

# 12<sup>th</sup> Grade American Government

Week 1 March 30-April 3

Social Studies Objectives: *Students will be able to:*

- components of a well-functioning constitutional republic, including concepts such as democratic principles, constitutional rights, and human rights.

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| <p style="text-align: center;"><b>Lessons</b></p> <p><b>Lesson 1-</b> Pick 3 resources, that discuss the U.S. Constitution or its legacy and impact on American society. Then write a 5-8 sentence academic paragraph answering the following prompt: Is it the people or the U.S. Constitution that protects the rights of American Citizens? Be sure to cite evidence.</p> <p><b>Lesson 2-</b> Pick 3 resources to read and explore. Write down some facts from each resource about the leaders, events, or organizations that fought for civil or human rights.</p> <p><b>Lesson 3-</b> Pick 3 resources to read and explore. Then create a 3-column chart, with each column representing one of the resources, and write 3-5 facts for each column.</p> | <p style="text-align: center;"><b>Newsela</b></p> <p><a href="#">‘We the People’ The Constitution, and the Political Legacy of Slavery</a></p> <p><a href="#">Native American History: The Iroquois People (First American Democracy)</a></p> <p><a href="#">Philosophers Who Influenced the American Revolution and Constitution</a></p> <p><a href="#">“We Are Getting Stronger”: Passamaquoddy tribal constitution and sovereignty</a></p> <p><a href="#">Famous Speeches: Malcolm X’s “The Ballot or the Bullet</a></p> <p><a href="#">Teen Dreamers Advocate for Undocumented Immigrants</a></p> <p><a href="#">Five Years on: Recalling Trayvon Martin and the Birth of Black Lives Matter</a></p> | <p style="text-align: center;"><b>Videos</b></p> <p>Video 1: <a href="#">Madison’s Three Big Ideas</a></p> <p>Video 2: <a href="#">Eyes on the Prize: Power!</a></p> <p>Video 3: <a href="#">Chicano! Fighting for Political Power</a></p> <p>Video 3: <a href="#">The Black Panthers: Vanguard of the Revolution</a></p> <p>Video 4: <a href="#">The Lemon Grove Incident</a></p> |
| <p style="text-align: center;"><b>Enrichment Activities</b></p> <p>Produce something creative (i.e. a poem, song, poster, collage, drawing/painting etc.) expressing the sentiment of an issue related to civil rights, human rights, and/or the U.S. Constitution (i.e. landmark court cases, amendments, COVID 19 Crisis, climate change, Immigrant rights, Black Lives Matter, femicide etc.).</p>   | <p style="text-align: center;"><b>Independent Civic Action Project</b></p> <p><b>Project idea 1-</b>Think of an issue you are passionate about to write a letter to the editor (newspaper or online publication) stating your opinion.</p> <p><b>Project idea 2-</b>Design a political cartoon depicting an issue or event related to the U.S Constitution.</p> <p><b>Project idea 3-</b>Do some research on a social movement and write a summary of your interpretation of it to be able to educate others.</p>  | <p style="text-align: center;"><b>Historical Texts</b></p> <p>Text 1 <a href="#">The U.S. Constitution</a></p> <p>Text 2 <a href="#">The Bill of Rights: A Transcription</a></p> <p>Text 3 <a href="#">Mendez v. Westminster</a></p> <p>Text 4 <a href="#">Brown v. Board of Ed.</a></p>   |
| <p><b>Vocabulary</b></p>  |  |  |
| <p><b>Boycott:</b> to engage in a concerted refusal to have dealings with (a person, store or organization, etc.) to express disapproval or force acceptance to certain conditions.</p> <p>Civil Disobedience: refusal to obey governmental demands or commands as a non-violent, usually collective means of forcing concessions from the government.</p>  | <p><b>Lynching:</b> to put to death by mob action without legal approval or permission.</p> <p><b>Stand your ground:</b> laws that allow people to respond to threats or physical force without fear of prosecution, rather than abiding by traditional self-defense laws that a person under physical threat has a “duty to retreat.”</p>   |  |

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| <p><b>Segregation:</b> The process of isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse.</p> <p><b>De Jure (Jim Crow):</b> by right or based on laws or actions of the state.</p> <p><b>De Facto:</b> being such in effect but not formally recognized.</p> | <p><b>Sovereignty:</b> a supreme power over a body politic which allows for freedom from external control (autonomy) and controlling influence.</p>  |
| <p><b>Litigation:</b> the act, process, or practice of settling a dispute in the court of law.</p> <p><b>Precedent:</b> something done or said that may serve as an example or rule to authorize or justify a subsequent act of the same kind to serve as a model.</p>   | <p><b>Self-determination:</b> free choice/determination by the people of a territorial unit of their own future and political status.</p> <p><b>COINTELPRO (Counter Intelligence Program):</b> (1956-1971) was a series of covert and, at times, illegal projects conducted by the US FBI aimed at surveilling, infiltrating, discrediting, and disrupting American political organizations &amp; program)</p> |