

# Unit 2: Protest, Liberty, and Justice

## 8<sup>th</sup> Grade Social Studies

18 Class Meetings

*Revised June 2022*

### Essential Questions

- What conditions led colonists to declare independence from Great Britain?
- How were the Founding Fathers able to succeed in the creation of a new nation?
- Did / does the new U.S. Constitution represent and serve all people?

### Enduring Understandings with Unit Goals

**EU 1:** The American colonists' breakup with the British Empire in 1776 wasn't a sudden, impetuous act. Instead, the banding together of the 13 colonies was the culmination of a series of events, which had begun more than a decade earlier.

- Examine primary sources to identify the events that led to changing opinions regarding loyalty to England.
- Separate the economic and ideological tensions that many of the colonists were feeling prior to the Revolution.

**EU 2:** The Founding Fathers were not unified in thought, purpose and ideals; yet were able to succeed in defeating the most powerful nation in the world.

- Compare the perspectives of the more radical voices in the cause for freedom prior to revolution to the more prudent views of reconciling with Great Britain.
- Assess the Continental Army's actions in battle and determine if George Washington was a great leader, military genius, or simply the beneficiary of good fortune.

**EU 3:** The new U.S. Constitution was in response to the much weaker Articles of Confederation, in which the Federal government had little to power to serve its citizens.

- Compare and contrast the differences between Articles of Confederation and the U.S. Constitution, specifically the Bill of Rights.
- Determine if the original text was more inclusive or exclusionary for its citizenry.

### Standards

#### CT Social Studies Frameworks Standards:

- **CIV 8.1:** Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
- **CIV 8.2:** Analyze ideas and principles contained in the founding documents of the United States and explain how they influence the social and political system.

#### Common Core State Standards:

- **RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including

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vocabulary specific to domains related to history/social studies.

- **W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.8.5:** 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.
- **WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.6-8.5:** 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.

### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### Unit Content Overview

#### 1. Purpose of the United States Government

- Excerpt from Declaration of Independence
- The Preamble to the Constitution
- Determining the five purposes of government

#### 2. Design of the United States Government

- Explaining the two design principles
- Separation of Powers
- Checks and Balances
- Graphically organizing the design
- Branches
- Responsibilities
- Who does it?

**Vocabulary:** Separation of Powers, Checks and Balances, Executive, Legislative, Judicial, Branch

#### **Interdisciplinary Connection:**

- Language Arts – reading informational texts

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#### Daily Learning Objectives with *Do Now Activities*

##### Students will be able to...

- Classify and discuss the roles that government plays in our daily lives
- Interpret the purpose of government using the Declaration of Independence and the Preamble of the Constitution
- Compare and contrast the purposes of the government according to the Declaration of Independence and the Preamble to the Constitution
- **EU 1 Quiz** - Evaluate the relative importance of the 5 purposes of government
- Categorize and arrange the structure and responsibilities of the three branches of the United States Government
- Compose an explanation of the Principles of Separation of Powers
- Compose an explanation of the Principle of Checks and Balances
- Revise a written explanation of the Principles of Separation of Powers and Checks and Balances
- **EU 2 Quiz** Distinguish mechanisms of the Separation of Powers from mechanisms of Checks and Balances
- Generate and defend their own perspectives and claims using Accountable Talk
- Demonstrate content knowledge for success on the **Unit Exam**

#### Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Paragraph frames and sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Graphic organizers
- Cornell notes
- Accountable talk
- Homework
- Word walls with visuals
- Anchor charts
- Small group instruction
- Conferencing
- Text and video chunking with guiding questions
- Close reading with text-dependent questions

#### Differentiated Instruction for English Learners

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- Word walls
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessments

#### Assessments

##### **FORMATIVE ASSESSMENTS:**

- Do Now
- Student discussions and responses
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Revision worksheets
- Homework
- Performance Task – Respecting Each Other’s Perspectives
- Future Rubric Assessment in 2021-2022

##### **SUMMATIVE ASSESSMENTS:**

- Quiz - EU 1
- Short Essay - EU2
- Unit 1 Test
- Performance Task – Respecting Each Other’s Perspectives

#### Unit Task

**Unit Task Name:** Respecting Each Other’s Perspectives

**Description:** Students will be engaged in a Harkness Discussion using Accountable Talk to answer the following questions. Who is responsible for ensuring our safety and freedoms? When is power necessary to ensure them?

Students will need to refer specifically to the founding documents or their learning about government structure while adhering to the school-wide norms established for Harkness Discussions at ISAAC.

**Evaluation:** Future Rubric Assessment in 2021-2022

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#### **Unit Resources**

- Excerpt of Declaration of Independence
- Preamble to the Constitution
- Newsela text on the Separation of Powers and Checks and Balances
- Graphic organizer
- Note catcher
- Revision worksheets