

American History

Grade 11

Textbook: Glencoe The American Vision Modern Times

Time for Completion: 5 class periods

Unit 1 – Foundations of Democracy

Pgs 30-35, 46(Const. Handbook), R36-37

State Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Indicator:

CG1.3.2 ▲ (K) explains Constitutional powers (e.g., ▲expressed/enumerated, ▲implied, inherent, ▲reserved, concurrent).

CG1.1.2 ▲ (A) analyzes how the *rule of law* can be used to protect the *rights* of individuals and to promote the *common good* (e.g., *eminent domain*, martial law during disasters, health and safety issues).

CG1.3.1 K) describes the purposes, organization, and functions of the three branches of *government* and independent regulatory agencies in relation to the United States *Constitution*.

CG1.3.3 (K) discusses that the United States Constitution has been able to sustain American government over time by the ability of the people to amend the document

(K) understands core civic values inherent in the United States Constitution, Bill of Rights, and Declaration of Independence that have been the foundation for unity in American *society* (e.g., right to free speech, religion, press, assembly; equality; human dignity; civic *responsibility*, *sovereignty of the people*).

Purpose of Unit:

Tested on State Assessment	Specific Examples of expressed/enumerated, implied and reserved powers Eminent Domain Martial Law during disasters Govt. response to health and safety issues Sovereignty of the people Civic Responsibilities (voting) Right to free speech, religion, press, assembly, equality
Academic Skills	Reading a textbook/Study Skills (Review) Telling Fact from Opinion (pg. R5)
GCHS Dept. Purpose	Provide background for future units
Overlying Concept/Idea	Compromise

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Historical Concepts/Vocabulary:

Constitutional powers

- expressed/enumerated
- implied
- reserved

Rule of Law

Common Good

eminent domain

martial law during disasters

health and safety issues(quarantine)

United States Constitution

Bill of Rights

Declaration of Independence

Right to free speech, religion, press, assembly;

Equality

Civic responsibility

Sovereignty of the people

Suggested Activities

- Are you a democrat or republican quiz?
- Graphic Organizer - expressed/enumerated, implied and reserved powers
- Brainstorm a list of fundamental values held by people in the United States. Identify specific values and research the conflicts that inherently develop between people by reading a variety of documents from legal cases. Possible cases to examine might include issues related to civil liberties and the relocation of Japanese-Americans: the case of *Korematsu vs. United States*; the conflict between a fair trial and freedom of the press: *Sheppard vs. Maxwell*.
web resource:
http://www.civilrightsproject.harvard.edu/policy/legal_docs/legal_briefs.php
http://www.civilrightsproject.harvard.edu/policy/court_decisions.php
- Website for *Korematsu vs. United States*:
<http://usinfo.state.gov/usa/infousa/facts/democrac/65.htm>
- Website for *Sheppard vs. Maxwell*:
http://www.bc.edu/bc_org/avp/cas/comm/free_speech/sheppard.html
- Read the Constitution to identify the Constitutional powers of the national *government*. Create a four-column chart for each Constitutional power and responsibility. Develop definitions and frame under each.

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Other indicators to include:		
Geography	Economics	Government

Document Based Questions	Performance Assessment
Should the American Colonies declare their independence? (pg 27)	Class Discussion (with rubric) over Constitutional powers (assignment and rubric to be designed next year)
Accommodations: ESL/SPED	Enrichment

Internet Sources:	
For Information www.eyewitnesstohistory.com	For Assignments:

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State Assessment Examples

Which was the 1954 Supreme Court case that outlawed racial segregation of public schools?

- A) Miranda v. Arizona
- B) Korematsu v. United States
- C) Brown v. Board of Education of Topeka
- D) West Virginia State Board of Education v. Barnette

The cause-and-effect diagram below describes a potential disease outbreak.

Which best explains how the rule of law can be used to protect citizens in this situation?

- A) The police arrest the chef.
- B) The city demolishes the restaurant.
- C) Health officials announce warnings to the public.
- D) City officials fine the chef and the restaurant owner.

In the United States, the freedom of speech guarantees a person's right to

- A) encourage violent acts against individuals.
- B) willingly give a false testimony to a grand jury.
- C) express unpopular political opinions in a public forum.
- D) knowingly spread lies about a private citizen in the media.

According to the United States Constitution, which is an expressed power of Congress?

- A) to collect taxes
- B) to grant pardons
- C) to establish schools
- D) to ratify amendments

State Recommended Vocab.

Common good - for the benefit or interest of a politically organized society as a whole.

Eminent domain - (1) the right of a sovereign state to appropriate all or part of any property for necessary public use, making reasonable compensation. (2) The right in international law for one nation to appropriate the territory or property of another for self-protection.

Government - institutions and procedures through which a territory and its people are ruled.

Rights - those individual liberties granted to all persons through the U. S. Constitution.

Rule of law - principle that every member of a society, even a ruler, must follow the law.

Trade-off - getting less of one thing in order to get a little more of another.

Affirmative action - any of a wide range of programs aimed at expanding opportunities for women and minorities.

Constitution - a document containing the system of fundamental laws of a nation, state, or society.

Equal opportunity - the idea that each person is guaranteed the same chance to succeed in life.

Society - a group of people bound together by the same culture.

Sovereignty of the People - ultimate authority are held by people of the United States

Concurrent powers- powers shared by both the federal and state government (for example, levying taxes, borrowing money, and spending for the general welfare).

Constitution - a document containing the system of fundamental laws of a nation, state, or society.

Constitutional powers - (See expressed powers)

Expressed powers - the powers explicitly granted to Congress by the Constitution (enumerated powers are the same as constitutional powers or expressed powers).

Implied powers - powers assumed by government that are not specifically listed in the Constitution.

Inherent powers - those delegated powers of the constitution that are assumed to belong to the national government because it is a sovereign state.

Reserved powers - powers that are not specifically granted or denied to the federal government are reserved to the states.