

Teacher(s)	Niggeler	Subject group and discipline	Individuals and Societies		
Unit title	A More Perfect Union	MYP year 3	Dec. 2016	Unit duration (hrs)	8

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Systems	Power and Rights	Fairness and development
Statement of inquiry		
<p>To promote fairness and development citizens of a nation may change their government.</p> <p>Perceived power and rights change structures. (Just a suggestion to make it less subject specific)</p>		
Inquiry questions		

Factual—What factors lead to the development of the Constitution?
Conceptual—What causes citizens to change their form of government?
Debatable—What is a right?

Objectives	Summative assessment	
<p>In order to understand how our government works students must understand the major ideas that underpin it. This lesson asks students to explore those ideas and apply them to current issues.</p>	<p>Outline of summative assessment task(s) including assessment criteria: Quiz and test over the Constitution</p>	<p>Relationship between summative assessment task(s) and statement of inquiry: If students show and understanding during the summative assessments, then they will better understand why people may need to change their government to promote fairness.</p>

Approaches to learning (ATL)

Analazing, compare and contrast

Action: Teaching and learning through inquiry

Content	Learning process
<p>limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, Founding Fathers</p> <ul style="list-style-type: none">● Articles of Confederation● Federal● Ratification● Sovereignty● Great Compromise● Republic● 3/5 Compromise	<p>Learning experiences and teaching strategies</p> <ul style="list-style-type: none">· The idea: Checks and Balances Question: When the President makes a nomination, what should be the nature of the Senate's "advice and consent?"<ul style="list-style-type: none">● Position A: The Senate should defer to the President's choice of who he wants working under him.● Position B: It is the Senate's duty to make an independent judgment of a nominee's suitability for a position serving the American people, even if that means denying the President his choice.· The idea: Federalism Question: How should power be divided between the federal government and the states?<ul style="list-style-type: none">● Position A: The Federal government should retain the most power because it is best positioned to insure fair

treatment, safety and equal protection for all Americans.

- Position B: The states should retain the most power because they are closer to the people, better informed on local issues and best positioned to exercise authority for their residents.

· The idea: Separation of Powers

Question: Once Congress declares war and the President assumes the role of Commander-in-Chief who decides how the war ends?

- Position A: Congress, the policy making branch which represents the people, should determine peace terms.
- Position B: The President as Commander-in-Chief is in the best position to determine appropriate actions.

· The idea: Popular Sovereignty

Question: Should voter ballot initiatives be allowed to overturn laws passed by legislative bodies?

- Position A: Yes; ballot initiatives allow voters to directly participate in their government.
- Position B: No; voters already express their views through election of public officials.

Formative assessment

A. Have students complete an excerpt from the

perspective of groups that did not have a voice at the constitutional convention. (i.e. women, slaves, native americans, the poor). What issues would these groups have added to the constitution? Agreed with? Taken out of the constitution?

B. Have students write a dialogue between an American citizen and a citizen in a nation struggling to create a strong democratic government (e.g., Afghanistan or Iraq). Include information about the struggles the United States faced in writing the Constitution, the purposes of American government, and how the federal government carries out its duties under the Constitution

Differentiation

Presenting content through both auditory and visual mean

Using activities through which all learners work with the

	same important understandings and skills, but proceed with different levels of support, challenge, or complexity
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Resources

Constitution
 Background information on Founding Fathers
 Copies of primary sources
 Chromebooks
 Promethean Board
 Online resources

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
European exploration, British settlement of America, French and Indian War, Revolutionary War, Articles of Confederation.	To help students understand their basic rights and freedoms that protects them according to the Bill of Rights. To help students understand the basic functions of their government, so that they can become productive citizens	

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