BE IN THE PROJECT</b>	<b>WHAT IT LOOKS LIKE OR DISCUSS</b>
<input type="checkbox"/> How do ideas become laws?  <input type="checkbox"/> Should government leaders compromise on their beliefs?  <input type="checkbox"/> Did the Constitution create the best government possible?  <input type="checkbox"/> Can people agree to disagree?	<input type="checkbox"/> Discussion of the 6 points of the Preamble (first part of the Constitution).	<input type="checkbox"/> Discuss the movie and examples within the movie and discuss through ISPICE and Perspectives the chosen question.  <input type="checkbox"/> Choose at least two points from the Preamble, the Constitution, 8 Principles of Government, and two points from the Declaration of Independence (total of 8 points).  <input type="checkbox"/> Use these points along with the video to discuss the question you chose to answer.
	<input type="checkbox"/> Concepts of the Constitution (the rest of the Constitution other than the Preamble).	
	<input type="checkbox"/> 8 Principles of Government	
	<input type="checkbox"/> Concepts of the Declaration of Independence	
<b>Thesis Statement:</b> Answer the question in a sentence or two.		