

Civics Unit 2: Conflict and Compromise

Unit #:	APSDO-00042311	Duration:	3.0 Week(s)	Date(s):	
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Team:
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Grades:
12

Subjects:
Social Studies

Unit Focus

In this unit, students will understand the conflict and compromises surrounding the creation of the Constitution. In addition, students will develop an understanding of the reasons for a movement toward a stronger centralized government, and how the Constitution achieved this end, but also created tension with the states. Assessments for this unit include tests and quizzes and/or a mock Constitutional Convention. Primary instructional materials for this course include textbook, primary, and contemporary sources.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Connecticut Goals and Standards <i>Social Studies : 12</i></p> <ul style="list-style-type: none"> Analyze how public policies promote changes, intended and unintended, in society. <i>CIV.9-12.18</i> Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order. <i>CIV.9-12.3</i> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples and details with significant and pertinent information and data, while acknowledging the strengths 	<p>T1 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p> <p>T2 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U602) Cooperation: Conflict can be created in the struggle for resources, power and sovereignty.</p> <p>U2 (U702) People`s rights and individual needs must be balanced with the rights and needs of others.</p> <p>U3</p>	<p>Q1</p> <p>How do we create and sustain a government that both protects individual freedoms and meets the needs of the nation as a whole?</p> <p>Q2</p>

<p>and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). <i>INQ.9-12.11</i></p>	<p>Governments use of power could either protect or limit individual rights and freedoms.</p>	<p>Does a strong centralized government protect or limit individual rights and freedoms?</p>
Acquisition of Knowledge and Skill		
Knowledge	Skills	
<p>K1 The weakness of the Article of Confederation led some to argue for a stronger centralized government</p> <p>K2 Delegates at the Constitutional Convention compromised on issues regarding the power and structure of government</p> <p>K3 The Constitution created three branches of government each with separate powers and checks on the others in order to prevent abuse of power</p> <p>K4 Federalists and Anti-Federalists debated over whether the new government would protect rights and freedoms or become tyrannical</p> <p>K5 The Bill of Rights was added to appease Anti-Federalists' fear of a tyrannical government</p> <p>K6 It can be difficult for governments to balance individual rights and liberties with national order and security</p>	<p>S1 Analyze the Articles of Confederation and the Constitution to determine historical context and main ideas</p> <p>S2 Connect historical events to contemporary circumstances</p> <p>S3 Analyze Federalist Papers to determine their arguments and what made them persuasive</p>	
<ul style="list-style-type: none"> • Distinguish the powers and responsibilities of local, state, tribal, national and international civic and political institutions. <i>CIV.9-12.1</i> • Evaluate public policies in terms of intended and unintended outcomes, and related consequences. <i>CIV.9-12.16</i> • Evaluate social and political systems in different contexts, times and places that promote civic virtues and enact democratic principles. <i>CIV.9-12.10</i> • Evaluate the effectiveness of citizens and institutions in solving social and political problems. <i>CIV.9-12.8</i> • Explain how a question reflects an enduring issue in the field. <i>INQ.9-12.1</i> • Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. <i>INQ.9-12.4</i> • Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities and limits that have changed over time and that are still contested. <i>CIV.9-12.4</i> • Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <i>INQ.9-12.2</i> • Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. <i>INQ.9-12.3</i> 		

<ul style="list-style-type: none">• Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context and corroborative value of the sources to guide the selection. <i>INQ.9-12.6</i>• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. <i>INQ.9-12.8</i>• Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. <i>INQ.9-12.15</i>		
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