## **Instructional Unit Title: Finding Our Voice**

Social Studies 8th Grade

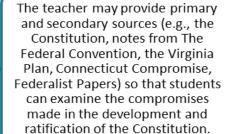
The teacher may engage students in a WebQuest so that students can begin to investigate the social, political, geographic, and economic challenges facing the new nation as Americans work to establish a national identity.



The teacher may provide primary sources (e.g., Articles of Confederation, Virginia Bill of Rights, excerpts from Pennsylvania Constitution, political cartoons) so that students can explain the early attempts at establishing a new government.



The teacher may provide primary and secondary sources (e.g., letters from the delegates to Congress, notes from The Federal Convention) so that students can analyze the issues (states' rights v. strong federal government; individual rights v. the common good; representation) and debates surrounding the writing of the Constitution.





The teacher may lead students in a discussion so that students can analyze the further extension of individual rights provided under the Constitution and the continued efforts of disenfranchised groups in the United States to gain/maintain individual rights and freedoms (e.g., Native Americans, women, African-Americans).



The teacher may provide primary sources (e.g., the Constitution, Bill of Rights) so that students can debate the importance of protecting individual rights vs. ensuring the common good.



The teacher may provide primary and secondary sources (e.g., political cartoons, speeches, the Federalist Papers) so that students can differentiate between the ideologies of the political parties that formed (Federalists, Anti-Federalists) as a result of the interpretations of the principles in the Constitution.



The teacher may provide primary and secondary sources (e.g., the Constitution, the Enlightenment philosophies, John Locke's Two Treatises of Civil Government) so that students can begin to understand the how the basic principles of democracy are reflected in the governmental structures established by the Founding Fathers.



The teacher may provide primary and secondary sources (e.g., Monroe Doctrine, Louisiana Purchase, account of the XYZ Affair) so that students can identify the national & international issues (political, economic, territorial and population growth) facing the new nation.



**PERFORMANCE ASSESSMENT:** You are in a group of student ambassadors representing the United States in the United Nations Youth Assembly at a global convention. The focus of this global convention is to promote appreciation among countries of the ongoing tensions and struggles gone through to establish and maintain a national identity. You will develop a presentation highlighting how the basic values and principles of American democracy evolved within its first 50 years, further developing our national identity and establishing our voice.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.