

Unit 1

Foundations of American Government

Integrated Planner

The Integrated Planner provides an overview for the entire theme to support coherence and provide a suggested sequence for teachers who opt to use a theme in its entirety. While teachers are encouraged to use the lessons included in this instructional guide within the context of a larger instructional plan, the lessons within a given theme are also a cohesive mini-unit. This planner includes specific content connections to *Passport to Social Studies* lesson plans, resources from *Facing History and Ourselves*, and online activities from *iCivics*. *Passport to Social Studies* lessons are available at weteachnyc.org, *Facing History and Ourselves* resources are available at facinghistory.org/civicsforall, and *iCivics* resources are available at iCivics.org. Teachers will want to consider these additional resources when adapting these lessons or creating their own.

Lesson 1 | Parliamentary v. Presidential System

page 37

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students compare and contrast presidential and parliamentary systems of government.		<ul style="list-style-type: none"> Compare parliamentary and presidential systems Analyze differences between presidential and parliamentary systems Create visual representation of differences, benefits, and drawbacks to presidential and parliamentary systems

Lesson 2 | The Amendment Process

page 45

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students examine case studies to understand the Constitutional Amendment process.	<i>Facing History:</i> <u>We the People in the United States</u>	<ul style="list-style-type: none"> Analyze an image of Equal Rights Amendment Campaign Button Discuss the Amendment process and attempts to ratify the Equal Rights Amendment Examine other amendments that have not been ratified

Civics For All lesson/project

Passport to Social Studies lesson

Partner lesson

Lesson 3 | The Second Amendment

page 52

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students closely read the Second Amendment to understand the challenges of interpreting, maintaining, and protecting Constitutional Amendments.		<ul style="list-style-type: none"> Consider the Deposition of John Parker, 1775 and its relationship to attitudes toward gun ownership in Revolutionary America Analyze the language and interpretations of the Second Amendment to the United States Constitution

Lesson 4 | Philosophical Foundations of the United States Constitution

page 58

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students explore the intellectual influences on the philosophical ideas expressed in the United States Constitution.	<p><i>Facing History:</i> <u>What is a Nation?</u></p> <p><u>Defining Democracy</u></p> <p><i>iCivics:</i> <u>Do I Have a Right?</u></p>	<ul style="list-style-type: none"> Respond to a quote from George Washington’s letter to Catherine Sawbridge Macaulay Graham Examine the connections between the Preamble to the Constitution and Enlightenment thinkers Utilize <i>Enlightenment Thinker Cards</i> to compare and contrast Enlightenment ideals to excerpts from the U.S. Constitution

Project | Redesigning the Grand Federal Procession

page 68

Task Overview	Learning Experiences
Students reinterpret the Grand Federal Procession to reflect contemporary American values and ideals.	<ul style="list-style-type: none"> Examine the ideals and values celebrated in the Grand Federal Procession Consider the degree to which those ideals and values are still held in America today Reinterpret the Procession to convey the current values and ideals of modern American society

includes diverse perspectives

Civics For All lesson/project

Passport to Social Studies lesson

Partner lesson

The Amendment Process

Unit 1

Lesson
2

Focus Question

How does the amendment process reflect the needs and the wants of the people?

Lesson Objective/Teaching Point

Students examine case studies to understand the Constitutional Amendment process.

Civic Participation Practices

Participate in activities that focus on a classroom, school, community, state, or national issue or problem.

Key Learning Standards

9-10 RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12 RH 3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Resources and Materials

- *Equal Rights Amendment Campaign Button* image
- *The Amendment Process Infographic*
- *Amendments That Have Not Been Ratified* handout
- *Equal Rights Amendment Ratification* map
- *The Equal Rights Amendment's Surprise Comeback, Explained:* <https://www.vox.com/policy-and-politics/2018/5/31/17414630/equal-rights-amendment-metoo-illinois>

Introduce the Lesson/Motivate Students

- Display the *Equal Rights Amendment Campaign Button* image.
- Ask students to consider the following questions:
 - What is the purpose of the button?
 - What were people wearing the button trying to achieve?
 - Why would an amendment of this nature be necessary?

continued on next page

The Amendment Process *(continued)*

- Explain that while there are a total of 27 amendments to the Constitution, only 17 amendments were added after the Bill of Rights (the first 10 amendments) was ratified in 1791.
- Ask students if they know whether or not the campaign for the Equal Rights Amendment (ERA) was successful.
- Explain to students that the ERA was never passed.
- Ask the class to consider why an amendment like this would fail. Ask students to think about what that says about how difficult it is to get an amendment added to the Constitution.
- Explain that the constitutional amendment process is purposely difficult and time consuming in order to ensure that the Constitution is not changed for trivial reasons, or at the behest of a small number of people. This therefore makes it difficult for all amendments, even those that are not trivial or at the behest of a small number, to be ratified. The Constitution requires a large majority to agree to a change and it can only be amended when three-fourths of the states agree.

Model/Teach

- Display or distribute *The Amendment Process Infographic*.
- Ask students to work in pairs to write a response to the following questions:
 - What do you notice about the amendment process?
 - Why are amendments to the Constitution necessary?
 - What about this process might make it difficult for amendments to be ratified?
 - Which amendments are you familiar with?
 - In what ways do you imagine that this process might reflect, or fail to reflect, the needs and wants of the people?
- Explain that students will look at several proposed amendments that failed to be ratified.
- Distribute *Amendments That Have Not Been Ratified* handout to students and display *Equal Rights Amendment Ratification Map*.
- Read the Equal Rights Amendment (ERA), and model completing the first question on the handout together as a class.

continued on next page

The Amendment Process *(continued)*

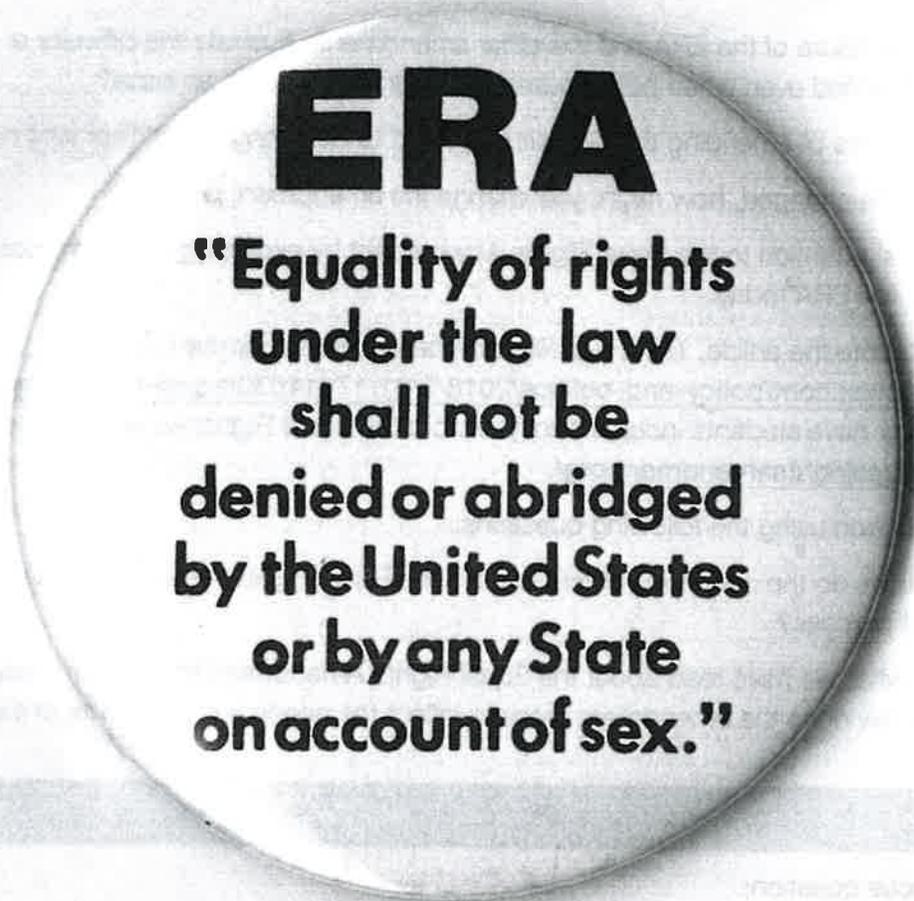
Group/Independent Work

- Direct students to work in pairs to read and complete the guiding questions for each of the remaining amendments on the *Amendments That Have Not Been Ratified* handout.
- Allow time for students to complete their responses before facilitating a discussion using the following questions:
 - How does the failure of the ERA and the other amendments illustrate the difficulty of getting an amendment ratified even when both houses of Congress agree on an issue?
 - Does the process of amending the Constitution need to be changed? Why or why not?
 - If it needs to be changed, how might you change the amendment process?
- Return students' attention to the Equal Rights Amendment by explaining that there continue to be efforts to pass the ERA today.
- Display or distribute the article, *The Equal Rights Amendment's Surprise Comeback, Explained* found at <https://www.vox.com/policy-and-politics/2018/5/31/17414630/equal-rights-amendment-metoo-illinois> or have students independently explore the Equal Rights Amendment website at <https://www.equalrightsamendment.org/>.
- Facilitate discussion using the following questions:
 - What questions do the continued efforts to pass the Equal Rights Amendment raise about the amendment process?
 - How might what we have read about the Equal Rights Amendment affect your answer to the question, "How does the amendment process reflect the needs and the wants of the people?"

Wrap Up

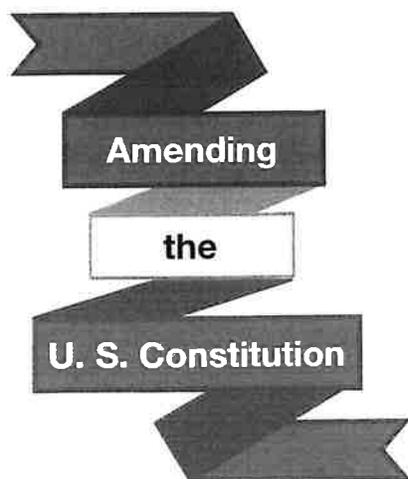
- Display the focus question:
 - How does the amendment process reflect the needs and the wants of the people?
- Ask students to write a response as an exit ticket.

Equal Rights Amendment Campaign Button



Citation: "Pro-ERA Button, 1972–1982," National Museum of American History. Accessed December 18, 2018.
http://americanhistory.si.edu/collections/search/object/nmah_523121

The Amendment Process Infographic



Article V, U.S. Constitution

The Congress, whenever two thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three fourths of the several states, or by conventions in three fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no state, without its consent, shall be deprived of its equal suffrage in the Senate.

STEP 1:
An Amendment
is proposed by:



A 2/3 vote
by both
The House and
The Senate

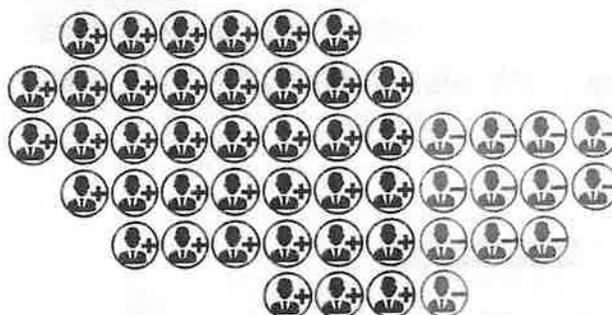
OR



A constitutional
convention
called by 2/3
of States.

A constitutional convention has not been used to pass any of the 27 Amendments to The Constitution.

STEP 2:
A Proposal must
be ratified by:



Passed by
3/4 State
Legislatures

OR

Passed by
3/4 State
Ratifying
Conventions

Used twenty-six times to pass Constitutional Amendments.

Has only been used once to pass the 21st Amendment (which repealed the 18th Amendment).

Citation: "Article V, U.S. Constitution," Federal Register, National Archives. Accessed May 20, 2019.
<https://www.archives.gov/federal-register/constitution/article-v.html>

Amendments That Have Not Been Ratified

- **The Equal Rights Amendment (ERA):** an amendment that would guarantee that equality of rights under the law would not be denied or abridged by the United States or by any State on account of sex. It would give Congress the power to enforce the provisions of the amendment through legislation.
- **Balance the Budget:** an amendment that only allows the President to submit budgets to Congress where spending does not exceed federal income from taxes, and makes it unconstitutional for Federal government to have budget deficits.
- **Ending the Electoral College:** the Every Vote Counts amendment proposal is a joint resolution by both Democrats and Republicans seeking to amend the Constitution to replace the electoral system used to elect the President and Vice President with election by popular vote.
- **Ending Personal Income Tax:** an amendment that would no longer allow the federal government to collect taxes from a person's income, as established by the ratification of the 16th amendment in 1909.
- **Allowing an Immigrant to Become President:** an amendment that would change the requirement that a Presidential candidate be a natural born citizen of the United States.
- **Allowing for Prayers in School:** an amendment that would protect the right of students if they wish, to pray in schools.

Guiding Questions:

1. What was the goal of the amendment?
2. Which of these amendments do you think is most important for Americans to consider? The least? Why?
3. In your opinion, which of these amendments would have the most beneficial impact on society? Why?
4. Considering the amendments listed above, how does the amendment process reflect, or fail to reflect, the needs and wants of the people?

Unit 2

Integrated Planner for Rights and Responsibilities

The Integrated Planner provides an overview of the entire theme to support coherence and provides a suggested sequence for teachers who opt to use a theme in its entirety. While teachers are encouraged to use the lessons included in this instructional guide within the context of a larger instructional plan, the lessons within a given theme are also a cohesive mini-unit. This planner includes specific content connections to *Passport to Social Studies* lesson plans, resources from *Facing History and Ourselves*, and online activities from *iCivics*. *Passport to Social Studies* lessons are available at weteachnyc.org, *Facing History and Ourselves* resources are available at facinghistory.org/civicsforall, and *iCivics* resources are available at iCivics.org. Teachers will want to consider these additional resources when adapting these lessons or creating their own.

Lesson 1 | Rights v. Responsibilities

page 83

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students analyze scenarios to better understand their rights and responsibilities, and the relationship between them.	iCivics: Responsibility Launcher	<ul style="list-style-type: none"> Examine a list of rights and responsibilities Participate in a Table Twitter activity responding to rights and responsibilities scenarios

Lesson 2 | Individuals, the Courts, and Birthright Citizenship

page 90

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students reflect on a film to learn about birthright citizenship, and the efforts of a single individual and the U.S. Supreme Court to secure this right.	iCivics: Supreme Decision Sortify: U.S. Citizenship	<ul style="list-style-type: none"> Examine the Fourteenth Amendment to the United States Constitution and birthright citizenship Analyze <i>United States v. Wong Kim Ark</i> and draw connections to individual cases and the courts Discuss the Supreme Court's role in interpreting the law for the Wong Kim Ark case

Civics For All lesson/project

Passport to Social Studies lesson

Partner lesson

Lesson 3 | The Individual in a Representative Democracy

page 96

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students analyze the responsibilities of legislative representatives at each level of government.	<p><i>Facing History:</i> <u>The Individual and Society</u></p> <p><i>iCivics:</i> <u>Do I Have a Right?</u></p>	<ul style="list-style-type: none"> Examine the Legislative structure of the United States

Lesson 4 | State Tax Proposal Simulation

page 104

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students simulate developing tax plans to understand the role taxes play in funding government services.	<p><i>iCivics:</i> <u>People's Pie</u></p> <p><u>Counties Work</u></p>	<ul style="list-style-type: none"> Participate in a simulation to develop a tax proposal for NYS Debate opposing tax proposals for NYS

Lesson 5 | How Do Cases Move Through the Judicial System?

page 119

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students examine U.S. Supreme Court cases to understand the types of cases that the Court hears.	<p><i>iCivics:</i> <u>We the Jury</u></p> <p><u>Court Quest</u></p>	<ul style="list-style-type: none"> Examine the conditions in which a case may be heard by the U.S. Supreme Court

Lesson 6 | Digital Citizenship and Fact Checking

page 130

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students use a fact checking protocol to determine whether online claims are credible, reliable, and factual.	<p><i>Facing History:</i> <u>Choosing to Participate in a Digital World</u></p>	<ul style="list-style-type: none"> Participate in a protocol to determine credibility, reliability, and factuality of claims made online

Project | Friends of the Court

Task Overview	Learning Experiences
<p>Students conduct legal research and write an <i>amicus curiae</i> brief for a pending U.S. Supreme Court case.</p>	<ul style="list-style-type: none"> • Identify a pending or potential U.S. Supreme Court case and conduct legal research to identify the legal opinions underpinning the current case and precedent • Utilize legal research skills to further identify case precedent and legal arguments that the court has not considered • Collaboratively coauthor an amicus brief

Civics For All lesson/project

Passport to Social Studies lesson

Partner lesson

Unit 2

Lesson
3

The Individual in a Representative Democracy

Focus Question

What is the relationship between an individual and their government representative?

Lesson Objective/Teaching Point

Students analyze the responsibilities of representatives at each level of government.

Civic Participation Practices

Participate in activities that focus on a classroom, school, community, state, or national issue or problem.

Key Learning Standards

9-10 RH 7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

11-12 RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

9-10 RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.

11-12 RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Resources/Materials

- *Legislature for New York City, New York State, and Federal Government*
- *Legislative Scenarios* worksheet

continued on next page

The Individual in a Representative Democracy

(continued)

Introduce the Lesson/Motivate Students

- Facilitate a class discussion using these questions as a guide:
 - What are some issues that exist in your community?
 - Who is responsible for addressing issues that exist?
 - How do those who are responsible for addressing issues find out about them?
- Distribute the *Legislature for New York City, New York State, and Federal Government* and unpack with students how the chart describes the structure and some responsibilities of each legislative body.
- Explain to students that federalist systems, like the United States, will have different legislative levels: a federal/national legislature, a state legislature, and a local/city legislature. Legislative representatives are elected in a representative democracy and are expected to take action to support the needs of their constituents.

Model/Teach

- Distribute the *Legislative Scenarios* worksheet.
- Model reviewing *Scenario 1* as a full class using the following questions:
 - What are the problems faced by Jackie in the scenario?
 - What are the possible solutions to these problems?
 - Who would she contact to remedy the problems?
 - What might she say during the exchange with the legislator?

NOTE TO TEACHERS: Answers to the scenarios may overlap because the responsibilities of a legislature often overlap. Ideally, the takeaway is that it is important for constituents to play a role in notifying their legislators, at the appropriate level, of issues, inadequacies, and/or injustices. If you feel it will help students to have some suggestions for how to speak with representatives, watch a short video from Save the Children Action Network:

<https://www.bing.com/videos/search?q=how+to+call+your+legislator&view=detail&mid=982A4702A4302A59785B982A4702A4302A59785B&FORM=VIRE>

continued on next page

The Individual in a Representative Democracy *(continued)*

Group/Independent Work

- Divide students into pairs to work on *Scenario 2* together.
- After paired work, lead a full group discussion to review the scenario, focusing on problems and possible solutions.
- Ask one pair of students to share their script with the group.
- Instruct students to work on the remaining scenarios independently.
- Lead a class discussion to share the remaining scenarios.

Wrap-Up

- Facilitate a class discussion using the following questions:
 - What are individuals responsible for in a representative democracy?
 - What is the role of a representative or legislator in a representative democracy?
- Project the following question on the board for students to individually answer:
 - What is the relationship between the individual and their government representative?

NOTE TO TEACHERS: See this website <https://www.usa.gov/elected-officials> for real-time information about representatives and their contact information at all levels of government.

Legislature for the New York City, New York State, and Federal Governments

Local/City	State	Federal
<p>The legislative part of the New York City government is the City Council.</p> <p>There are 51 Council Members and Districts across the five boroughs. Council Members introduce and vote on legislation (proposed laws) having to do with all aspects of local city life.</p> <p>The City Council also does the following:</p> <ul style="list-style-type: none"> • Negotiate the city's budget with the mayor and approve its adoption. • Monitor city agencies such as the Department of Education and the NYPD to make sure they are effectively serving New Yorkers. • Review land use and make decisions about the growth and development of New York City.¹ 	<p>The state legislature in New York State is the lawmaking branch of state government. It is a bicameral, or two-house, body composed of the Senate and the Assembly.</p> <p>The NYS Constitution authorizes a senate of varying number, currently 63 members, and an assembly of 150 members, elected from districts throughout the state for two-year terms.²</p> <p>The lawmaking powers of the NYS Legislature includes:</p> <ul style="list-style-type: none"> • The appropriation of funds for operating the state government, its agencies, and aid for local governments. • Defining what acts constitute crimes and setting penalties. • The promotion of public welfare. • Amending or repealing outdated or confusing laws. 	<p>The legislative part of our federal government is called congress. Congress makes our nation's laws.</p> <p>Congress is bicameral, or two-house. One house is the Senate and there are 100 Senators—2 from each state. The other house is the House of Representatives and there are 435 representatives. The number of representatives each state gets is determined by its population, and so, this number changes over time. The smallest states have one representative, while currently, California has 53.</p> <p>Both senators and representatives are elected by eligible voters in their state.³ Members of Congress meet together to discuss ideas and decide if these ideas (bills) should become laws.</p>

1 "What we do," New York City Council. Accessed on December 17, 2018. <https://council.nyc.gov/about/>

2 "About The New York State Senate," The New York State Senate. Accessed December 17, 2018. <https://www.nysenate.gov/about>

3 Three Branches of Government," Harry S. Truman Presidential Library & Museum, 2017. Accessed December 17, 2018. https://www.trumanlibrary.org/whistlestop/teacher_lessons/3branches/1

Legislative Scenarios

Scenario 1

Jackie has a very busy day on Election Day. Not only does she work very long hours on Tuesdays, but she also has class at night. Because of her busy day, and with the knowledge that the lines are long at polling sites, she will not be able to vote in the upcoming election. Frustrated, Jackie believes Election Day should be a holiday so that people would not have to work or go to school and would have more time to dedicate to voting.

Who should Jackie contact? Why?

Create a script of a potential conversation with the representative

Legislative Scenarios

Scenario 2

Xavier suffers from a debilitating illness and uses a wheelchair for mobility. Going to the library, school, and/or using the subway takes an exceptional amount of work. Knowing that these daily activities will take hours, Xavier plans and leaves well in advance. He has found that there was no wheelchair accessibility at several subway stops.

Who should Xavier contact? Why?

Create a script of a potential conversation with the representative

Legislative Scenarios

Scenario 3

Arthur has a problem. In his neighborhood in New York City, there are no grocery stores that serve diverse types of food. He finds himself often relegated to eating food that he knows can be harmful to his health and is afraid of the immediate and long-term health issues that an unhealthy diet could cause, like Type II Diabetes and cardiovascular issues. Currently, in order to get to the nearest market, Arthur faces either a taxi fare or a subway ride with a transfer to a bus. Given the cost of a taxi and the time of a bus, shopping at the market is proving unsustainable.

Who should Arthur contact? Why?

Create a script of a potential conversation with the representative

Legislative Scenarios

Scenario 4

Laura was excited to vote. This election was the first time she would be bringing her young daughter to the polling site to teach her how voting was one of her American civic duties. Her daughter had been born two years prior, and because of childcare challenges, Laura had been unable to vote in the previous two elections. With her daughter beginning to understand the event, Laura was thrilled to bring her daughter along. When they arrived at the polling site, Laura found out that her name had been removed from the voting roll because she had not voted in the previous two elections.

Who should Laura contact? Why?

Create a script of a potential conversation with the representative

Unit 3

Integrated Planner for Power and Politics

The Integrated Planner provides an overview for the entire theme to support coherence and provide a suggested sequence for teachers who opt to use a theme in its entirety. While teachers are encouraged to use the lessons included in this instructional guide within the context of a larger instructional plan, the lessons within a given theme are also a cohesive mini-unit. This planner includes specific content connections to *Passport to Social Studies* lesson plans, resources from *Facing History and Ourselves*, and online activities from *iCivics*. *Passport to Social Studies* lessons are available at weteachnyc.org, *Facing History and Ourselves* resources are available at facinghistory.org/civicsforall, and *iCivics* resources are available at iCivics.org. Teachers will want to consider these additional resources when adapting these lessons or creating their own.

Lesson 1 | What is Politics?

page 7

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students interpret explanations of politics to construct their own extended definition and meaning of politics.	<i>iCivics:</i> Win the White House Cast Your Vote	<ul style="list-style-type: none"> • Read and discuss different interpretations of the meaning of politics • Develop an extended definition of politics

Lesson 2 | Understanding Systemic Injustice and Oppression

page 18

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students analyze injustice and inequality at individual, institutional, and socio-cultural levels.		<ul style="list-style-type: none"> • Examine documents related to systemic injustice and oppression • Discuss and synthesize different concepts of systemic injustice and oppression • Develop a conceptual map of terms relating to systemic injustice and oppression

continued on next page

Civics For All lesson/project

Passport to Social Studies lesson

Partner lesson

100

Lesson 3 | Voting Rights Expansion and Suppression

page 49

Lesson Objective/Teaching Point	Connections	Learning Experiences
<p>Day 1: Students contextualize the suppression and expansion of voting rights.</p> <p>Day 2: Students connect their exercise of the right to vote to the expansion of those rights for others.</p>	<p>Facing History: <u>Voting Rights and the Midterms</u></p> <p>iCivics: <u>Lawcraft</u></p>	<ul style="list-style-type: none"> Analyze a timeline of voting rights Research current examples of voter suppression or expansion

Lesson 4 | Eminent Domain and Private Property

page 59

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students examine government power in eminent domain cases.		<ul style="list-style-type: none"> Construct a legal test for the Takings Clause Analyze Supreme Court cases related to eminent domain Apply legal test to select Supreme Court cases

Lesson 5 | Gentrification and Community Development

page 72

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students examine gentrification and draft a policy recommendation to mitigate its impact on communities in Central Brooklyn.		<ul style="list-style-type: none"> Explore connotations of the term gentrification Analyze texts related to the Vital Brooklyn Initiative Draft a policy recommendation

Lesson 6 | Checks and Balances

page 84

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students examine how Montesquieu's argument for the separation of powers is embedded in our three-branch system of checks and balances.	<p>iCivics: <u>Branches of Power</u> <u>Executive Command</u> <u>Power Play</u></p>	<ul style="list-style-type: none"> Read Book XI of Montesquieu's <i>The Spirit of Laws</i> and make connections to our system of checks and balances Apply understanding of checks and balances to fictional scenarios

includes diverse perspectives

Civics For All lesson/project

Passport to Social Studies lesson

Partner lesson

Lesson 7 | The Use of Media in a Political Campaign

page **93**

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students analyze the use of media in political campaigns.	<p>Facing History: <u>The Challenge of Confirmation Bias</u></p> <p>iCivics: <u>Win the White House</u></p>	<ul style="list-style-type: none"> Analyze political advertisements Read articles about the role of media in political campaigns

Lesson 8 | Government Intervention

page **100**

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students examine documents from the New Deal and World War II to understand the scope and nature of government intervention.		<ul style="list-style-type: none"> Analyze posters from the New Deal era Discuss role of government intervention to respond to broad problems

Lesson 9 | The United States Census

page **112**

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students examine census data and hypothesize how local government might use data to meet the needs of its constituents.	<p>Facing History: <u>Citizenship and the U.S. Census</u></p>	<ul style="list-style-type: none"> Analyze census data from New York City Develop a policy proposal to direct funding based on census data Present and debate proposals created by peers

Project | Investigating Interest Groups

page **124**

Lesson Objective/Teaching Point	Learning Experiences
Students research and develop a presentation on the impact and role of interest groups in politics.	<ul style="list-style-type: none"> Identify and research an interest group or policy think tank Develop a presentation on the role and impact particular interest groups or policy think tanks have on local, state, or federal politics

Civics For All lesson/project

Passport to Social Studies lesson

Partner lesson

What Is Politics?

Unit 3

Lesson
1

Focus Question

What is politics and what is its purpose?

Lesson Objective/Teaching Point

Students construct their own extended definition of politics.

Civic Participation Practices

Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.

Key Learning Standards

9-10 RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

11-12 RH 4: Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Resources/Materials

- *Extended Definition Tool*
- *Politics is... (Model)*
- *Politics is... (Reading 1)*
- *Politics is... (Reading 2)*
- *Politics is... (Reading 3)*
- *Politics is... (Reading 4)*

continued on next page

What Is Politics? *(continued)*

Introduce the Lesson/Motivate Students

- Display the definition of **politics** from the Center for Civic Education:
 - Politics is a process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Ask students to think about how they define politics, then take a moment to write or draw their definition.
- Give students the opportunity to share and discuss their definitions of politics and chart common themes, ideas, and points of contention that arise during discussion.

Model/Teach

- Distribute the *Extended Definition Tool*.
- Introduce the concept of an extended definition, which does more than define a concept or issue. It also describes, explains, clarifies significance, and tells the reader why the concept or issue is important to social studies.
- Explain to students that they will work together to create a class-wide extended definition of the word politics by reading different explanations of what it is and how it works.
- Have students record the definition of politics in their own words at the top of the tool.
- Display the *Politics Is... (Model)* and model expectation for reading and analysis by reading the text aloud and answering each question with students.
- Divide students into groups and provide each group with one of the four *Politics is...* readings.

Group/Independent Work

- In groups, have students examine and analyze the excerpts to build their respective definitions of politics and record their responses on their *Politics is...* worksheet. Students can do so in one of the following jigsaw activities:
 - Expert Jigsaw: Each group is assigned a different text, *Politics is... (Reading 1)*, *Politics is... (Reading 2)*, *Politics is... (Reading 3)*, or *Politics is... (Reading 4)*, and completes the corresponding worksheet. Following the group “expert” examination of the text, members from each group form new groups and share and take notes on findings with their new group members.

continued on next page

What Is Politics? *(continued)*

- Table Jigsaw (students remain at table): Each member of the group is assigned a different text, *Politics is... (Reading 1)*, *Politics is... (Reading 2)*, *Politics is... (Reading 3)*, or *Politics is... (Reading 4)*. Each student is given time to examine the text and completes the worksheet for the corresponding text. After each student examines their assigned text, students are responsible for sharing and taking notes on the findings of their tablemates.
- Once students share and take notes, have them continue to work in groups using the *Extended Definition Tool* to write an extended definition of politics.
- Remind students to take all of the texts into account and answer the following questions:
 - What is politics?
 - What is the purpose of politics?
 - How does politics function (how does it work)?
 - Where does politics come from?
 - What are some examples of politics?

Wrap-Up

- Have each student group share their extended definition of politics.
- Facilitate a discussion of the similarities and differences between the extended definitions.
- Refer back to the chart from the Motivation activity and ask students to reflect on the following:
 - What is politics?
 - What is the purpose of politics in a nation such as ours?
 - To what degree are our extended definitions reflective of our initial definition of politics?
 - In what ways did your definition develop, change, or extend as a result of the readings, discussion, and construction of extended definitions?
- Have students complete an exit slip with the following template:
 - I used to think “politics” meant...
 - Now I think “politics” means...
 - Because...
 - The purpose of politics is...

Extended Definition Tool

An **extended definition** does more than define a concept or issue. It also describes, explains, clarifies significance, and tells the reader why the concept or issue is important to social studies.

Step 1: State a short definition for the concept/issue **in your own words**:

Step 2: Select four ways, from the chart below, to develop an extended definition of a concept or issue. Record your choices in the column title row of the chart in Step 3.

Ways to Extend a Definition for a Concept or Issue	Description
Expert Definition	How people who study the concept define it in their own writing
Connotation	An idea or feeling that this concept invokes
Illustrative Example(s)	Brief descriptions of something(s) that exemplifies this concept
List examples	Provide several examples of the concept
Clarify parts or categories	If the concept is made up of discrete parts or steps, briefly discuss them
Historical Understanding	Explain how a historian might use this concept
Significance or value	Describe why this concept is important
History of the term	Explain where the concept came from and how its meaning may have changed over time
Relationship to other concepts	Connect, compare, or explain the relationship of the concept to another concept

continued on next page

Step 3: Identify evidence that will help you to craft a useful extended definition. Record the evidence.

Ways to Extend a Definition for a Concept or Issue

Evidence:	Evidence:	Evidence:	Evidence:

Step 4: Synthesize what you learned by developing your extended definition. Write the extended definition of the concept/issue in a short paragraph.

Note: You do not need to sequence your definition based on the chart's order of the ways to extend a definition. Draft your extended definition so it will be clearly understood. Possible sentence starters for the different ways to extend a definition are provided on the next page.

continued on next page

Possible Sentence Starters for the different ways to develop an extended definition:

Expert Definition	According to _____, _____ can be defined as "_____."
Connotation	When people discuss _____ they often are using it to mean _____
Illustrative Example(s)	A prime example of _____ is _____ because _____.
List examples	Some important historical examples of _____ are _____, _____, and _____.
Clarify parts or categories	This set: _____, _____, and _____ is important to understanding _____ because _____.
Historical Understanding	Historians studying _____ often ask questions such as _____ to help them _____.
Significance or value	_____ is significant to _____ because _____.
History of the term	_____ were the first _____ to use the term _____
Relationship to other concepts	In order to really understand _____ we also have to discuss _____ because _____. _____ is related to the concept of _____.

Politics is... (Model)

Read the excerpt below and work with your group to answer the questions that follow.

To understand politics we must therefore include studying the signs which might tell us what is going on beneath the surface of this and other fault-lines in our civilization. . . . One widely recognized clue is the current state of the distinction between **private life** and the **public world**. The private world is that of the family, and of individual conscience as each individual makes his or her own choice of beliefs and interests. Such a private life would not be possible without the overarching public world of the state, which sustains a structure of law appropriate to a self-determining association. Politics only survives so long as this overarching structure of public law recognizes its own limits. As Pericles put it in his famous funeral oration for Athenians killed in the first year of the Peloponnesian War: 'We are free and tolerant in our private lives; but in public affairs we keep to the law.' The actual boundary, both in law and in people's attitudes, between what is public and what is private is, of course, constantly changing. Homosexuality and religion, which used to be publicly regulated, are now largely private, while rape within marriage and abuse of children are increasingly subject to law. It is the fact of recognizing such a division which distinguishes politics – we may loosely identify it with freedom and democracy – from **despotism**.¹

According to the author, what is politics?

What aspects of the author's discussion of politics might we be able to include in our extended definition (what it is saying about what politics is, its purposes, how it functions, where it comes from, how it is different than similar terms, and/or examples of it)?

Make a connection from what the author writes about politics to your own life or knowledge about politics today.

To what extent do you agree or disagree with what the author says about politics? Why?

Strongly disagree 1 2 3 4 5 Strongly agree

Why?

¹ Kenneth Minogue, *Politics: A Very Short Introduction* (Oxford: Oxford University Press, 2000), 5.

Politics is... (Reading 1)

Read the excerpt below and work with your group to answer the questions that follow.

If we treat [politics] as a human activity, then what kind of activity is politics? In the first instance, we think of politics as something that we do together. Alone on the oft-imagined desert island, an individual would not be said to be involved in political activity, simply because there is no one to interact with. Politics, it would appear, needs at least two people. That said, not all human interaction is what we would typically think of as political activity (therefore the presence of two people is a necessary but not a sufficient condition for the presence of political activity) . . .

Usually we imagine that politics would arise when the two islanders have to reconcile some clash of interests. It may be that they disagree about how best to distribute the resources of the island, or about how to apportion the island so that each has a part of it they can call their own. When such disagreements arise we would say that the solution to these issues is likely to be the result of activity generally described as political – for example, a debate and discussion about how they should resolve their clash of interests. Political activity, it would appear, is a particular way of reaching agreement where disagreement exists and impacts on other people. It implies that those involved – even our two desert islanders – are not just looking to satisfy their immediate interests, but also engaged in a process that aims to establish a set of norms and standards that will help resolve future disputes.¹

According to the author, what is politics?

What aspects of the author's discussion of politics might we be able to include in our extended definition (what it is saying about what politics is, its purposes, how it functions, where it comes from, how it is different than similar terms, and/or examples of it)?

Make a connection from what the author writes about politics to your own life or knowledge about politics today.

To what extent do you agree or disagree with what the author says about politics?

Strongly disagree 1 2 3 4 5 Strongly agree

Why?

¹ Iain Mackenzie, *Politics: Key Concepts in Philosophy* (New York: Bloomsbury Publishing, 2009), 4–5.

Politics is... (Reading 2)

Read the excerpt below and work with your group to answer the questions that follow.

Politics has its own logistics: it requires agents, premises, contacts with printers, a pool of supporters, money, and generally, as the condition of all these things, an established political party. . . . The typical route taken by the ambitious politician is from the **periphery** to the centre, and each step of the way resembles a game of snakes and ladders. The politician needs, for a start, the same kind of knowledge as the concerned citizen; just more of it. What American politician could move a step without a close knowledge of the Constitution, the Bill of Rights, and many of the decisions of the Supreme Court? Knowledge of history is indispensable, supplying a range of memories, references, and metaphors without which political talk is unintelligible. From the War of Independence, through the Civil War, to the very songs and slogans of the American past, the politician must be able to pick up the references, many of them highly local, which constitute the culture of those whom he seeks to represent. He must know how the Senate and Congress work in detail, not to mention the way in which the states relate to them.¹

According to the author, what is politics?

What aspects of the author's discussion of politics might we be able to include in our extended definition (what it is saying about what politics is, its purposes, how it functions, where it comes from, how it is different than similar terms, and/or examples of it)?

Make a connection from what the author writes about politics to your own life or knowledge about politics today.

To what extent do you agree or disagree with what the author says about politics?

Strongly disagree 1 2 3 4 5 Strongly agree

Why?

¹ Kenneth Minogue, *Politics: A Very Short Introduction* (Oxford: Oxford University Press, 2000), 61–62.

Politics is... (Reading 3)

Read the excerpt below and work with your group to answer the questions that follow.

Politics, in its broadest sense, is the activity through which people make, preserve and amend the general rules under which they live. Although politics is also an academic subject (sometimes indicated by the use of 'Politics' with a capital P), it is then clearly the study of this activity. Politics is thus inextricably linked to the phenomena of conflict and cooperation. On the one hand, the existence of rival opinions, different wants, competing needs and opposing interests guarantees disagreement about the rules under which people live. On the other hand, people recognize that, in order to influence these rules or ensure that they are upheld, they must work with others—hence Hannah Arendt's . . . definition of political power as 'acting in concert'. This is why the heart of politics is often portrayed as a process of conflict resolution, in which rival views or competing interests are reconciled with one another. However, politics in this broad sense is better thought of as a search for conflict resolution than as its achievement, as not all conflicts are, or can be, resolved. Nevertheless, the inescapable presence of diversity (we are not all alike) and scarcity (there is never enough to go around) ensures that politics is an inevitable feature of the human condition.¹

According to the author, what is politics?

What aspects of the author's discussion of politics might we be able to include in our extended definition (what it is saying about what politics is, its purposes, how it functions, where it comes from, how it is different than similar terms, and/or examples of it)?

Make a connection from what the author writes about politics to your own life or knowledge about politics today.

To what extent do you agree or disagree with what the author says about politics?

Strongly disagree 1 2 3 4 5 Strongly agree

Why?

¹ Andrew Heywood, *Politics* (New York: Palgrave Macmillan, 2013), 2.

Politics is... (Reading 4)

Read the excerpt below and work with your group to answer the questions that follow.

Politics is endless public disagreement about what justice requires. Aristotle taught that instability in constitutions is caused by the passion for equality, and went on to characterize justice as a state in which honour and office are distributed according to the contribution different groups make to the welfare of the *polis*. Numbers, wealth, and merit must all find a place, and a true **polity** would include both democratic and oligarchic elements. Here the philosopher is merely telling us what justice is. He is not giving advice on how to achieve it, and his formula would hardly be of much use if he were. And that reveals to us yet another way in which an idea like justice can function: it can supply a philosophical explanation of what we already know. For there is one great defect of the navigational metaphor we have been using: it suggests that justice is to be found in some place we have not yet reached. This is quite wrong. We already know what justice is, and our societies already are, in certain basic ways, just. If this were not so, we could not recognize it. Justice is, in other words, not merely something ahead of us and useful in navigating; it is also something behind us which tells us both what we are and where we have come from. . . . That is why political life is full of people demanding justice on some point or other. With new ideas or changed circumstances, conditions which previously seemed natural come to provoke demands for reform, and justice is the formula for demanding reform.¹

According to the author, what is politics?

What aspects of the author's discussion of politics might we be able to include in our extended definition (what it is saying about what politics is, its purposes, how it functions, where it comes from, how it is different than similar terms, and/or examples of it)?

Make a connection from what the author writes about politics to your own life or knowledge about politics today.

To what extent do you agree or disagree with what the author says about politics?

Strongly disagree 1 2 3 4 5 Strongly agree

Why?

¹ Kenneth Minogue, *Politics: A Very Short Introduction* (Oxford: Oxford University Press, 2000), 81–82.

Unit 4:

Integrated Planner for Active Engagement

The Integrated Planner provides an overview for the entire theme to support coherence and provide a suggested sequence for teachers who opt to use a theme in its entirety. While teachers are encouraged to use the lessons included in this instructional guide within the context of a larger instructional plan, the lessons within a given theme are also a cohesive mini-unit. This planner includes specific content connections to *Passport to Social Studies* lesson plans, resources from *Facing History and Ourselves*, and online activities from *iCivics*. *Passport to Social Studies* lessons are available at weteach.org, *Facing History and Ourselves* resources are available at facinghistory.org/civicsforall, and *iCivics* resources are available at icivics.org. Teachers will want to consider these additional resources when adapting these lessons or creating their own.

Lesson 1 | Civil Political Discourse

page 139

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students engage in simulated civil political discourse to identify the social communication cues that are most effective in engaging opposing viewpoints in the political sphere.	<p><i>Facing History:</i> <u>Fostering Civil Discourse</u></p> <p><u>Facing Ferguson: News Literacy in a Digital Age</u></p>	<ul style="list-style-type: none"> Examine footage of political debates Review verbal and non-verbal communication techniques Role play to practice techniques

Lesson 2 | Hashtag Activism

page 146

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students explore and understand how engaging in hashtag activism via social media influences social change.	<p><i>iCivics:</i> <u>Represent Me</u></p>	<ul style="list-style-type: none"> Develop shared definition of activism Participate in jigsaw to analyze sets of documents about social media and its impact on activism

Lesson 3 | Taking Action to Influence Decision Makers

page 153

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students reflect on the action Cecilia Gaines took to bring about change and connect those actions to a contemporary social issue.		<ul style="list-style-type: none"> Examine the life and activism of Cecilia Gaines Analyze Gaines' web of influence Reflect on and construct a personal web of influence

Civics For All lesson/project

Passport to Social Studies lesson

Partner lesson

Lesson 4 | Op-Eds and Letters to the Editor

page 162

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students analyze form and content of op-eds and letters to the editor to better understand how to write in these genres.		<ul style="list-style-type: none"> Review how to craft an op-ed or letter to the editor Examine the form and content of op-eds and letters to the editor in case study

Lesson 5 | Political Parties

page 172

Lesson Objective/Teaching Point	Connections	Learning Experiences
<p>Day 1: Students examine contemporary American political party websites to learn about their platforms, constituencies, and candidates.</p> <p>Day 2: Students complete a political typology quiz and investigate which political parties best reflect their beliefs and values.</p>	<p>Facing History: <u>Making Sense of Today's Political Tensions</u></p>	<ul style="list-style-type: none"> Research platforms, values, candidates, and constituencies based on a variety of political parties Create posters to synthesize research Participate in political typology quiz Investigate which political parties align with personal beliefs on variety of issues

Lesson 6 | Social Documentary Photography & Activism

page 192

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students analyze the photographs of Lewis Hine to understand how social documentary photography is used to raise awareness and make change.		<ul style="list-style-type: none"> Identify social issues Review genre of social documentary photography Examine photographs taken by social photographer, Lewis Hines

Lesson 7 | Evaluating Efficacy of Civic Action

page 200

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students debate the efficacy of different forms of civic engagement using the garment workers' strike as a case study.		<ul style="list-style-type: none"> Examine life and activism of Clara Lemlich Shavelson Debate the efficacy of the garment worker's strike

Civics For All lesson/project

Passport to Social Studies lesson

Partner lesson

Project | Citizen Lobbyist

Lesson Objective/Teaching Point	Learning Experiences
<p>Students conduct research about an issue or policy area and lobby an elected official to support a bill on that issue.</p>	<ul style="list-style-type: none"> • Identify an issue or policy area of interest and current draft legislation about that issue or policy area • Research pending legislation and persuade an elected official to sign on to a proposal

Civics For All lesson/project

Passport to Social Studies lesson

Partner lesson

