



# Unit Planner: U.S. Constitution U.S. History 1

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(C) > Week 5 - Week 11

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## U.S. Constitution

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### Big Ideas / Enduring Understandings

Written laws are essential for any civilized society to function, and the people are the source of these laws which are designed to protect and to ensure the rights of all citizens.

### Essential Questions

1. When is it necessary for society to change?
2. How should power be distributed in a government?
3. How do we ensure the power of the government works for the people?
4. How can the power of the government be limited?
5. How do governments balance the rights of individuals with the common good?  
How does the Constitution reflect the goals of American society?

### Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - 1a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Assess how point of view or purpose shapes the content and style of a text.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and

Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

## Content

- Articles of Confederation
- 3 Branches
- Executive
- Legislative
- Judicial
- The Great Compromise
- Virginia Plan
- NJ Plan
- 3/5 Compromise
- Preamble
- Bill of Rights
- Federalism
- Census

## Skills / Strategies

**Chronological thinking or the ability to understand time in relation to history.**

**Historical comprehension, which includes understanding and evaluating historical documents. This includes understanding the context behind the document and the perspectives of individuals who wrote the document.**

**Historical analysis and interpretation. This includes students being able to use the skills of historical comprehension to analyze historical evidence and draw conclusions based on that evidence. As part of this, students recognize that written history is tentative and changing.**

**Historical research capabilities, which includes the ability to formulate historical questions, and obtain and interpret historical information.**

**Historical issues-analysis and decision-making, which includes the ability to examine issues in the past (and present) and make informed decisions about them.**

## Key Terms / Vocabulary

Federalism  
Anti-Federalist  
Federalist  
Bicameral  
Elastic Clause  
Amendment  
Ratification  
Concurrent  
Reserve  
Delegated

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*  
Evaluate & Interpret Primary & Secondary sources  
Group work to solve problems  
Internet research on select topics  
Writing paragraphs and complete essays about a topic  
Map skills  
Vocabulary and decoding skills

## Assessments

[Depth of Knowledge \(DOK\) Levels](#)

**U.S. Constitution Exam**

**Formative: DOK 3 Strategic Thinking: Test: Standardized**

Multiple Choice exam on the U.S. Constitution

**Two Supreme Court Cases**

**Formative: DOK 4 Extended Thinking: Written:**

## Resources

### Websites and Web-tools used

 <http://www.archives.gov/education/research/primary-sources.html>  
Text Features

- Informational
- Literary

### Websites and Web-tools used

 <http://www.loc.gov/rr/program/bib/ourdocs/PrimDocsHome.html>  
Focus

- Research

