

Constitution Day Lesson

AP US HISTORY STANDARDS

NAT - 1.O

NAT - 2.O

POL - 1.O

POL - 2.O

POL - 3.O

Key Concepts - 2.2.I.A, 2.2.I.D, 3.1.II.A, 3.1.II.B, 3.2.I.A, 3.2.I.B, 3.2.II.C

AP US GOVERNMENT AND POLITICS STANDARDS

Liberty and Order (LOR)

Civic Participation in a Representative Democracy (PRD)

Competing Policy-Making Interests (PMI)

LOR-1: A balance between governmental power and individual rights has been a hallmark of American political development.

LOR-1.A: Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.

LOR-1.A.1: The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.

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

LOR-2.A: Explain how the U.S. Constitution protects individual liberties and rights.

LOR-2.A.1: The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights.

LOR-2.A.2: Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference.

LOR-2.A.3: The application of the Bill of Rights is continuously interpreted by the courts.

LOR-2.B: Describe the rights protected by the Bill of Rights.

LOR-2.B.1: The Bill of Rights consists of the first ten Amendments to the Constitution, which enumerate the liberties and rights of individuals.

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.

PMI-1: The Constitution created a competitive policy-making process to ensure the people's will is represented and that freedom is preserved.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS) STANDARDS

1, 2, 5, 6, 10

COMMON CORE STANDARDS - ENGLISH LANGUAGE ARTS & HISTORY/SOCIAL STUDIES

CCSS.ELA-LITERACY.RH.9-10.1, CCSS.ELA-LITERACY.RH.9.10.2, CCSS.ELA-LITERACY.RH.9.10.4, CCSS.ELA-LITERACY.RH.9.10.6, CCSS.ELA-LITERACY.RH.9-10.10 CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2, CCSS.ELA-LITERACY.RH.11-12.4, CCSS.ELA-LITERACY.RH.11-12.6 CCSS. CCSS.ELA-LITERACY.RH.11-12.9 CCSS.ELA-LITERACY.RH.11-12.10

NJ AND PA STATE STANDARDS

PA Social Studies: 5.1.9.A, 5.1.9.C, 5.1.9.D, 5.1.12.A, 5.1.12.C, 5.1.12.D, 5.1.12.E, 8.2.9.B, 8.2.12.A, 8.2.12.B, 8.3.9.A, 8.3.9.B, 8.3.9.C, 8.3.12.B, 8.4.9.A, 8.4.12.A, 8.4.12.B

PA English and Language Arts: CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.H, CC.1.2.9-10.I, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L

NJ Social Studies: 6.1.12.A.1.a, 6.1.12.A.2.a, 6.1.12.A.13.b

NJ English and Language Arts: RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.9, RI.9-10.10, RL.11-12.1, RL.11-12.2, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.8, RL.11-12.9, RL.11-12.10

LEARNING OBJECTIVES:

At the end of this lesson:

Students will be able to describe the historical context leading to the First Amendment. Students will be able to name writers whose ideas influenced the reasoning behind the First Amendment.

Students will be able to list 3 reasons why the Founders added “freedom of speech” to the Constitution.

Students will be able to define Tyranny, Liberty, Conscience, Dissenter, Coercion, Infallible, Rebut.

Students will be able to give examples of what can happen without free speech protections.

Students will be able to articulate the philosophical arguments behind the First Amendment.

Students will be able to name documents and authors that influenced the writers of the First Amendment.

Students will be able to identify the philosophical arguments and principles that influenced the writers of the Bill of rights.



Students will be able to summarize and restate the arguments in key historical works influential in the writing of the Constitution.

Students will be able to identify and describe primary documents important in United States history.

Students will be able to identify specific issues, concerns and abuses that led to the rights enumerated in the First Amendment.

Students will be able to explain how ideas about liberty found expression in the development of cultural values, political institutions, and American identity.

Students will be able to explain how ideas about individualism found expression in the development of cultural values, political institutions, and American identity.

Students will read and analyze important historical primary texts and be able to summarize the key arguments.