

Unit Map & Lesson Plan Sequence

Course	Unit (Learning Segment)/days	Instructor (Clinical Intern)	Dates	
Civics & Economics	Principles of American Democracy (8 days)	Ms. Sarah Smith	Jan 22-31	
<i>Unit Objectives (“Students will be able to...”)</i>				
-Know- <i>(content goal)</i> Students will be able to identify different Enlightenment theories that shaped American democratic ideals	-Do- <i>[skill goal]</i> Students will be able to explain the reasons why American colonists entered into conflict with the British Crown	-Understand – <i>[“big picture” / conceptual / applying]</i> Students will be able to understand how a constitutional democracy represents the principles and values of its citizens		
Unit Essential Question (UEQ) or Learning Objective (ULO)	How does the U.S. Constitution embody the principles and values of American citizens? (Or ... “Students will be able to describe how the principles and values of American citizens influenced the text of the U.S. Constitution”)			
Unit Concepts - Themes	<ul style="list-style-type: none"> • Power • Principles 	<ul style="list-style-type: none"> • Change • Values 	<ul style="list-style-type: none"> • Authority • Rights (political, natural) 	
Essential Standard(s)	Content Standards <ul style="list-style-type: none"> • CE.C&G.2.3 • CE.C&G.2.5 • Also: CE.C&G.4.1 and 4.2 	Skills Standards <ul style="list-style-type: none"> • CE.C&G #1 (1.1, 1.2, 1.3, 1.4, and 1.5) • D2.His.1.9-12 		
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Impact of Philosophical Ideas on U.S. Democracy (1 day)	Governmental Systems (1 day)	Creating the U.S. (2 days)	Creating the U.S. Constitution (2 days)	American Democracy (1 day + review, assess)
Lesson Essential Question (LEQ) or Learning Objective (LLO)	LEQ / LLO	LEQ / LLO	LEQ/ LLO	LEQ/ LLO
How did Enlightenment ideas influence the development of American political theories?	What are the similarities and differences between the U.S. system of government and those of other countries?	How did conflict between American colonists & Great Britain lead to the formation of a new nation?	Which arguments over power and authority helped shape the principles of the U.S. Constitution?	Why did the new Constitution put limits on the power of government?
Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary
<ol style="list-style-type: none"> 1. Enlightenment 2. Philosophy 3. Liberty 4. Justice 5. Equality 	<ol style="list-style-type: none"> 1. Democracy 2. Oligarchy 3. Authoritarianism 4. Anarchy 5. Monarchy 6. Republic 	<ol style="list-style-type: none"> 1. Mercantilism 2. Taxation 3. Representation 4. Boycott 5. Protest 6. Civil disobedience 	<ol style="list-style-type: none"> 1. Limited government 2. Authority 3. Rights (individual, inalienable) 4. Consent 5. Governed 	<ol style="list-style-type: none"> 1. Diversity 2. Political system 3. Opportunities 4. Limitations

	7. Federalism 8. Parliament	7. Sovereignty 8. Patriotism	6. Due process 7. Common good 8. Compromise	
History Content: Key People / Places / Events / Terms	Key People / Places / Events / Terms	Key People / Places / Events / Terms	Key People / Places / Events / Terms	Key People / Places / Events / Terms
1. Montesquieu 2. John Locke 3. Thomas Hobbes 4. Leviathan 5. Jean-Jacques Rousseau 6. Magna Carta 7. English Bill of Rights 8. Constitutional Government 9. Declaration of Independence 10. Thomas Paine 11. Common Sense 12. Thomas Jefferson	1. Monarch (King George III) 2. President (George Washington) 3. Prime Minister (Lord North) 4. Parliamentary System 5. Constitutional Monarchy 6. Absolute Monarchy	1. "Founding Fathers" 2. Constitutional Democracy 3. Salutary Neglect 4. "Taxation Without Representation" 5. American Revolution 6. Articles of Confederation 7. Benjamin Franklin 8. Gen. George Washington 9. Sons of Liberty 10. Marquis de Lafayette 11. Haym Solomon 12. Abigail Adams 13. Valley Forge 14. Battle of Cowpens (King's Mountain)	1. Federalists 2. Anti-Federalists 3. Alexander Hamilton 4. James Madison 5. Federalist Papers 6. US Bill of Rights 7. US Constitution 8. Protection of Individual Rights (life, liberty, pursuit of happiness) 9. Elastic Clause 10. Separation of Powers 11. Checks and Balances	1. Mercy Otis Warren 2. Phillis Wheatley 3. John Adams 4. Structures of Government 5. Rule of Law
Unit Assessment	In groups of 3, students will create physical or virtual posters that graphically (visuals and text) represent the values and principles of American citizens, as expressed from the founding fathers to today (other historical figures, modern issues, etc.). Individually, students will submit a short 2-3 page essay that explains how the group decided on the core principles and values (and which ones did not make the cut), their own contribution to the project, and what they learned about the principles of American democracy. In this essay, students must properly use unit-specific vocabulary in context, list significant figures and events, and discuss some of the broad themes of the unit.			

Lesson Plan: Secondary History / Social Studies

Course	Lesson Topic / Unit Name	Instructor	Date(s)
Civics & Economics	Impact of Philosophical Ideas on U.S. Democracy (1 day) / <i>Principles of American Democracy</i>	Ms. Sarah Smith	Jan 22
Lesson Essential Question (LEQ) or Learning Objective (LLO)	How did Enlightenment ideas influence the development of American political theories? (Or ... “Students will be able to analyze how Enlightenment ideas shaped American political theories”)		
NC Essential Standard(s)	<ul style="list-style-type: none"> • Content > CE.C&G.1.2 – Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution, and the Bill of Rights to help promote liberty, justice, and equality • Skill > D2.His.1.9-12 – Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts 		
Activity	Details (Setting, steps, prompts)	Purpose-Rationale	Time
Pre-Lesson How do you prepare students for content & skills acquisition, or use students’ prior knowledge? How do you open this new lesson?	Examine the illustration by Abraham Bosse, which accompanied Thomas Hobbes’ book, “Leviathan.” In groups of 3-4, answer the questions on the board (and listed on your worksheet). Make sure to carefully examine the clues in the image, such as the Bible citation for the book of Job De-brief: From your conversations, how would you describe Hobbes’ image of a ruler? Who is he responsible to? What are his duties?	The idea of this activity is two-fold: introduce Thomas Hobbes, and see whether or not students can “unpack” an image with informed assumptions. After a brief discussion, the next step is to present excerpts from Leviathan (“Did your view of Hobbes, and his ideas on governance, change after reading these passages?”) ... And at closure, return to Leviathan and apply Hobbes’ ideas to the US political system	15 minutes
Acquisition How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	Teacher presentation: Provide a concise, 5 min. presentation that highlights the origins and impact of The Enlightenment in Western Europe (review of World History). Emphasize the radical implications of Enlightenment thought. Watch the 4 min. video clip “Jefferson’s Pursuit of Knowledge” (History.com) and list at least 3 influences on Jefferson’s political views. Class discussion: How does Jefferson’s personality explain his philosophical and political views? Partners: Read the biographical worksheet on your Enlightenment-era figure (Rousseau, Montesquieu, Hobbes, Locke, Jefferson,	Students need context for a longer discussion on Jefferson, Thomas Paine, Common Sense – and how both men were influenced by political and economic thought from Western Europe (Enlightenment) This video will allow students to see how Jefferson – a local Virginian – was keenly aware of the larger discussions in W. Europe This discussion gets to Jefferson the man – who was he? who were his influences? what was his personality? Now, students will examine other Enlightenment figures in order to find common traits among these thinkers (what were they	<ul style="list-style-type: none"> • 5 min • 4 min • 4 min

	Wollstonecraft, etc.) and complete the graphic organizer on personality traits + ideas.	passionate about? what motivated them? what risks did they take?) [Students will acquire information on their own]	• 10 min. TOTAL: 23 minutes
Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?	Prepare a 2 min. presentation to the class. Examine the directions for the presentation, use evidence from the texts, and decide on how you will convey the important aspects of your Enlightenment thinker's life and ideas	Students will continue to acquire specific knowledge on their figure through collaborative work, a guided worksheet for the presentation, and by making decisions on what to present (and what to exclude)	12 minutes
Adjustments <i>What adjustments will you make if students struggle or progress too quickly (before advancing further)?</i>	SECOND ACQUISITION: Presentations of Enlightenment figures. Distribute a comparative chart for students to complete during peer presentations	Students teaching students about the key figures of the Enlightenment, new (and radical) ideas, and basic concepts of liberty and equality	20 minutes
Extending & Refining II (individual) How do students (and teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning]	A/B students – A students have a copy of the Declaration of Independence, B students a copy of the Bill of Rights (English or US?) Students will individually answer the remaining questions on their comparative chart of Enlightenment thinkers...with the task of connecting specific passages to ideas expressed by a particular Enlightenment figure	This individual activity allows students to see how The Enlightenment influenced the creation of key documents like the Declaration of Independence, Bill of Rights, etc. Big picture: Students should see these documents as an expression of people who saw injustice in their world	12 minutes
Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding	Review what we have done today (go over our agenda that's on the board); if time allows, review vocab terms we covered today Ask students to write a 1-2 sentence answer to the EQ as their "ticket out the door" Preview tomorrow – A & B students will get together to go over their document analysis; we will explore different types of government	Link back to the LEQ driving our lesson today Teacher and student self-check on what we covered (and what we didn't address) Set the stage for tomorrow (making connections between lessons). After Lesson #2, I will want to remind students about the big picture – our Unit EQ and objectives	9 minutes
	Formative - Informal		Summative - Formal
Assessments	Graphic Organizers – personality traits + ideas & comparative charts; student-led presentations; ticket out the door responses to the LEQ	None today (we're building the foundation for upcoming lessons)	

Materials & Supplies	<ul style="list-style-type: none"> • Copies of “Leviathan” (image on screen as well) • Smartboard • Jumbo post-it notes 	<ul style="list-style-type: none"> • G.O.s (2) • Projector • Video (History.com) • Markers 	<ul style="list-style-type: none"> • Texts: Decl.of Independence, BoR, Bio papers, <i>Leviathan</i> excerpt • Prezi presentation
Sources & Notes Where did you research content for today’s lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	Sources (Video) “Enlightenment,” <i>History.com</i> , A+E Networks, 2009. (Access Date August 01, 2015) http://www.history.com/topics/enlightenment (Image) https://upload.wikimedia.org/wikipedia/commons/a/a1/Leviathan_by_Thomas_Hobbes.jpg (Text: <i>Leviathan</i>) https://www.gutenberg.org/files/3207/3207-h/3207-h.htm Katherine J. Wolfenden, “Hobbes' Leviathan and Views on the Origins of Civil Government: Conservatism by Covenant,” <i>Inquiries Journal/Student Pulse</i> 2 (12), 2010. http://www.inquiriesjournal.com/a?id=349		Notes to self Trim Pre-Lesson to 10 minutes in order to allow extra time for student presentations