

Learning Standards

AP U.S. HISTORY

Period 3: 1754-1800

Key Concept 3.2 - The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

NAT - 2.O Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

II. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.

AP U.S. GOVERNMENT AND POLITICS

Unit 3: Civil Liberties and Civil Rights

Topic 3.1: The Bill of Rights

Enduring Understanding: LOR-2 - Provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of the government and the civil liberties of the individuals.

Learning objective: LOR-2.A

Explain how the U.S. Constitution protects individual liberties and rights.

Learning objective: LOR-2.B

Describe the rights protected in the Bill of Rights

Topic 3.4: First Amendment: Freedom of the Press

Enduring Understanding: LOR-2 - Provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of the government and the civil liberties of the individuals.

Learning Objective: LOR-2.C

Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.



COMMON CORE - ENGLISH LANGUAGE ARTS & HISTORY/SOCIAL STUDIES

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

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.

Craft and Structure:

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.



NATIONAL COUNCIL FOR THE SOCIAL STUDIES

2.) Time, Continuity, and Change

Studying the past makes it possible for us to understand the human story across time.

Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place.

Knowing how to read, reconstruct and interpret the past allows us to answer questions such as:

How do we learn about the past? How can we evaluate the usefulness and degree of reliability of different historical sources? What are the roots of our social, political and economic systems? What are our personal roots and how can they be viewed as part of human history? Why is the past important to us today? How has the world changed and how might it change in future? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

5.) Individuals, Groups, and Institutions

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.

6.) Power, Authority, and Governance

The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world.

In exploring this theme, students confront questions such as:

How do we learn about the past? How can we evaluate the usefulness and degree of reliability of different historical sources? What are the roots of our social, political and economic systems? What are our personal roots and how can they be viewed as part of human history? Why is the past important to us today? How has the world changed and how might it change in future? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?The development of civic competence requires.



Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.

10.) Civic Ideals and Practices

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies.

Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.

Questions faced by students studying this theme might be:

What are the democratic ideals and practices of a constitutional democracy? What is the balance between rights and responsibilities? What is civic participation? How do citizens become involved? What is the role of the citizen in the community and the nation, and as a member of the world community? Students will explore how individuals and institutions interact. They will also recognize and respect different points of view. Students learn by experience how to participate in community service and political activities and how to use democratic processes to influence public policy.

AMERICAN SCHOOL COUNSELOR ASSOCIATION

PS:C1.2 - Learn about the relationship between rules, laws, safety and the protection of rights of the individual



Learning Objectives

1.) Students will be able to define the following words and phrases:

Protest

Petition

Picketing

Counter-demonstration

Time, Place, and Manner restrictions

"Shouting down"

2.) Students will be able to differentiate between First Amendment protected and unprotected speech.

3.) Students will be able to differentiate between places where protests can legally be held and places where protests cannot be legally held.

4.) Students will be able to provide examples of both legal and illegal forms of protest.

5.) Students will be able to know what legal considerations need to be taken into account when planning or participating in a protest.

