



Foundations of Freedom: A Louisiana Civics Program Summer Professional Learning



LOUISIANA DEPARTMENT OF
EDUCATION

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Agenda

8:30-10:00: Session 1: Curriculum Components

10:00-10:05: Break

10:05-10:55: Session 2: Model Lesson

10:55-11:05: Break

11:05-12:25: Session 3: Pacing

12:25-12:30: Questions and Closing





Foundations of Freedom

Session 1: Curriculum Components



LOUISIANA DEPARTMENT OF
EDUCATION

Louisiana's Education Priorities

- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Math** instruction from foundational to advanced skills
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families

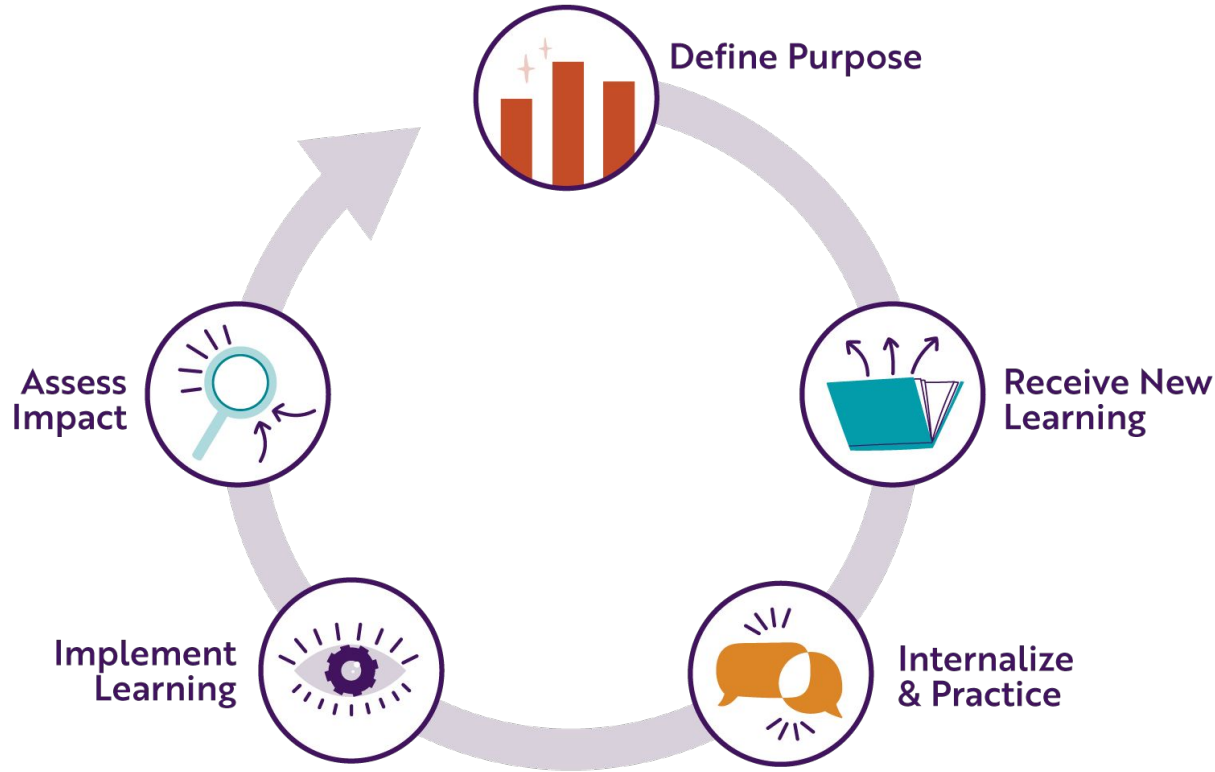
Objectives

By the end of the session, participants will be able to:

- Identify and utilize the design principles and key components of Foundations of Freedom.
- Connect Foundations of Freedom resources to teacher and student actions in an examination of annotations.
- Apply the internalization process as they examine annotated curriculum resources.



High-Quality Professional Learning Cycle



Reflection

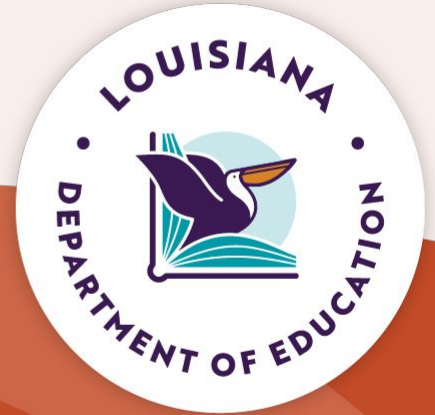
Reflect on the question below.

How would you describe a typical Civics lesson in a current Louisiana classroom?

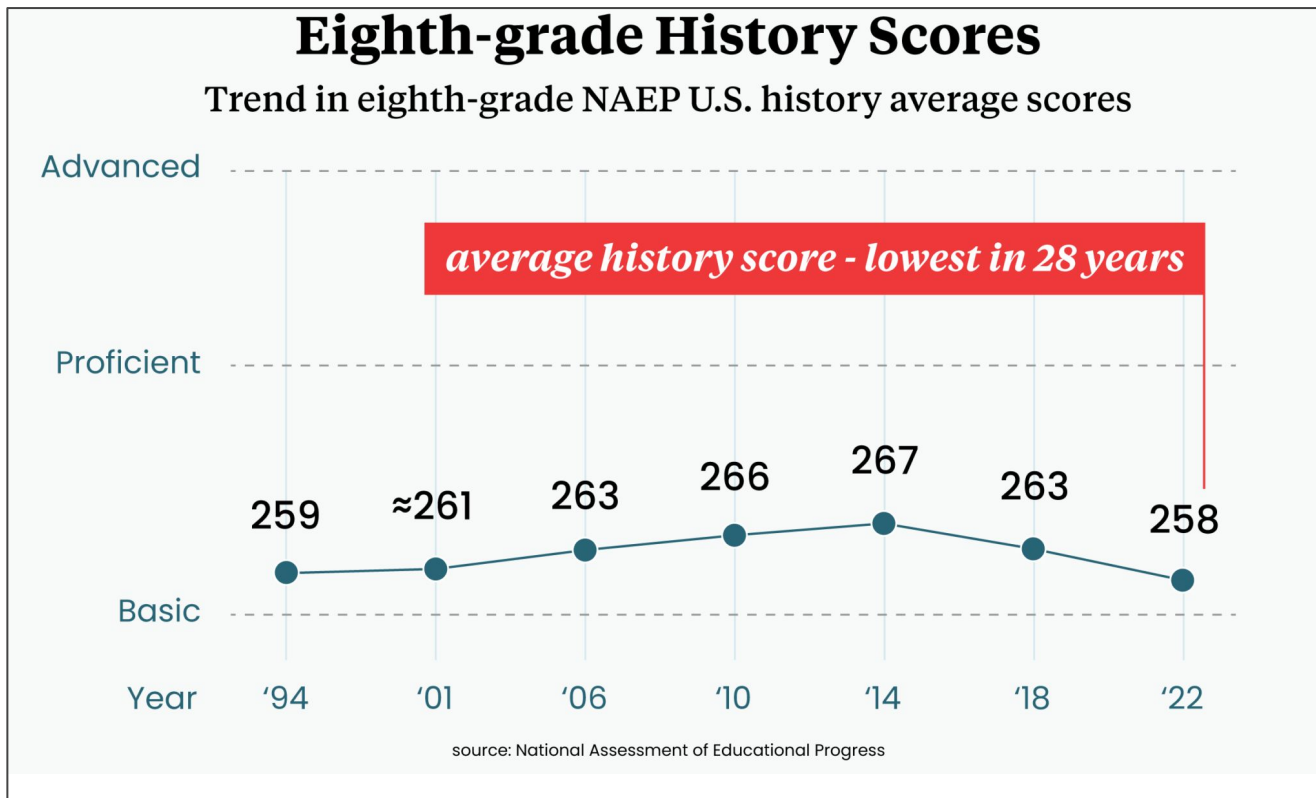
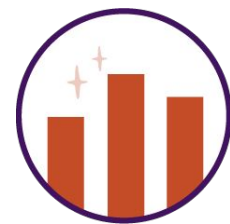
Discuss your thoughts with a neighbor. We will refer back to this question at the end of today's session.



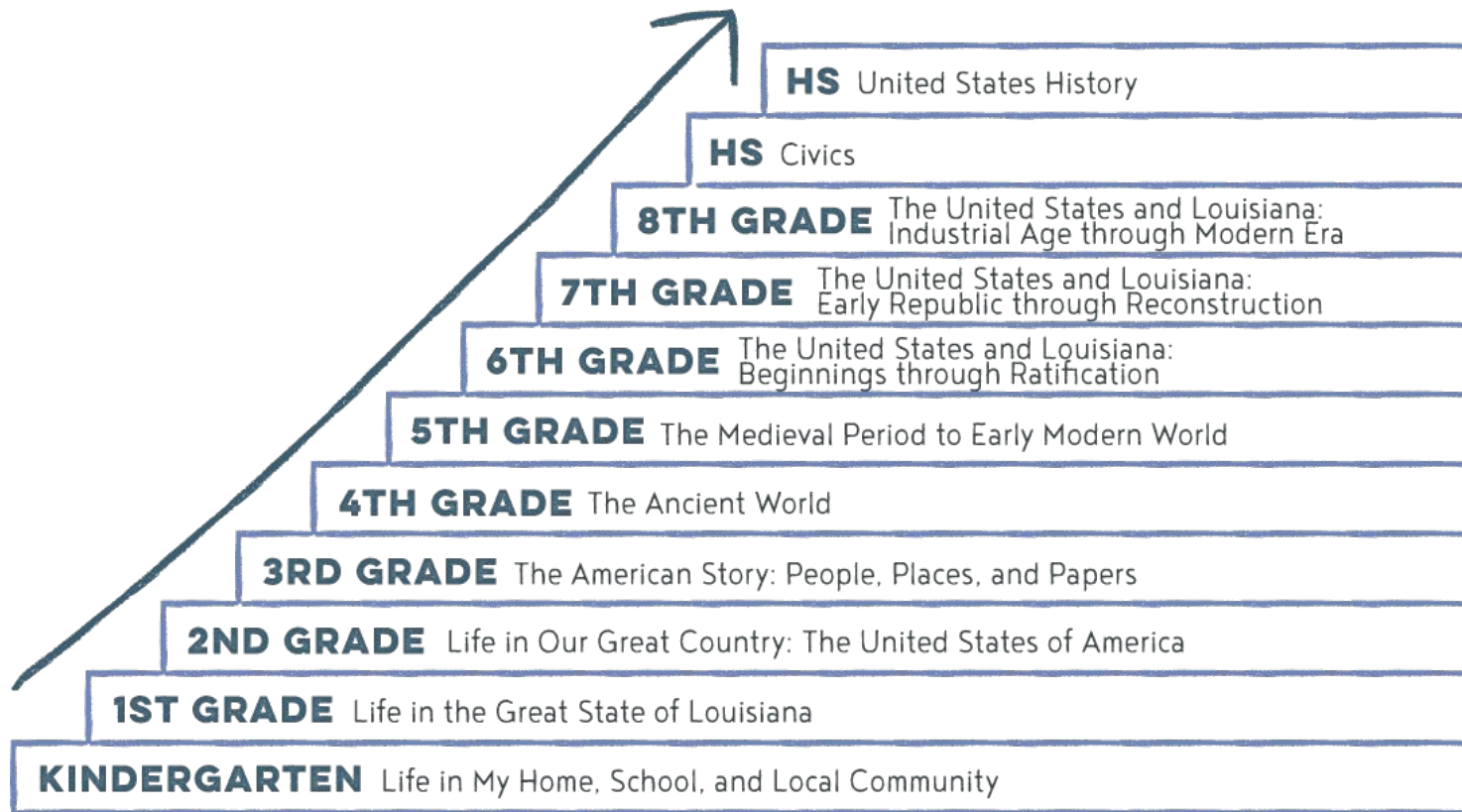
Defining the Purpose



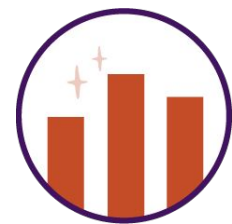
Identifying the Need



Social Studies Vision



Design Principles



CONTENT KNOWLEDGE

SKILLS AND PRACTICES



Importance of Strong Civics Instruction



From the introduction of the 2022 Louisiana Civics standards:

In the high school civics course, students broaden and deepen their understanding of the origin, structure, and functions of government. This course is designed to provide students with both the practical knowledge about how the American system of government functions on local, state and national levels, as well as an understanding of the philosophical and intellectual underpinnings of our constitutional republic.

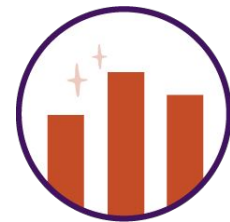
Importance of Strong Civics Instruction



From Dr. Brumley's letter introducing the 2022 Louisiana Student Standards for Social Studies:

As citizens, we have a duty to educate our students in civics, economics, geography, and history. These standards accomplish that while highlighting Louisiana's rich heritage and illuminating how the United States has become the greatest country in the history of the world.

Importance of Strong Civics Instruction



Bulletin 741 requires that all students take and pass 1 course in each of three subject pairs.

For students entering high school during or after 2024-2025, students must pass English I or English II; Algebra I or Geometry; and Biology or **Civics**.

Grow. Achieve. Thrive.

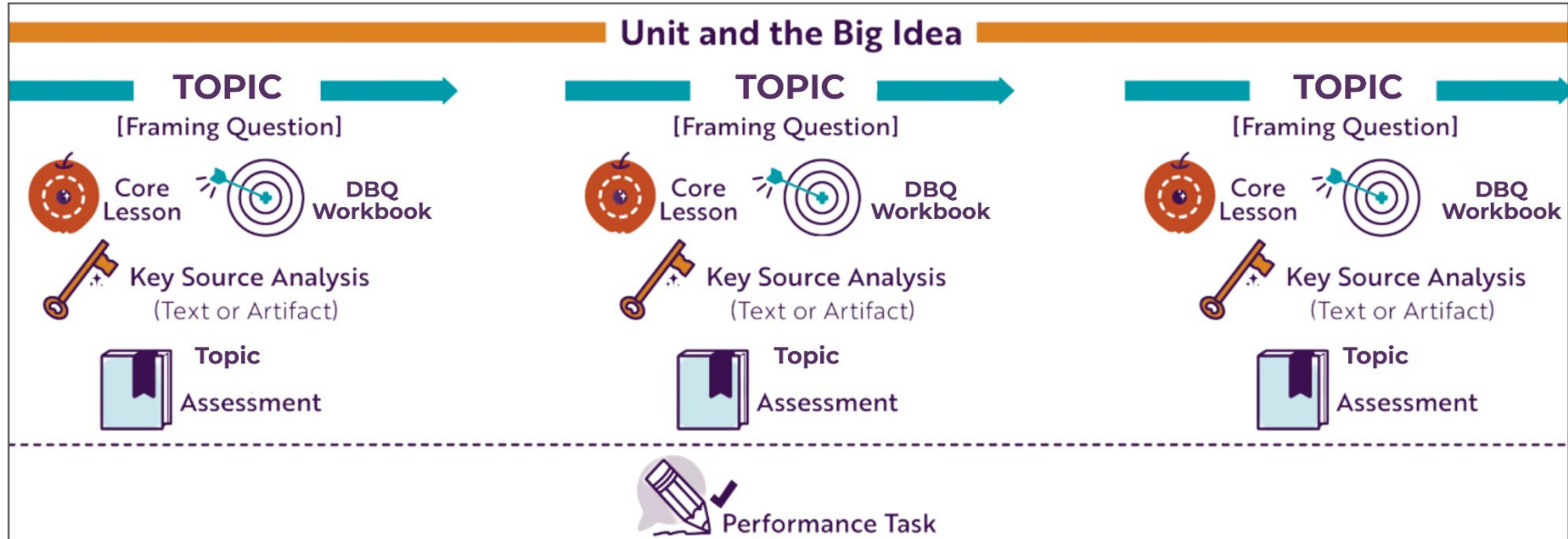
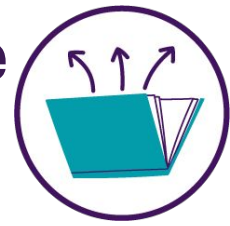
Louisiana's Revised Accountability System



Receiving New Learning



Foundations of Freedom Curriculum Structure



Curriculum Structure



SET THE CONTEXT

Introduce key terms, make connections with previous learning, provide necessary context

Core Lesson



EXPLORE SOURCES

Read and examine sources to build content knowledge and skills

Key Source Analysis



DEVELOP CLAIMS

Evaluate evidence, make connections, compare and contrast sources

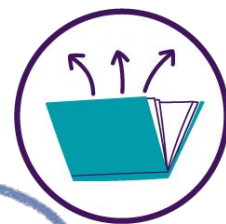
Key Source Analysis



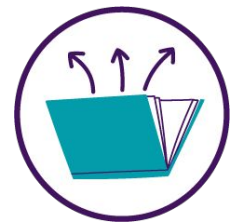
EXPRESS CLAIMS

Through speaking and/or writing, express informed claims supported with evidence

Performance Task



Key Features



Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume.

Framing Questions

At the beginning of the units and chapters, **provide a purpose and focus** for student reading.

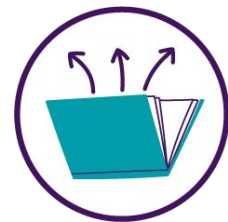
Chapter Text and Activities

Builds knowledge through guided reading of secondary text.

Key Source Analysis

Primary sources that **deepen and enrich content knowledge** and build disciplinary skills.

Key Features



Document Based Questions

Help students **internalize content** and practice skills.

Checks for Understanding

Formative assessments that check for understanding within and at the end of each core lesson.

Performance Tasks

Build and assess students ability to **make and sustain a claim(s) in writing**.

Student Volume: Volume Structure



Volume 1: Units 1-2

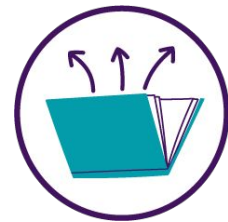
- Unit 1 - Foundations of the United States Government
- Unit 2 - Government Structures, Powers, Functions and Interactions



Volume 2: Units 3-5

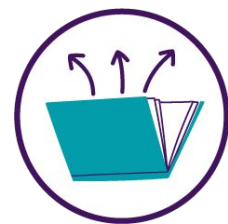
- Unit 3 - Political, Social, and Economic Interactions
- Unit 4 - People of the United States
- Unit 5 - Elections and Politics

Student Volume: Framing and Supporting Questions



- **Framing Questions:**
 - focus the learning; and
 - align with [LDOE HS Civics framework](#).
- **Supporting questions:**
 - support the framing question; and
 - are placed in “Think Twice” question boxes throughout the chapters.

Setting the Scene



Topic 1 Government Policy and Spending



Conservation: A Team Effort

A little more than half an hour from New Orleans, on the northeast shore of Lake Pontchartrain, is a stretch of water known as Bayou Bonfouca. Located near the city of Slidell, the bayou was the site of a wood treatment plant that, for almost a century, released chemicals into the surrounding water and soil. When the plant burned down in 1970, large volumes of a tar-based substance called creosote leached into the bayou. The site was now considered toxic. Local children were warned not to play nearby, and barricades and Danger! signs were put up to keep people away from the polluted water.

These days, Bayou Bonfouca is very different. Picturesque strands of mossy oak trees overhang a body of water that is much cleaner than fifty years ago. There is now a park on the site with a playground, picnic facilities, and an amphitheater for shows and concerts. The water itself, no longer toxic, has transitioned from being a hazard to avoid to an attraction in its own right: visitors stroll alongside it on the Heritage Park boardwalk or ride on it in boats boarded from the nearby public launch. Those who

Framing Question

How do government policies affect the daily lives and well-being of American citizens and people around the world?



Bayous are rich in wildlife, natural resources, and scenic beauty, but they require protection from human activity, including industrial pollution.

Money in Politics

Lobbying is often controversial, since lobbyists have sometimes provided money and favors to lawmakers to try and change how they vote on certain legislation. To prevent organizations from “buying” votes, reformers have often proposed limits on what lobbyists may and may not do—for instance, by restricting lobbyists’ access to legislators or imposing reporting requirements on how they spend their money.

Different special interest groups have different—and sometimes opposite—goals. Given this, lobbying can become a tug of war between interest groups that want a certain law to be stricter or more lenient, or for a certain tax to be set higher or lower. For example, lobbyists for a chemical manufacturer may want less stringent environmental regulations so that it will be easier and cheaper for their clients to build new factories. Lobbyists for a river conservation group may instead want legislators to make those same regulations stricter, to protect the nation’s waterways. Similarly, one special interest group might favor enacting harsher and longer penalties for certain crimes, while another group might emphasize the need to give criminal offenders a chance to rejoin society sooner.

The creation of domestic public policy is not fixed; rather, it is fluid. Public policy creation is

a continuously evolving process that changes depending on the outcomes of previous policies, how society reacts to past and present events, the perceived cost of certain policies, and the different opinions of voters and the leaders that they put in charge. The debate over public policy in the United States is representative of the many diverse and differing beliefs that Americans hold. In a nation of more than 330 million people, solutions in which everyone agrees are a challenge.

Think Twice

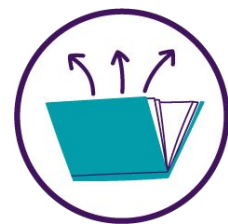
Who are the various groups who can impact domestic policy?



Areas of Domestic Policy

The government sets policy within the United States in a wide range of different areas. Many important services, such as education, healthcare, and the provision of water and electricity, are overseen by government agencies. Business and industry are also regulated by domestic policies, such as those preventing companies from cheating or misleading consumers. Transportation, too, is a domestic policy arena: the government monitors the safety of railways and airlines and regulates what kinds of vehicles are allowed on the highways. Although some countries treat immigration and naturalization as a foreign policy issue, in the United States they are customarily considered a part of domestic policy.

Setting the Scene



Topic 1 Government Policy and Spending



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Framing Question

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Supporting Question

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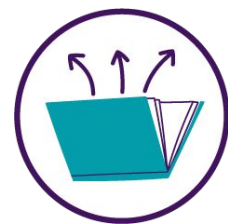


Areas of Domestic Policy

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Key Sources



that the Constitution was fully in effect for a year and a half before North Carolina voted to ratify and nearly two years before Rhode Island—or “Rogue” Island—ratified.



Think Twice

What principles and processes are explained in Articles IV–VII?



Checks and Balances

Articles I, II, and III establish three distinct and coequal branches government—the legislative branch, the executive branch, and the judicial branch—with their own powers and responsibilities. This division of the powers of the government, known as separation of powers, is a cornerstone of the U.S. Constitution. It is an important mechanism that helps limit the power of the government. Separation of powers is another idea borrowed from Enlightenment thinkers, in particular the Baron de Montesquieu, who argued that separation of powers was needed

to rein in powerful leaders and protect individual liberty.

Although they divided power among three branches of government, the Framers assumed that each branch would have its own powers. Thus, they designed the system to ensure that power remained balanced; that no branch could become too powerful. To help maintain the coequal branches, the Framers created checks and balances. Each branch has powers that limit the powers of the other branches.

For example, under Article I, Congress has the power to pass laws, but Section 7 gives the executive branch a check on Congress's power by giving the president the power to veto laws. If Congress does not want to sign into law a bill that the president does not necessarily mean the law; Congress can override the president's veto with a two-thirds majority in both houses. Meanwhile, Article III gives the Supreme Court the power to overturn legislation passed by Congress.

executive orders issued by the president.

PRIMARY SOURCE: THE FEDERALIST, NO. 51, 1788

Checks and balances was yet another idea discussed in The Federalist Papers. In this essay, James Madison highlights safeguards within the Constitution to limit abuses of power by the three branches of the federal government.

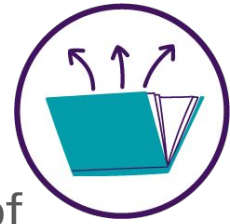
The interest of the man must be connected with the constitutional rights of the place. It may be a reflection on human nature, that such devices should be necessary to control the abuses of government.

But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary precautions.

This policy of supplying, by opposite and rival interests, the defect of better motives, might be traced through the whole system of human affairs, private as well as public. We see it particularly displayed in all the subordinate distributions of power, where the constant aim is to divide and arrange the several offices in such a manner as that each may be a check on the other that the private interest of every individual may be a sentinel over the public rights. These inventions of prudence cannot be less requisite in the distribution of the supreme powers of the State.

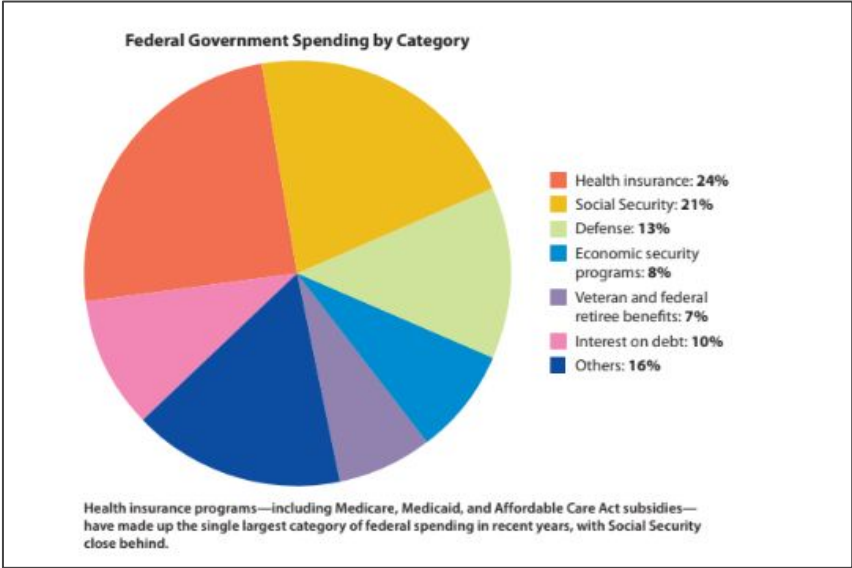
Source: Hamilton, Alexander. *The Federalist No. 51*. Federalist Papers: Primary Documents in American History. Library of Congress. <https://guides.loc.gov/federalist-papers/text-51-60>.

Student Volume: Visual Supports

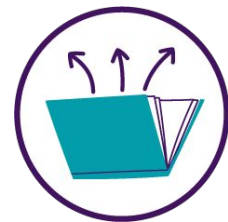


- The Student Volume contains visual supports for contextualization of historical/civics content (eg., Electoral College, congressional districts, desegregation efforts)
- The Student Volume contains multiple types of visuals such as
 - Maps;
 - Charts;
 - Graphs; and
 - Diagrams.

Student Volume: Visual Supports



Student Volume: Appendix



Appendix: U.S. Supreme Court Cases

Baker v. Carr (1962)

In 1959, Charles W. Baker and other residents of Tennessee brought a case against Joe Carr, the state's Secretary of State, claiming that the by failing for nearly sixty years to redraw voting district lines, the state was in violation of a 1901 law. During that time, the state had become more urban and less rural, but a majority of the state's representatives had been elected by the rural minority, since legislative districts had not changed. Baker sued in federal district court, which determined it was a political question and dismissed his case. The case was appealed to the Supreme Court.

The Court needed to consider whether courts had jurisdiction over the process by which states chose their representation. In a six-to-two ruling, the Court decided that the case did fall within their purview because it was relevant to the equal protection clause of the Fourteenth Amendment. Justices Felix Frankfurter and John Marshall Harlan both dissented, arguing that the solution to unequal apportionment fell under the responsibility of legislators, not judges.

Dred Scott v. Sandford (1857)

In 1820, the Missouri Compromise established at 36°30' north latitude a

boundary that divided free states and slave states. That same year, a man named Dred Scott was purchased by a Missouri enslaver, and then moved to Illinois and the Wisconsin Territory, places where slavery was illegal. Dred Scott and his wife, Harriet, later returned to Missouri, and with the help of abolitionist lawyers, Scott and his wife sued for their freedom.

The Supreme Court needed to decide whether the doctrine of "once free, always free" applied to Scott. The Scotts had argued that since they had lived in places that were free, they should be considered free. In a seven-to-two decision, the Supreme Court ruled that the Scotts were not entitled to freedom. Chief Justice Roger Taney wrote for the majority that people of African descent "are not included, and were not intended to be included, under the word 'citizens' in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States." Furthermore, this decision meant the Missouri Compromise was considered unconstitutional.

In dissent, Justice Benjamin Curtis wrote, "not true, in point of fact, that the

- Summaries of Supreme Court Cases discussed in each volume

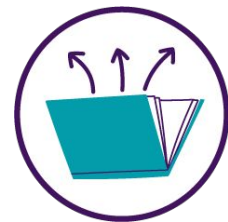
DBQ Workbook



The Student Volume DBQ Workbook

- Consists of one volume covering all 5 units;
- Provides students the opportunity to examine sources and answer questions about
 - Primary source texts;
 - Editorial cartoons; and
 - Maps, data, diagrams.
- Contains background information for each source and opportunities for students to think across sources.

DBQ Workbook



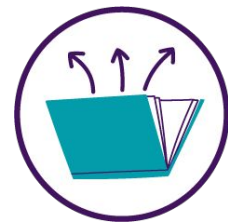
If you could improve upon this campaign poster, what information would you add and why?
(C.6.a, C.6.b, C.7, C.7.a, C.11.c)



NOTE: You may choose to use this question as the prompt for a class discussion or debate.

I would add information about the candidates' specific ideologies or policies. This would help voters better understand what they intend to achieve if elected.

Teacher Guide Contents



- Two volumes;
 - Same as the student volume
- An Introduction to each volume;
- Content Support;
 - What Teachers Need to Know (WTNK)
- Student Supports such as
 - Scaffolded Instruction;
 - Reading Questions;
 - Literal, Analytical, Inferential
 - Supporting Questions and connections to the Framing Questions;
 - Checks for Understanding;
 - Primary Source Features; and
 - Discussion opportunities.

TOPIC 3: The United States in World Affairs

Framing Question: How have foreign policy decisions affected the United States at home and abroad?

Primary Focus Objectives

- ✓ Identify major ways in which the United States participates in the global economy. (C.13, C.13.g)
- ✓ Characterize the United States' free trade policies, including NAFTA and USMCA, and explain pros and cons of free trade. (C.13, C.13.g)
- ✓ Describe the evolution of U.S. foreign policy since the beginning of the 20th century. (C.1, C.2, C.3)
- ✓ Explain the role of international and supranational organizations and their relationship to U.S. foreign policy. (C.12.c, C.12.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *trade, export, import, globalization, service economy, protectionist, tariff, free trade, comparative advantage, quota, embargo, blockade, superpower, proxy war, foreign aid, supranational, international law, nongovernmental organization, intergovernmental organization, and sanction.*

What Teachers Need to Know

For background information, download the Foundations of Freedom Online Resource "About The Role of the Government in Domestic Affairs":

[\[link TK\]](#)

Materials Needed

Activity Page



AP 1.1

- individual student copies of Primary Source Analysis (AP 1.1)
- International Monetary Fund video "What is GDP?"
- U.S. Customs and Border Protection List of Commodities Subject to Import Quotas
- Zimmermann Telegram
- National Archives Decode Worksheet for the Zimmermann Telegram
- United States Holocaust Memorial Museum website (optional)

Use this link to download the Foundations of Freedom Online Resources for this unit, where the specific links to the video, list, telegram, worksheet, and website may be found:

[\[link TK\]](#)

Content Support



Framing
Question

Standards and
Objectives

WTNK
Document

Materials
Needed

The first page of each topic includes an overview of the chapter, including the framing question, objectives and standards, what teachers need to know, and materials needed.

Student Support

Scaffolded
Instruction

Reading Questions
and Answers

Supporting
Question and
Answer

"Areas of Domestic Policy," pages X–X

Scaffold understanding as follows:

Have students read the section on pages X–X.

SUPPORT—Clarify if needed that *domestic* simply means within the United States, as opposed to foreign or international. Explain that the term comes from the Latin word for house (*domus*) and literally refers to "household" things, such as chores or family relationships. Thus, in writing on politics and history, *domestic* carries the sense of "here at home."

SUPPORT—Have students recall from Unit 2 how *Gibbons v. Ogden* (1824) confirmed Congress's powers under the Commerce Clause of the Constitution to regulate interstate commerce.

After students read the text, ask the following questions:

ANALYTICAL—Who decides on domestic policy in the United States? How does this contrast with how foreign policy is decided? (C.9, C.12.a)

- » Decisions on domestic policy in the United States might be made at any level of government: federal, state, or local. In contrast, foreign policy is almost exclusively determined by the federal government.

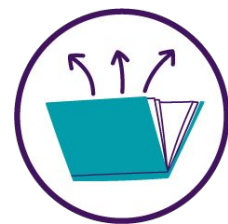
INFERENTIAL—Why do federal and state responsibilities for domestic policy change over time? In other words, why can't they be decided permanently? (C.9, C.9.h, C.12.a)

- » As times change, new policy issues arise that may require a rethinking of federal and state responsibilities. New technologies are developed, for instance, or wars break out, and policy arrangements that once seemed wise may no longer make sense.

✓ **THINK TWICE**—What are some domestic policy issues that the government must resolve?

- » Domestic policy includes issues of education, healthcare, the natural environment, business and industry, and transportation, among others. In the United States, immigration is also considered a domestic policy issue.

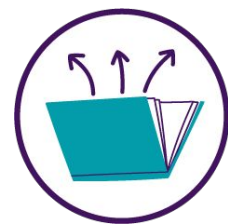
CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How do government policies affect the daily lives and well-being of American citizens and people around the world?" (C.12a, C.12.b)



Receive New Learning



Content Support



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Framing Question: *What policies affect the daily lives and well-being of American citizens and people around the world?*
 - Key points students should cite include: coordination of federal, state, and local governments to solve environmental problems like those at Bayou Bonfouca; domestic and international trade policies that affect daily life in a variety of ways (for example, monitoring of roads, railways, and airlines); government policies that affect what taxes people pay and what government services are available; and monetary policies that affect the availability of jobs and the costs of daily necessities such as food and housing.
- Choose three of the Core Vocabulary words (*domestic policy, foreign policy, diplomacy, economic policy, constituent, lobbyist, special interest group, isolationism, interventionism, imperialist, fiscal policy, monetary policy, factor of production, monopoly, competition, mandatory program, discretionary program, surplus, deficit, national debt, interest, inflation, dual mandate, expansionary, contractionary*), and explain how they are related to each other.

To wrap up the lesson, invite several students to share their responses.

CFU and answers


Primary Source Feature: Farewell Address, President George Washington, 1796, page X

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page X.

Introduce the source to students by reminding them that they read in Unit 2 that when the United States was founded, there were no term limits for presidents. George Washington introduced the custom that a president would serve no more than two terms in office, but his decision not to seek reelection was voluntary.

Have students read the source.

 **TALK IT OVER**—Highlight for students that Washington argues that if a nation “indulges . . . an habitual hatred or a habitual fondness” toward another country, it will be “[le]d astray from its duty and its interest.” Invite students to debate the following question: Leaders who came after Washington have believed that long-lasting military and trade alliances are in the interests of the United States and that sometimes our country has a duty to form them. Who is right, and why? (C.7.a, C.7.b, C.12)

Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates.”

[Online Resources link TK]

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—What words did Washington use to state his position on U.S. interventionism and isolationism? (C.12.b)

- Washington called for the United States to “steer clear of permanent alliances” with foreign countries.

ANALYTICAL—Washington uses the phrase “good faith” multiple times in his address. What does this mean in the context of foreign policy? (C.12.b)

- “Good faith” in general means sincerity and truthfulness. So, Washington is urging honesty and transparency with other countries in trade and diplomacy.

Primary Source Supports

Discussion Opportunities

Questioning

Activity Page

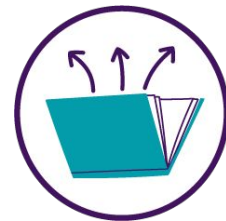


AP 1.1

Receive New Learning



Assessment



Teacher Resources

Topic Assessments: Unit 3

- Topic 1: Government Policy and Spending 58
- Topic 2: The Role of the Government in Domestic Affairs 63
- Topic 3: The United States in World Affairs 68

Performance Task: Unit 3

- Performance Task Activity 75
- Performance Task Scoring Rubric 79

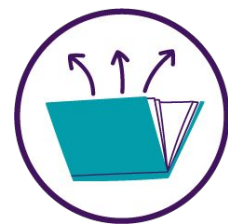
Activity Pages

- Primary Source Analysis (AP 1.1) 80
- Domain Vocabulary: Topic 1 (AP 1.2) 81
- Domain Vocabulary: Topics 2–3 (AP 3.1) 82

- Answer Key: Unit 3 84

- Vocabulary assessments
- Chapter Assessments
- Performance Task
- Answer Keys

Chapter Assessments and Answer Key



A. On your own paper, write the letter that provides the best answer.

Use the image to answer questions 1, 2, and 3.



1. Which political idea was this image made to illustrate? (C.6.c, C.8.a)

- A sovereign derives his or her right to rule from the people.
- Kings are like giants: they are monsters who terrorize their subjects.
- Both cities and the countryside are important to a country's well-being.
- Kings should be prepared to go to war at any time on behalf of their people.

Answer Key: Foundations of the United States Government

Topic Assessments

Topic 1

A. 1. a 2. c 3. d 4. a, e 5. b 6. b 7. c 8. a 9. d
10. b 11. c 12. a 13. b 14. a 15. a, b

B.

Score	Scoring Description
4	Response includes a correct claim about the uniqueness of the U.S. government. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.
3	Response includes a correct claim about the uniqueness of the U.S. government. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given sources, but not both. OR Response includes a correct claim about the uniqueness of the U.S. government. Response includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source, but does not explain the evidence. OR Response includes a correct explanation to address the uniqueness of the U.S. government. The explanation includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.

2	OR Response includes a correct explanation to address the uniqueness of the U.S. government. The explanation includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given source.
1	Response includes correct information that is not directly relevant to the prompt but that demonstrates some student content knowledge about the uniqueness of the U.S. government.
0	Response does not include any elements described above.

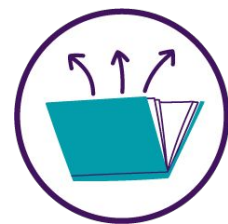
Topic 2

A. 1. c 2. a 3. d 4. a 5. c 6. c 7. a 8. d 9. b, e 10. a 11. a
12. d 13. a 14. d 15. a 16. d 17. b

B.

Score	Scoring Description
4	Response includes a correct claim about the degree of influence of existing English legal traditions. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.

Performance Task, Rubric and Answer Key



A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	The U.S. Constitution and Bill of Rights drew on the people and respect for basic rights. They copied Athenian democracy, prior English law, and the colonialism and early self-rule.
Reason:	Many parts of the Constitution can be traced directly to traditions that were also important in their time.
Evidence:	<p>Ancient Athens was ruled by a democracy. Although the Founding States were wary of direct democracy, they adopted some of its principles to rule the country.</p> <p>The Magna Carta and the English Bill of Rights both influenced the U.S. Constitution word-for-word in the U.S. Constitution. For example, the principle of due process, and the English Bill of Rights.</p> <p>Several specific provisions in the Constitution deal with practices. They guard against bills of attainder, ex post facto laws, without trial, and they define treason very precisely based on the experiences with a punitive legal system under British rule.</p>
Counterclaim and answer:	The U.S. Constitution dealt with unprecedented issues or created structures of government that had never been attempted before. Some details—such as the way seats in Congress are apportioned—are specific to the United States and cannot be traced directly to earlier documents or traditions.

Performance Task: Foundations of the United States Government

Teacher Directions: The Founders of the United States acknowledged influences reaching back to classical Roman and Greek times, yet they faced unique challenges as a newly independent country with an extensive territory and a large population.

Ask students to respond to the following prompt. Encourage students to use information from their Student Volume in their responses.

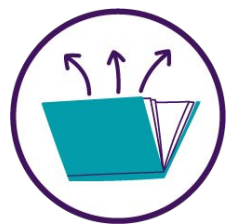
Prompt:

Analyze how the U.S. Constitution, including the Bill of Rights, adapted principles and practices from several different times and places.

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Activity Pages and Answers



Primary Source Analysis

SOURCE:

CONTENT

What type of document is it? What does it say? Briefly summarize it.

CREATION

Who created this source? When?

COMMUNICATION

What is the purpose of the source? Who is the intended audience?

CONTEXT

What was going on where and when this was created?

CONNECTION

How does this source relate to the context? How does it relate to what you already know?

CONSIDERATION

What point of view is being expressed? What examples of bias or judgment does it include, if any?

CONCLUSION

Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?

Conclusion: This source helps me understand where key democratic ideas in the United States might have come from.

Primary Source Analysis (AP 1.1): from Pericles's Funeral Oration from the Peloponnesian War, 431 BCE

Content: This is part of a funeral speech—a eulogy—for those who died in a major war between Athens and Sparta. This part of the speech praises the way Athens governs itself democratically.

Creation: The speech was given in the year 431 BCE by the Athenian political leader Pericles. It was probably written down soon after.

Communication: Pericles was trying to remind his listeners about what made Athens great and unique compared to “neighboring states.”

Context: Athens was at war with Sparta. Thus, Pericles may have been trying to show that Athens was better than Sparta because it was a democracy.

Connection: Pericles says that other city-states looked to Athens and wanted to imitate its form of government. This makes sense because the Founders of the United States also looked to past democratic governments and tried to do something similar.

Consideration: Pericles is very proud of Athens and claims that it has a leading position among the Greek states. I would have to do more research to know whether he is exaggerating here.

Conclusion: This source helps me understand that Athenians were a lot like Americans in one important way: they were proud of their democracy.

Primary Source Analysis (AP 1.1): Polybius on the Roman Republic

Content: This is part of a longer history of ancient Rome, written by a Greek historian who lived in Rome and was interested in Roman culture. It explains how power was divided among different groups in the ancient Roman Republic.

Creation: This document must have been written sometime in the last five centuries BCE, since that is when the Roman Republic existed. Polybius describes things in the present tense, so it sounds like he lived during the period of the Republic.

Communication: Polybius must have been writing for other Romans and Greeks who were curious about how Rome had become so powerful.

Context: Other civilizations of the period must have had different forms of government. As a Greek, Polybius likely knew about the many ways that the Greek city-states governed themselves. He expected his readers to know about democracies, monarchies, and aristocracies, because he says that Rome has features of each of these.

Connection: This text explains how Rome's government was unique in its time. It also outlines how power was split between different branches of government, similar to the United States today.

Consideration: Polybius sounds very neutral, and actually kind of academic, in the way he discusses his topic. He explains how Rome looks to outsiders by saying that even native Romans have trouble seeing the big picture.

Conclusion: This source shows another stepping stone on the path to modern democracies like the United States. It helps me see where some parts of the government, like the presidency and the Senate, may have originated.

Primary Source Analysis (AP 1.1): Hobbes, Locke, and Rousseau on the Social Contract

Content: These are short passages from three books about the relationship between people and government. They all say that a government is formed when people agree to give up some rights in exchange for protection.

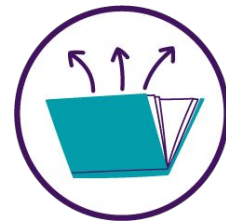
Creation: The books were written by Thomas Hobbes, John Locke, and Jean-Jacques Rousseau between 1651 and 1755 CE.

Communication: These three writers were likely trying to explain their theories about the way government works to other educated people of their time.

Context: All three authors lived in times and places in which monarchies were very common. They were all familiar with governments led by kings.

Connection: These sources show that the idea of government representing the people is not new. It was debated more than a century before the United States was founded. But I also know that during the American Revolution, people wanted more representation in


Unit Instructional Slide Decks



Instructional Slide Decks


- Consist of 1 Google slide deck per unit;
- Contain
 - Framing Questions; and
 - Brief teacher notes;
- Provide Instructional uses such as
 - Planning;
 - Classroom discussion; and
 - Review.

Topic 2: Principles and Events That Influenced the Formation of the U.S. Government



Among the signers of the Declaration of Independence were many leaders of the early United States, including Thomas Jefferson, John Adams, Benjamin Franklin, and John Hancock.

[Click to add subtitle](#)
[Click to add subtitle](#)



- The Declaration of Independence expressed the reasons why the North American colonists were declaring themselves independent from British rule. These reasons were presented as a "list of grievances" and included taxation without representation.
- The documents declared to the rest of the world that the United States was a new, legitimate country.
- The declaration was made out of "a decent respect to the opinions of mankind."
- The Declaration of Independence was drafted in June 1776 and adopted on July 4, 1776.

Foundations of Freedom

Unit and Topic Title

Foundations of the United States Government

- Purposes and Types of Government
- Principles and Events that Influenced the Formation of the U.S. Government

Framing Questions

- How does the U.S. government differ from other systems of government?
- What ideas and events influenced the formation of the U.S. government?

Civics Frameworks

Unit and Topic Title

Foundations of the United States Government

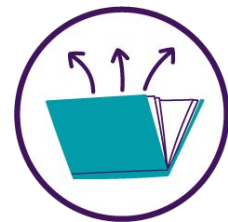
- Purposes and Types of Government
- Principles and Events that Influenced the Formation of the U.S. Government

Framing Questions

- How does the U.S. government differ from other systems of government?
- What ideas and events influenced the formation of the U.S. government?



Foundations of Freedom vs the Frameworks: A Unit One Comparison



Topic 1

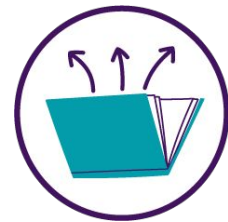
- Primary Source A [Adapted from Pericles' Funeral Oration from the Peloponnesian War](#)
- Primary Source B [Adapted from Aristotle, "The Athenian Constitution"](#)
- Primary Source C [Adapted from Locke, Hobbes, and Rousseau on the Social Contract](#)
- Primary Source D [Excerpts from Spirit of Laws, Montesquieu](#)
- Primary Source E [Excerpts from Founders Concerns about Direct Democracy](#)

Topic 2

- Primary Source A [Magna Carta](#)
- Primary Source B [The English Bill of Rights](#)
- Primary Source C [Mayflower Compact](#)
- Primary Source D [The Declaration of Independence](#)
- Primary Source E [The Articles of Confederation, 1777](#)
- Primary Source F [Thoughts on Government, 1776](#)
- Primary Source G [Reason: A THOUGHT for the DELEGATES TO THE CONVENTION, to be held at Philadelphia. \(March 24, 1787\)](#)
- Primary Source H [James Madison's Notes of the Constitutional Convention \(May 29, 1787\)](#)
- Primary Source I [Excerpt from Article I: The Three-Fifths Compromise](#)
- Primary Source J [Article II Section I - Electoral College](#)
- Primary Source K [Federalist Papers No. 10 \(1787\)](#)
- Primary Source L [Brutus I](#)
- Primary Source M [James Wilson's Speech in the House Yard](#)
- Primary Source N [Excerpted from John Adams to Benjamin Rush, 4 December 1805](#)

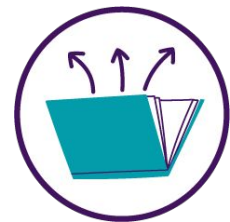
Civics Course Frameworks

Foundations of Freedom vs the Frameworks: A Unit One Comparison



- Based on the curricula components we have reviewed today, how is Foundations of Freedom similar to the frameworks?
- How is Foundations of Freedom different from the frameworks?
- Why might Foundations of Freedoms contain these supports?

Tour of Key Features and Structure of the Foundations of Freedom Civics Curriculum



UNIT 1

TOPIC: Purpose and Types of Government

Framing Question: How does the U.S. government differ from other systems of government?

Primary Focus Objectives

- ✓ Explain the purpose of government and summarize major theories about why government is necessary. (C.8, C.8.a)
- ✓ Describe the ideas and influences that laid the foundation for modern democracies, including that of the United States. (C.4, C.8.g)
- ✓ Compare the various systems of government used worldwide in terms of their structure, leadership, and exercise of power. (C.8.b)
- ✓ Compare the United States government, in its structure and principles, to other governments past and present. (C.8, C.8.b)
- ✓ Understand the meaning of the following domain-specific vocabulary: *liberty, governance, government, social contract, monarchy, direct democracy, democracy, legislature, republic, constitutional monarchy, autocracy, authoritarian, totalitarian, fascism, theocracy, representative democracy, constitutional republic, dictatorship, tyranny, oligarchy, unitary, federal, confederate, head of state, head of government, parliamentary system, presidential system, political party, bicameral, unicameral, capitalism, socialism, communism, separation of powers, checks and balances, mixed economy.*

What Teachers Need to Know

For background information, download the Foundations of Freedom Online Resource "About Purpose and Types of Government":

[link TK]

Materials Needed

Activity Pages

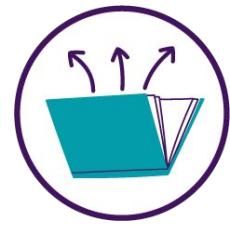
AP 1.1
AP 1.2
AP 1.3
AP 1.4
AP 1.5

- Individual student copies of Primary Source Analysis (AP 1.1), Venn Diagram (AP 1.2), Comparing Social Contract Ideologies (AP 1.3), Comparing Government Types (AP 1.4), and The Three Branches of Government (AP 1.5)

UNIT 1 | TOPIC: PURPOSE AND TYPES OF GOVERNMENT



Reflect on Curricular Components



- What feature of the curriculum do you think you, as teachers, coaches, or leaders, will be most excited about? Why?
- One thing you might notice is that students will not struggle to the same degree as they did in the Framework. Why might that be?
- What feature of the curriculum do you anticipate teachers needing the most support with? Why?



Internalize and Practice



Internalize and Practice



- Let's connect those resources to teacher and student actions in a model annotated lesson.
- Use your [note catcher](#) to identify teacher actions vs. student actions.
 - bit.ly/4nsutWi

Lesson Structure



- Begin with the Framing, and Supporting Question as the objective for the day
- Core Lesson: Teacher Guide provides supports and formative assessment questions (Literal, Inferential, and Evaluative)
- Students practice historical thinking skills by analyzing primary, secondary or tertiary sources to reinforce the Core Lesson
- Students reflect on the Supporting Question in relation to the Framing and Performance Task Questions.

- Introduction and Question Structure**
5 minutes
- Core Lesson: Content Delivery**
20 minutes
- Core Lesson: Student Centered Learning**
20 minutes
- End of Lesson Check for Understanding**
10 minutes



55 minutes

Lesson Structure - 4x4 Block Schedule



Begin with the Framing, and Supporting Question as the objective for the day

**Introduction and
Question Structure**
5 minutes

Core Lesson 1 and 2: Teacher Guide provides supports and formative assessment questions (Literal, Inferential, and Evaluative)

**Core Lesson: Content
Delivery**
45 minutes

Students practice historical thinking skills by analyzing primary, secondary or tertiary sources to reinforce the Core Lesson

**Core Lesson: Student
Centered Learning**
30 minutes

Students reflect on the Supporting Question in relation to the Framing and Performance Task Questions.

**End of Lesson Check
for Understanding**
10 minutes

**90
minutes**

Model Lesson Structure

Unit 1, Topic 2: The Principles and Events That Influenced the Formation of the U.S. Government

Pacing:

- Topic 2: 15 days

Core Lesson:

- Magna Carta



Topic 2

Principles and Events That Influenced the Formation of the U.S. Government

Framing Question
What ideas and events influenced the formation of the U.S. government?

A Great Charter of Rights and Liberties

*In a meadow west of London, King John of England rides out to meet with his noblemen. It is 1215 CE, and the king has suffered serious losses in a war with France, leading him to impose steep taxes to try to recoup his losses. Already disliked and distrusted, John has further alienated the nobles with these taxes just when he most needs their support. The **barons**, as the nobles answering directly to the king are called, have been in open rebellion against John. They believe he is trampling on their ancient rights and liberties with both his heavy taxation and his practice of jailing his political enemies without trials.*

In agreeing to the Magna Carta, King John of England accepted an important principle: that the monarch, like those he ruled, had to follow laws.

26

Introduction and Questioning Structure



Performance Task prompt: Analyze how the U.S. Constitution, including the Bill of Rights, adapts principles and practices from several different times and places.



Framing Question: What ideas and events influenced the formation of the U.S. Government?



Supporting Questions:

- **How did legal protections within Magna Carta influence ideas within the Constitution?**
- How does the Mayflower Compact reflect what the Pilgrim's hoped for their life in North America?
- Identify two ways the English Bill of Rights influenced the formation of the United States of America.
- How did the Great Awakening develop ideas later found in U.S. Government?

Introduction and Questioning Structure



THE CORE LESSON

Framing Question: What ideas and events influenced the formation of the U.S. Government?

Framing Question: Causation

What sort of “ideas” do you think the framing question is referring to? what about events?

Review last topic.

Introduce “Principles and Events That Influenced the Formation of the U.S. Government”

Call students’ attention to the Framing Question. Remind them of the various forms of government they read about in Topic 1. Ask students to recall the purpose of government, including the relationship between the government and those who are governed and how this relationship is reflected in the tripartite, representative democracy the Founders designed for the United States. Next, tell students to keep in mind that different influences—some ancient, some modern—combined to create the U.S. government as it is today. As they read through this chapter, they should consider how the laws and customs of other times and places were adapted to form our system of government.

Good way to rephrase the question

CFU: social contract, Montesquieu

Guided Reading Supports for “Principles and Events That Influenced the Formation of the U.S. Government”



“A Great Charter of Rights and Liberties,” pages 26–27

Scaffold understanding as follows:

Have students read the section on pages 26–27.

Performance Task: Analyze how the U.S. Constitution adapted principles and practices from several different times and places.

Supporting Question: Causation

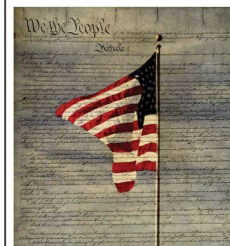
Supporting Question: How did legal protections within the Magna Carta influence ideas within the Constitution?

Do you think we’re looking for ideas, events, or both today? What are legal protections?

Do this before student s read

Performance Task: Comparison

Topic 2: Principles and Events That Influenced the Formation of the U.S. Government

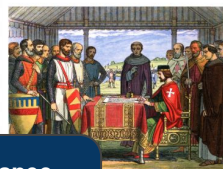


Framing Question: What ideas and events influenced the formation of the U.S. government?

Click to add subtitle
Click to add subtitle



Topic 2: Principles and Events That Influenced the Formation of the U.S. Government



In agreeing to the Magna Carta in 1215 CE, King John of England accepted an important principle: that the monarch, like those he ruled, had to follow laws.

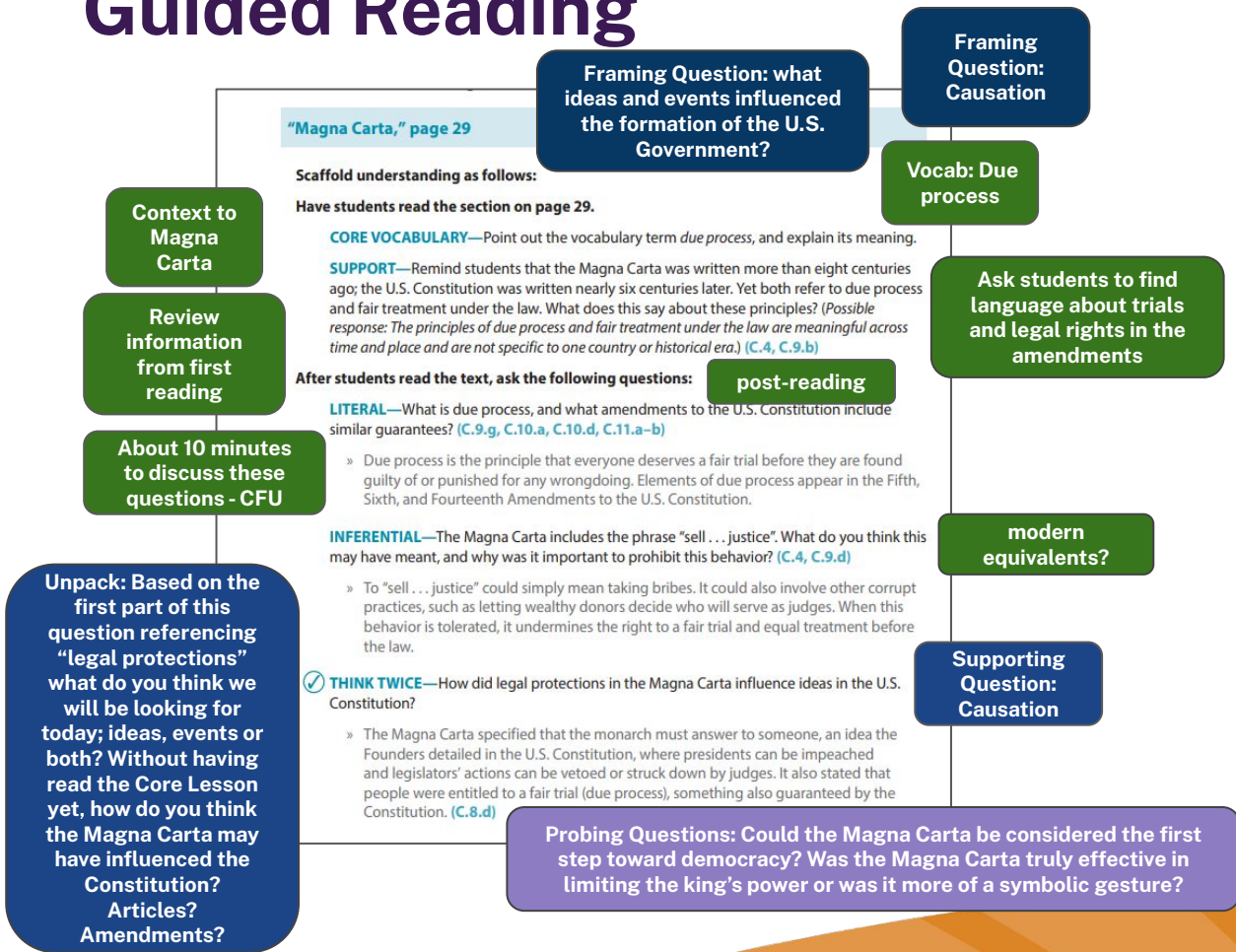
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Internalize & Practice



Guided Reading



Before reading, be sure to instruct students on

- Core Vocabulary;
- Context; and
- Any pertinent information.

Guided Reading



Before reading ask: "What do you think it means when we say ""no one is above the law?"

Review
Context
and
Amend
ments

Magna Carta

Earlier, you read about how and why Magna Carta came to be created in 1215 CE. Now it is time to examine the rights that are guaranteed in this important document, as well as how they relate to modern political liberties.

One critical part of the Magna Carta is that the monarch must answer to someone. Specifically, the charter created a council of barons who got to decide whether the king was respecting their rights and following the rules he agreed to. Although this did not always work well in medieval England, the idea that no one should have unchecked power is a fundamental component of today's democratic societies. For example, as you will learn later presidents can be impeached and laws can be vetoed or found unconstitutional.

Magna Carta also devotes an entire clause, or written portion, to the concept of

due process. This is the idea that everyone has the right to a fair trial before they are potentially found guilty of, or punished for, any wrongdoing. The English charter is very detailed on this point: It states that "no free man" shall be punished "except by the lawful judgment of his equals or by the law of the land." (In medieval England, many peasants were not considered "free men"; they were seen as legally bound to the owner of the land that they worked.) Another clause guards against corruption in the legal system, promising not to "sell [or] deny or delay right or justice." The Fifth, Sixth, and Fourteenth Amendments of the U.S. Constitution include very similar guarantees, such as the right to a speedy trial by jury and the right to equal treatment before a court of law.

Think Twice

How did legal protections within Magna Carta influence ideas within the U.S. Constitution?



applied to land
owning men

What does
free mean
here?

Justice should be
fair and apply to
everyone - due
process

Continuity and
change - due
process

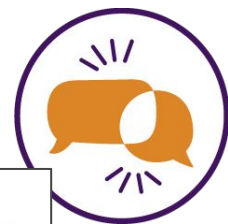
Do we see
these points in
the U.S. Gov't?

limiting
power of
the king -
also
limiting
power of
the
President

How does the U.S.
Constitution reinforce the
idea that leaders must follow
the law?

It is important that the teacher also annotates the student volume, pointing out key points and what they expect students to gain from the reading.

Key Source Analysis



Supporting question: How did legal protections within Magna Carta influence ideas within the Constitution?

Context

Activity Page 1.3

Activity Page



AP 1.1

What is the “legal protection” referred to in the Magna Carta called?

Primary Source Feature: “Magna Carta, 1215 CE,” page 29

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 29.

Introduce the source to students by explaining that this is just a small portion of the original Magna Carta. Many of the other articles were specific to issues that arose in a thirteenth-century monarchy, such as the rules and responsibilities of knighthood, details of medieval inheritance law, and management of the royal forests. Although society has changed a great deal since those days, some parts of the Magna Carta are still relevant to life in both the United Kingdom and the United States.

Have students read the source.

SUPPORT—Point out that “we” in the language of the Magna Carta refers to King John. This is an example of the royal we, technically known as the majestic plural. Long used by monarchs when speaking in an official capacity, the custom has continued to some extent even in modern times.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—What does it mean to “proceed with force against” a person? (C.7.a)

» This means to send armed people—knights or soldiers—to arrest or attack a person.

ANALYTICAL—Did the Magna Carta grant equal protection under the law to everyone in England? How do you know? (C.7.a)

» The Magna Carta did not extend equal protection to everyone. The phrase “free man” shows that land-bound peasants were excluded, and it suggests that women were not included either.

Framing Question:
What ideas and events influenced the formation of the U.S. Constitution?

With a partner

Connect to the U.S. Constitution

Activity Page 1.1

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

FOUNDATIONS OF THE UNITED STATES GOVERNMENT

Internalize & Practice



End of Lesson Check for Understanding



Supporting Question: How did legal protections within Magna Carta influence ideas within the Constitution?



Framing Question: What ideas and events influenced the formation of the U.S. Government?



Performance Task prompt: Analyze how the U.S. Constitution, including the Bill of Rights, adapts principles and practices from several different times and places.

Supporting Question



THINK TWICE—How does the Mayflower Compact reflect what the pilgrims hoped for their life in North America?

» The Mayflower Compact reflects the ideal of self-governance. As religious dissenters, those aboard the *Mayflower* wanted more control over the rules their community was expected to follow.

Connect to Framing Question

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What ideas and events influenced the formation of the U.S. government?” (C.6, C.8.d)

End of Topic Check for Understanding



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Framing Question: "What ideas and events influenced the formation of the U.S. government?"
 - » Key points students should cite include: concepts inherited from English law, such as due process (Magna Carta) and freedom of speech (English Bill of Rights); early colonial experiences such as the Great Awakening; the creation of the Articles of Confederation and its inherent challenges; debates about the role, scope, and structure of the federal and state governments.
- Choose three Core Vocabulary words (*baron, charter, natural right, due process, pilgrim, precedent, depose, denomination, militia, mitigate, Electoral College, habeas corpus, bill of attainder, ex post facto law, treason, ratify*) and explain how they are related to each other.

Evidence

Review key influences/event

Go over vocabulary

To wrap up the lesson, invite several students to share their responses.

Activity Page



AP 2.1

NOTE: You may wish to assign Domain Vocabulary: Unit 1 (AP 2.1) for homework.

Sentence starters?
groups/pairs for
brainstorming?

Internalize & Practice



Reflection

- What teacher actions did you note during this process?
- What actions were students asked to engage in?

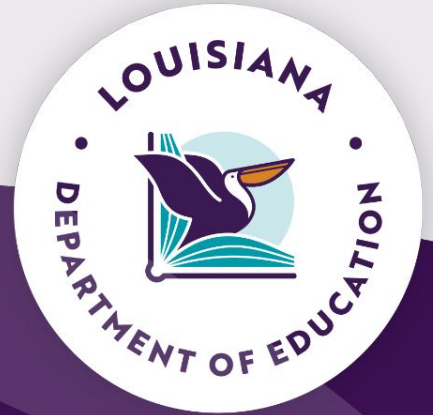


Turn

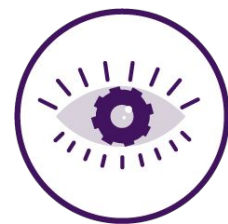
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TALK

Implement Learning



Gallery Walk



We will now participate in a [Gallery Walk](#).

Visit each station and complete the following task:

- Reflect on how the model lesson annotations effectively achieved each of the goals below:
 - keep the end in mind;
 - anticipate and plan for misconceptions; and
 - maximize student engagement.
- On your sticky note, reflect on how the annotations achieve each goal from the annotated plans.
- If you do not have anything to add, place a dot sticker on the reflection you feel is the most helpful or relevant insight.

Objectives

By the end of the session, participants will be able to:

- Identify and utilize the design principles and key components of Foundations of Freedom.
- Connect Foundations of Freedom resources to teacher and student actions in an examination of annotations.
- Apply the internalization process as they examine annotated curriculum resources.





Foundations of Freedom

Session 2: Model Lesson



LOUISIANA DEPARTMENT OF
EDUCATION

Objectives

By the end of the session, participants will:

- Examine exemplar annotations and adaptations using the Unit Study Tool; and
- Analyze a model lesson alongside annotations.



Receiving New Learning:



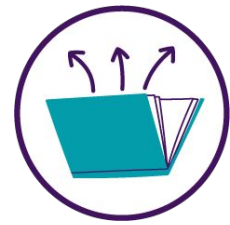
Materials Folder



- Internalization Session 2 [Session Resources](#) include:
 - Annotations;
 - Blank Foundations of Freedom Unit Study Tool;
 - Completed Foundations of Freedom Unit Study Tool;
 - Performance Task Evidence Catcher;
 - Magna Carta Student Reading; and
 - Setting the Scene.
- These resources are view only. You will need to make a copy of these documents in order to utilize them.

Backwards Design

- Start with the end in mind.
- The [Unit Study Tool](#) allows teachers to collaboratively plan for the unit with a backwards design approach.
- The Unit Study Tool organizes
 - Content and Skills Standards;
 - Sources and Additional Activities; and
 - Assessment.



FOUNDATIONS OF FREEDOM
 A Louisiana Civics Program

Foundations of Freedom Unit Study Tool

Unit Title and Topic(s)

After a brief overview, what are the most important ideas and primary sources in the unit?

FOUNDATIONS OF FREEDOM
 A Louisiana Civics Program

Step 2: Develop Background Knowledge

Unit Title and Topic(s)

After a brief overview, what are the most important ideas and primary sources in the unit?

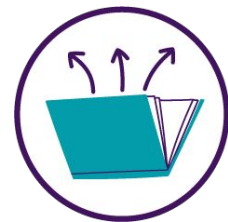
FOUNDATIONS OF FREEDOM
 A Louisiana Civics Program

Step 3: Trace Knowledge and Skills Through Assessment


Step 3: Trace Knowledge and Skills Through Assessment				
Teacher Self Assessment		What are the key components of an exemplary "4" response?	How do the most important ideas in the unit connect to the Performance Task and Chapter Assessments?	What misconceptions do you anticipate that students will have?
<input type="checkbox"/> Complete the Chapter Assessments				
<input type="checkbox"/> Complete exemplar Unit Performance Task				
Topic	Check for Understanding	What knowledge will students need?	What skills will students need?	What misconceptions do you anticipate that students will have?
1				
2				
3				

How is the Core Vocabulary for the unit supported in this source?

Step One: Conduct an Overview of the Unit



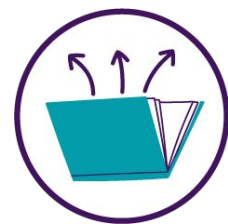
- Review the unit and complete the first page of the tool based on your general observations.

**FOUNDATIONS OF FREEDOM**
A Louisiana Civics Program

Foundations of Freedom Unit Study Tool

Step 1: Start with the End in Mind		
Unit Title and Topic(s)		Connected Standards & Focus Objectives
After a brief overview, what are the most important ideas and primary sources in the unit?	(big ideas, at-a-glance important ideas, key primary sources)	
Performance Task Prompt		
What do students need to know and be able to do to succeed on the Performance Task and chapter assessments? (Be sure to consult the scoring rubric)	What knowledge (standards) will students need?	What skills (standards) will students need?

Step 1: Start with the End in Mind



Foundations of Freedom Unit Study Tool			
Step 1: Start with the End in Mind			
Unit Title and Topic(s)	Unit: Foundations of the Government Topic 1: Purpose and Type of Government Topic 2: Principles and Events That Influenced the Formation of the U.S. Government	Connected Standards & Focus Objectives	How does the U.S. government differ from other systems of government? (C.8, C.8.a, C.4, C.8.g, C.8.g) What ideas and events influenced the formation of the U.S. government? (C.4, C.9.d, C.9.e)
After a brief overview, what are the most important ideas and primary sources in the unit?	(big ideas, at-a-glance important ideas, key primary sources) Topic 1: Individual Liberty and the Common Good, What is Government, Why do we Need Government, Learning about Government from the Past Topic 2: Magna Carta, The Mayflower Compact, English Bill of Rights, The Great Awakening, Articles of Confederation, Declaration of Independence, Rebellions, Constitutional Convention, Virginia and New Jersey Plans, Federalists and Anti-Federalists		
Performance Task Prompt	Analyze how the U.S. Constitution adopted principles and practices from several different times and places.		
What do students need to know and be able to do to succeed on the Performance Task and chapter assessments? (Be sure to consult the scoring rubric)	What knowledge (standards) will students need?		What skills (standards) will students need?
	Students need to be familiar with different influences, such as <ul style="list-style-type: none"> Historical influences (Magna Carta, English Bill of Rights, Enlightenment ideas) Different places (British legal traditions, Ancient Greece, and Rome) Various time periods (classical antiquity, medieval England, 18th-century Enlightenment) 		<ul style="list-style-type: none"> Comparison: This involves comparing earlier systems (like the Roman Republic, British legal traditions, and Enlightenment philosophy) with the structures and principles found in the Constitution. Analysis of which historical influences (e.g., Magna Carta, English Bill of Rights, Enlightenment philosophy) were incorporated and how they were modified to fit the American context.

Framing Questions and content standards

Topic Sections

Adapted prompt to correlate to LEAP Rubric

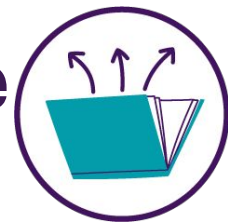
Applied reasoning process to student content knowledge

Reasoning process and skills and practices standards

Receive New Learning



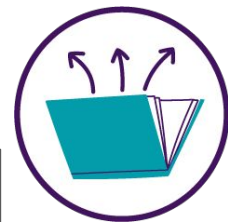
Step 2: Develop Background Knowledge



- Utilize the What Teachers Need to Know (WTNK) to develop any content knowledge you may need.
- Utilize the provided resources to build a plan for student content knowledge building and support:
 - Key Sources
 - Additional Activities
 - Core Vocabulary

Step 2: Develop Background Knowledge				
"What Teachers Need to Know" Notes				
Context-Setting Text or Source Title	How does this text/source support the development of background knowledge and social studies skills for students?	How does this source support students in successfully completing the Chapter Assessments and Performance Task?	What feature(s) of this source will students likely struggle with?	How is the Core Vocabulary for the unit supported in this source?

Step 2: Develop Background Knowledge



Step 2: Develop Background Knowledge

“What Teachers Need to Know” Notes

Relevant information you might need to fill your own content gaps.

Context-Setting Text or Source Title	How does this text/source support the development of background knowledge and social studies skills for students?	How does this source support students in successfully completing the Chapter Assessments and Performance Task?	What feature(s) of this source will students likely struggle with?	How is the Core Vocabulary for the unit supported in this source?
Magna Carta	Key Source - Builds on context, connects the past and present, skills and practices	Due process, limited govt, trial by jury	“We” - example of the royal “we”	Due Process
Mayflower Compact	Key Source - Builds on context, connects the past and present, skills and practices	Established key democratic principles of self-government and popular sovereignty	Vocabulary (by these presents, covenant, subscribes, separatists)	Pilgrim, precedent
English Bill of Rights	Key Source - Builds on context, connects the past and present, skills and practices	Freedom of Speech	Archaic language, vocabulary (primogeniture, understanding quartering of troops, 3rd Amendment)	deposed
Great Awakening	Text - Builds context	Religious freedom, equality	Understanding of Protestant groups	denominations

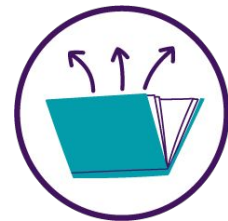
What evidence will students use to support their claim?

If you are unclear, look over the teacher supports for guidance

New Learning



Step 3: Trace Knowledge and Skills Through Assessment

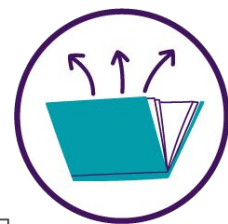


Utilize this third step of the Unit Study Tool to

- Plan assessments such as
 - Checks for Understanding
 - Chapter Assessments
 - Performance Task
- Anticipate where students will struggle

FOUNDATIONS OF FREEDOM A Louisiana Civics Program				
Step 3: Trace Knowledge and Skills Through Assessment				
Teacher Self Assessment		What are the key components of an exemplary "4" response?	How do the most important ideas in the unit connect to the Performance Task and Chapter Assessments?	What misconceptions do you anticipate that students will have?
<input type="checkbox"/> Complete the Chapter Assessments				
<input type="checkbox"/> Complete exemplar Unit Performance Task				
Topic	Check for Understanding	What knowledge will students need?	What skills will students need?	What misconceptions do you anticipate that students will have?
1				
2				
3				

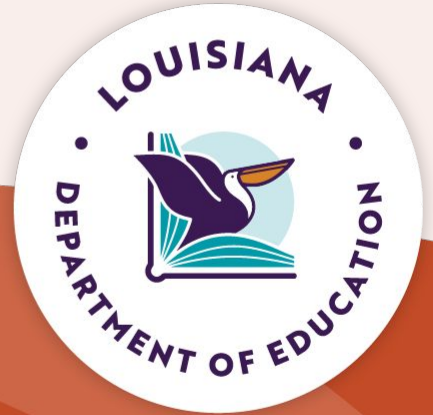
Step 3: Trace Knowledge and Skills Through Assessment



Step 3: Trace Knowledge and Skills Through Assessment				
Teacher Self-Assessment		What are the key components of an exemplary “4” response?	How do the most important ideas in the unit connect to the Performance Task and Chapter Assessments?	What misconceptions do you anticipate that students will have?
<input checked="" type="checkbox"/> Complete the Chapter Assessments		N/A	-Both focus on principles and practices that influenced the Constitution, as well as different times and places that influenced the Constitution	-Test is not pure recall <ul style="list-style-type: none"> Political cartoon analysis Document analysis
<input checked="" type="checkbox"/> Complete exemplar U Performance Task		Claim, evidence, reason, explanation	-Ancient Athens was ruled by a democracy. (The people should rule the country) -Magna Carta and English Bill of Rights (due process, trial by jury, limited govt, free speech) -Colonists (guards against bills of attainder, ex post facto laws, imprisonment without trial, treason)	Students will need support with writing claims and evidence
Topic		Check for Understanding	What knowledge will students need?	What skills will students need?
1		How does the U.S. government differ from other systems of government?	Separation of powers, checks and balances, representative democracy	Comparison
2		What ideas and events influenced the formation of the US Government?	Concepts inherited from English Law, the creation of Articles of Conf. debates about role and structure of govt.	Causation
Framing Question		Answers to Framing Questions		Reasoning Skill
				Answers in Rubric
				Can be found in the support section
				<p>The U.S. was not the first democracy. U.S. “invented” separation of powers”, the U.S. govt. was meant to be unchanging</p> <p>Protestantism, Timeline of events, founding fathers and disagreements, Bill of Rights not part of origins, Const.</p>

Internalize and Practice:

Model Lesson



Internalize and Practice



Magna Carta

Earlier, you read about how and why Magna Carta came to be created in 1215 CE. Now it is time to examine the rights that are guaranteed in this important document, as well as how they relate to modern political liberties.

One critical part of the Magna Carta is that the monarch must answer to someone. Specifically, the charter created a council of barons who got to decide whether the king was respecting their rights and following the rules he agreed to. Although this did not always work well in medieval England, the idea that no one should have unchecked power is a fundamental component of today's democratic societies. For example, as you will learn later presidents can be impeached and laws can be vetoed or found unconstitutional.

Magna Carta also devotes an entire clause, or written portion, to the concept of

due process. This is the idea that everyone has the right to a fair trial before they are potentially found guilty of, or punished for, any wrongdoing. The English charter is very detailed on this point: It states that "no free man" shall be punished "except by the lawful judgment of his equals or by the law of the land." (In medieval England, many peasants were not considered "free men"; they were seen as legally bound to the owner of the land that they worked.) Another clause guards against corruption in the legal system, promising not to "sell [or] deny or delay right or justice." The Fifth, Sixth, and Fourteenth Amendments of the U.S. Constitution include very similar guarantees, such as the right to a speedy trial by jury and the right to equal treatment before a court of law.

Think Twice

How did legal protections within Magna Carta influence ideas within the U.S. Constitution?



PRIMARY SOURCE: MAGNA CARTA, 1215 CE

39. No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land.

40. To no one will we sell, to no one deny or delay right or justice.

Source: Magna Carta (1215). UK National Archives. <https://www.nationalarchives.gov.uk/education/resources/magna-carda/british-library-magna-carda-1215-runnymede/>



FOUNDATIONS OF FREEDOM A Louisiana Civics Program

Performance Task Evidence Catcher

Use the chart below to keep evidence from the Unit. This evidence can be used to study for the Performance Task.

Performance Task Prompt:

Topic is:

Framing Question:

Supporting Questions	Unpack/rephrase in your own words	Evidence	Vocabulary	Answer to Supporting Question



Model Lesson Structure



Unit 1, Topic 2: The Principles and Events That Influenced the Formation of the U.S. Government

Topic 2 Principles and Events That Influenced the Formation of the U.S. Government



A Great Charter of Rights and Liberties

In a meadow west of London, King John of England rides out to meet with his noblemen. It is 1215 CE, and the king has suffered serious losses in a war with France, leading him to impose steep taxes to try to recoup his losses. Already disliked and distrusted, John has further alienated the nobles with these taxes just when he most needs their support. The **barons**, as the nobles answering directly to the king are called, have been in open rebellion against John. They believe he is trampling on their ancient rights and liberties with both his heavy taxation and his practice of jailing his political enemies without trials.

Framing Question

What ideas and events influenced the formation of the U.S. government?



In agreeing to the Magna Carta, King John of England accepted an important principle: that the monarch, like those he ruled, had to follow laws.

Introduction and Questioning Structure



THE CORE LESSON

Introduce “Principles and Events That Influenced the Formation of the U.S. Government”

Call students’ attention to the Framing Question. Remind them of the various forms of government they read about in Topic 1. Ask students to recall the purpose of government, including the relationship between the government and those who are governed and how this relationship is reflected in the tripartite, representative democracy the Founders designed for the United States. Next, tell students to keep in mind that different influences—some ancient, some modern—combined to create the U.S. government as it is today. As they read through this chapter, they should consider how the laws and customs of other times and places were adapted to form our system of government.

Guided Reading Supports for “Principles and Events That Influenced the Formation of the U.S. Government”



“A Great Charter of Rights and Liberties,” pages 26–27

Scaffold understanding as follows:

Have students read the section on pages 26–27.

CORE VOCABULARY—Point out the vocabulary terms *baron* and *charter*, and explain their meanings.

SUPPORT—Explain to students that to “recoup [one’s] losses” means to recover money that has been spent or lost.

Before asking students to begin independent reading, be sure to review and make connections to the previous topic.

Internalize & Practice



Framing and Supporting Questions



"Magna Carta," page 29

Scaffold understanding as follows:

Have students read the section on page 29.

CORE VOCABULARY—Point out the vocabulary term *due process*, and explain its meaning.

SUPPORT—Remind students that the Magna Carta was written more than eight centuries ago; the U.S. Constitution was written nearly six centuries later. Yet both refer to due process and fair treatment under the law. What does this say about these principles? (Possible response: The principles of due process and fair treatment under the law are meaningful across time and place and are not specific to one country or historical era.) (C.4, C.9.b)

After students read the text, ask the following questions:

LITERAL—What is due process, and what amendments to the U.S. Constitution include similar guarantees? (C.9.g, C.10.a, C.10.d, C.11.a–b)

- » Due process is the principle that everyone deserves a fair trial before they are found guilty of or punished for any wrongdoing. Elements of due process appear in the Fifth, Sixth, and Fourteenth Amendments to the U.S. Constitution.

INFERENTIAL—The Magna Carta includes the phrase “sell . . . justice”. What do you think this may have meant, and why was it important to prohibit this behavior? (C.4, C.9.d)

- » To “sell . . . justice” could simply mean taking bribes. It could also involve other corrupt practices, such as letting wealthy donors decide who will serve as judges. When this behavior is tolerated, it undermines the right to a fair trial and equal treatment before the law.

✓ **THINK TWICE**—How did legal protections in the Magna Carta influence ideas in the U.S. Constitution?

- » The Magna Carta specified that the monarch must answer to someone, an idea the Founders detailed in the U.S. Constitution, where presidents can be impeached and legislators’ actions can be vetoed or struck down by judges. It also stated that people were entitled to a fair trial (due process), something also guaranteed by the Constitution. (C.8.d)

Topic 2: Principles and Events That Influenced the Formation of the U.S. Government

Philosophical, political, legal, customs

Historical events that happened in different times and places

Framing Question: What ideas and events influenced the formation of the U.S. government?

Click to add subtitle
Click to add subtitle

LOUISIANA
DEPARTMENT OF EDUCATION

Guided Reading



Topic 2

Principles and Events That Influenced the Formation of the U.S. Government



In a meadow west of London, King John of England rides out to meet with his noblemen. It is 1215 CE, and the king has suffered serious losses in a war with France, leading him to impose steep taxes in an effort to recoup his losses. Already disliked and distrusted, John has further alienated the nobles with these taxes just when he most needs their support. The **barons**, as the nobles answering directly to the king are called, have been in open rebellion against John. They believe he is trampling on their ancient rights and liberties with both his heavy taxation and his practice of jailing his political enemies without trials.

Framing Question

What ideas and events influenced the formation of the U.S. government?



Supporting Question:

How did legal protections within Magna Carta influence ideas within the Constitution?

Guided Reading



Magna Carta

Earlier, you read about how and why the Magna Carta came to be created in 1215 CE. Now it is time to examine the rights that are guaranteed in this important document, as well as how they relate to modern political liberties.

One critical part of the Magna Carta is that the monarch must answer to someone. Specifically, the charter created a council of barons who decided whether the king was respecting their rights and following the rules he agreed to. Although this did not always work well in medieval England, the idea that no one should have unchecked power is a fundamental component of today's democratic societies. For example, as you will learn later, presidents can be impeached, and laws can be vetoed or found unconstitutional.

The Magna Carta also devotes an entire clause, or written portion, to the concept of

due process. This is the idea that everyone has the right to a fair trial before they are potentially found guilty of or punished for any wrongdoing. The English charter is very detailed on this point: It states that “no free man” shall be punished “except by the lawful judgment of his equals or by the law of the land.” (In medieval England, many peasants were not considered “free men”; they were seen as legally bound to the owner of the land that they worked.) Another clause guards against corruption in the legal system, promising not to “sell [or] deny or delay right or justice.” The Fifth, Sixth, and Fourteenth Amendments to the U.S. Constitution include very similar guarantees, such as the right to a speedy trial by jury and the right to equal treatment before a court of law.

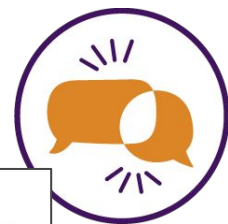
Think Twice

How did legal protections in the Magna Carta influence ideas in the U.S. Constitution?



Supporting Question: How did legal protections within Magna Carta influence ideas within the Constitution?

Key Source Analysis



Primary Source Feature: "Magna Carta, 1215 CE," page 29

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 29.

Introduce the source to students by explaining that this is just a small portion of the original Magna Carta. Many of the other articles were specific to issues that arose in a thirteenth-century monarchy, such as the rules and responsibilities of knighthood, details of medieval inheritance law, and management of the royal forests. Although society has changed a great deal since those days, some parts of the Magna Carta are still relevant to life in both the United Kingdom and the United States.

Have students read the source.

SUPPORT—Point out that "we" in the language of the Magna Carta refers to King John. This is an example of the royal we, technically known as the majestic plural. Long used by monarchs when speaking in an official capacity, the custom has continued to some extent even in modern times.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—What does it mean to "proceed with force against" a person? (C.7.a)

- » This means to send armed people—knights or soldiers—to arrest or attack a person.

ANALYTICAL—Did the Magna Carta grant equal protection under the law to everyone in England? How do you know? (C.7.a)

- » The Magna Carta did not extend equal protection to everyone. The phrase "free man" shows that land-bound peasants were excluded, and it suggests that women were not included either.

Activity Page



AP 1.1

Activity Page 1.1

Primary Source Analysis

SOURCE:

CONTENT

What type of document is it? What does it say?
Briefly summarize it.

CREATION

Who created this source? When?

COMMUNICATION

What is the purpose of the source? Who is the intended audience?

CONTEXT

What was going on where and when this was created?

CONNECTION

How does this source relate to the context? How does it relate to what you already know?

CONSIDERATION

What point of view is being expressed? What examples of bias or judgment does it include, if any?

CONCLUSION

Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?

62

FOUNDATIONS OF THE UNITED STATES GOVERNMENT

Internalize & Practice



End of Lesson Check for Understanding



FOUNDATIONS OF FREEDOM

A Louisiana Civics Program

Performance Task Evidence Catcher

Use the chart below to keep evidence from the Unit. This evidence can be used to study for the Performance Task.

Performance Task Prompt:

Topic 1:

Framing Question:

Supporting Questions	Unpack/rephrase in your own words	Evidence	Vocabulary	Answer to Supporting Question

Supporting Question:

How did legal protections within Magna Carta influence ideas within the Constitution?

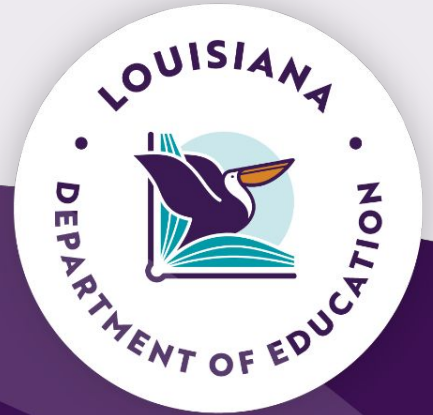
Examine the Model Lesson Annotations



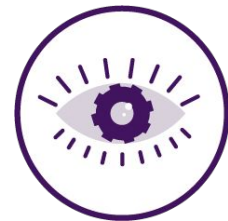
C.8 Analyze factors that influenced the Founding Fathers and the formation and development of the government of the United States.

d. Analyze the foundational documents and ideas of the United States government and its formation, including Magna Carta, the Mayflower Compact, Enlightenment philosophies, English Bill of Rights, Declaration of Independence, the Articles of the Confederation, the Constitution of the United States of America and the Bill of Rights, and the Federalist papers, and their role and importance in the origin and development of the nation.

Implement Learning



Frayer Model Reflection



Choose one of the practices that was modeled below.

- Questioning
- Student discourse
- Modeling thinking

Use the [four quarters handout](#) to reflect on the four elements below:

Definition: In your own words, define this strategy or idea, based on how it was used in the model lesson.

Examples: What did it look like during the lesson? What would this look like in your own classroom?

Non-Examples: What is this *not*? What are common pitfalls or misunderstandings about this practice?

Instructional Value: Why is this important? How does it support student learning?



Objectives

By the end of the session, participants will:

- Examine exemplar annotations and adaptations using the Unit Study Tool; and
- Analyze a model lesson alongside annotations.





Foundations of Freedom

Session 3: Pacing



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Objectives

By the end of this session, participants will recognize and be able to create a pacing guide to ensure that lesson structures are

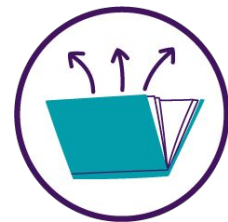
- coherent;
- aligned to standards; and
- organized to meet students' needs.



Receiving New Learning



Teacher's Guide Foundations of Freedom Pacing Guide



This is a suggested pacing guide from Foundations of Freedom.

Turn and Talk: What do you notice about this pacing guide?

Week 1

Unit 1: Foundations of the U.S. Government

Day 1	Day 2	Day 3	Day 4	Day 5
Topic 1: Purpose and Types of Government	Topic 1: Purpose and Types of Government	Topic 1: Purpose and Types of Government	Topic 1: Purpose and Types of Government	Topic 1: Purpose and Types of Government

Week 2

Unit 1: Foundations of the U.S. Government

Day 6	Day 7	Day 8	Day 9	Day 10
Topic 1: Purpose and Types of Government	Topic 1: Purpose and Types of Government	Topic 2: Principles and Events That Influenced the Formation of the U.S. Government	Topic 2: Principles and Events That Influenced the Formation of the U.S. Government	Topic 2: Principles and Events That Influenced the Formation of the U.S. Government

Week 3

Unit 1: Foundations of the U.S. Government

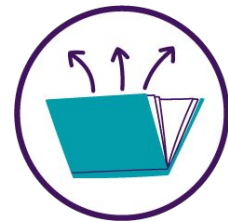
Day 11	Day 12	Day 13	Day 14	Day 15
Topic 2: Principles and Events That Influenced the Formation of the U.S. Government	Topic 2: Principles and Events That Influenced the Formation of the U.S. Government	Topic 2: Principles and Events That Influenced the Formation of the U.S. Government	Topic 2: Principles and Events That Influenced the Formation of the U.S. Government	Topic 2: Principles and Events That Influenced the Formation of the U.S. Government

Week 4

Unit 1: Foundations of the U.S. Government

Day 16	Day 17	Day 18	Day 19	Day 20
Topic 2: Principles and Events That Influenced the Formation of the U.S. Government	Topic 2: Principles and Events That Influenced the Formation of the U.S. Government	Topic 2: Principles and Events That Influenced the Formation of the U.S. Government	Topic 2: Principles and Events That Influenced the Formation of the U.S. Government	Topic 2: Principles and Events That Influenced the Formation of the U.S. Government

Curriculum Component Priorities



Essential

- Core Lessons

Supplemental

- Key sources within the Student Volume
- DBQ's
- Although Key Sources and DBQ's are considered supplemental, they should be included whenever possible.

Considerations for Supplemental Activities

- Correlation to the content
- Skills and practices
- Student needs

Core Lessons

- Core Lessons are the reading sections found in the Student Volume and contain the necessary background knowledge from which supplemental activities are built.
- This material can be broken into smaller parts and spread across the time allotted in the pacing guide.

Magna Carta

Earlier, you read about how and why Magna Carta came to be created in 1215 CE. Now it is time to examine the rights that are guaranteed in this important document, as well as how they relate to modern political liberties.

One critical part of the Magna Carta is that the monarch must answer to someone. Specifically, the charter created a council of barons who got to decide whether the king was respecting their rights and following the rules he agreed to. Although this did not always work well in medieval England, the idea that no one should have unchecked power is a fundamental component of today's democratic societies. For example, as you will learn later presidents can be impeached and laws can be vetoed or found unconstitutional.

Magna Carta also devotes an entire clause, or written portion, to the concept of

due process. This is the idea that everyone has the right to a fair trial before they are potentially found guilty of, or punished for, any wrongdoing. The English charter is very detailed on this point: It states that "no free man" shall be punished "except by the lawful judgment of his equals or by the law of the land." (In medieval England, many peasants were not considered "free men"; they were seen as legally bound to the owner of the land that they worked.) Another clause guards against corruption in the legal system, promising not to "sell [or] deny or delay right or justice." The Fifth, Sixth, and Fourteenth Amendments of the U.S. Constitution include very similar guarantees, such as the right to a speedy trial by jury and the right to equal treatment before a court of law.

Think Twice

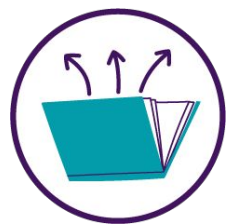
How did legal protections within Magna Carta influence ideas within the U.S. Constitution?

PRIMARY SOURCE: MAGNA CARTA, 1215 CE

39. No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land.

40. To no one will we sell, to no one deny or delay right or justice.

Source: Magna Carta (1215). UK National Archives. <https://www.nationalarchives.gov.uk/education/resources/magna-carda/british-library-magna-carda-1215-runnymede/>



Core Lesson



Core Lessons

- Core Lessons are the anchor to the student learning and are **essential** pieces of the curriculum.
- Within each Core Lesson is a “Think Twice” question which serves as the supporting question.

Magna Carta

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Think Twice

How did legal protections within Magna Carta influence ideas within the U.S. Constitution?



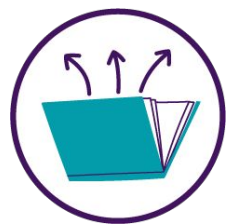
PRIMARY SOURCE: MAGNA CARTA, 1215 CE

39. No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land.

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Source: Magna Carta (1215). UK National Archives. <https://www.nationalarchives.gov.uk/education/resources/magna-carda/british-library-magna-carda-1215-runnymede/>

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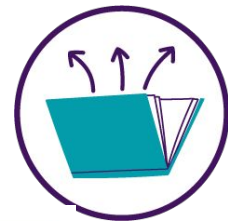
Core Lesson

Key Sources

- Key Sources are found within the Student Volume at the end of most Core Lessons.
- These sources are a direct link to the content in the Core Lessons.
- Key Sources are **supplemental** activities, but should be included in lessons whenever possible.



Key Source Analysis (Text or Artifact)



PRIMARY SOURCE: *FEDERALIST NO. 10*, 1787 CE

The authors of The Federalist Papers wrote under the name Publius, meaning public one.

From this view of the subject it may be concluded that a pure democracy, by which I mean a society consisting of a small number of citizens, who assemble and administer the government in person, can admit of no cure for the mischiefs of faction. . . .

A republic, by which I mean a government in which the scheme of representation takes place, opens a different prospect, and promises the cure for which we are seeking. . . .

The two great points of difference between a democracy and a republic are: first, the delegation of the government, in the latter, to a small number of citizens elected by the rest; secondly, the greater number of citizens, and greater sphere of country, over which the latter may be extended.

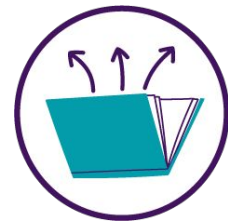
The effect of the first difference is, on the one hand, to refine and enlarge the public views, by passing them through the medium of a chosen body of citizens, whose wisdom may best discern the true interest of their country, and whose patriotism and love of justice will be least likely to sacrifice it to temporary or partial considerations. . . .

Hence, it clearly appears, that the same advantage which a republic has over a democracy, in controlling the effects of faction, is enjoyed by a large over a small republic,—is enjoyed by the Union over the States composing it.

Source: Madison, James. *Federalist no. 10*. Federalist Papers: Primary Documents in American History. Library of Congress. <https://guides.loc.gov/federalist-papers/text-1-10>.

Online Resources

- Located within the Teacher Guide
- Supporting maps, texts, graphs, videos, activities
- Online Resources are **supplemental** activities.



TOPIC 1: Government Policy and Spending

Resource Links

[Instructional Slide Deck for *Government Policy and Spending*](#)

[About Government Policy and Spending](#)

[Lesson "Upton Sinclair's *The Jungle*: Muckraking the Meat-Packing Industry" from Teach Democracy](#)

[Map of Westward Expansion from PBS LearningMedia](#)

[National Archives Analyze a Cartoon Worksheet \(English\)](#)

[National Archives Analyze a Cartoon Worksheet \(Spanish\)](#)

[Video "What Is Supply and Demand?" from the International Monetary Fund](#)

[Website of the Federal Reserve Bank of Dallas](#)

[Website of the Federal Reserve Bank of Atlanta](#)

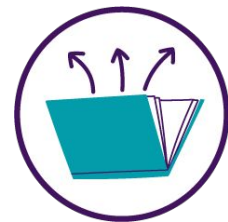
[Animated Graphs "Making Sense of the Federal Reserve: Expansionary and Contractionary Monetary Policy" from the St. Louis Fed](#)

[← Table of Contents](#)

[Next chapter →](#)

CKHG Online Resources include links to sites external to the Core Knowledge Foundation and the coreknowledge.org website. These external sites are owned and operated by third parties, and the Core Knowledge Foundation is not responsible for any errors or omissions in either the links themselves or the content of the websites. If you experience any difficulties when attempting to access one of the linked resources found here, please contact the Core Knowledge Foundation at ckhg@coreknowledge.org.

Document Based Questions



Preamble to the U.S. Constitution and Preamble to the Louisiana State Constitution

Background: The preamble is the first paragraph of the U.S. Constitution. Likewise, the preamble to the Louisiana State Constitution is the introductory paragraph of the state's constitution. Louisiana has had ten constitutions in its history; its current constitution was adopted in 1974.

Preamble to the U.S. Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Source: The Constitution of the United States. U.S. National Archives.

Preamble to the Louisiana State Constitution

We, the people of Louisiana, grateful to Almighty God for the civil, political, economic, and religious liberties we enjoy, and desiring to protect individual rights to life, liberty, and property; afford opportunity for the fullest development of the individual; assure equality of rights; promote the health, safety, education, and welfare of the people; maintain a representative and orderly government; ensure domestic tranquility; provide for the common defense; and secure the blessings of freedom and justice to ourselves and our posterity, do ordain and establish this constitution.

Source: "Constitution of the State of Louisiana of 1974." Louisiana State Legislature. <https://legis.la.gov/legis/Law.aspx?id=206274>.

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GOVERNMENT STRUCTURES, POWERS, FUNCTIONS, AND INTERACTIONS

Name _____ Date _____

Preamble to the U.S. Constitution and Preamble to the Louisiana State Constitution

According to the preamble to the U.S. Constitution, who is the government for and by? How does this compare to the preamble to the Louisiana State Constitution?

What evidence suggests that the preamble to the Louisiana State Constitution was modeled after the preamble to the U.S. Constitution?

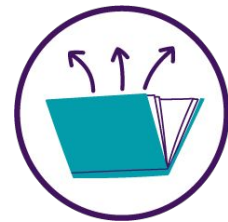
How does the opening of the preamble to the Louisiana State Constitution differ from the preamble to the U.S. Constitution?

TOPIC 1: THE U.S. CONSTITUTION AND THE BILL OF RIGHTS

5

DBQ's are
supplemental
activities and should
be used to

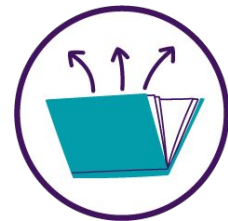
- reinforce content knowledge; and
- apply skills and practices.



Steps to Creating a Detailed Pacing Guide

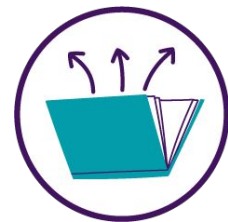


Steps to Creating a Detailed Pacing Guide



- **Step One:** Gather and review all materials.
- **Step Two:** Chunk the Student Volume's Core Lessons into manageable pieces and spread them out throughout the time period designated for that chapter/unit.
- **Step Three:** Decide which activities will best help reinforce each piece of the Core Lesson.
- **Step Four:** Thoroughly connect those materials to the standards, skills, and practices.

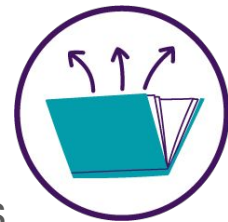
Step 1: Gather and Review Resources



- Gather and review resources
 - Alternate Pacing Graphic Organizer
 - Standards
 - Teacher's Guide
 - Student Volume
 - DBQ Workbook

Detailed Pacing Guide Graphic Organizer				
Performance Task Prompt			Reasoning process:	
Framing Question			Reasoning process	
Core Guided Lessons in the Student Reader	Additional Activities to Support Core Lessons	Type of Additional Activity	How the Additional Activity Supports the Core Lesson	Standards

Step 2: “Chunk-out” the Student Volume



Chunk the Student Volume’s Core Lessons into more manageable pieces and spread them out throughout the time period designated for that chapter/unit.

Considerations:

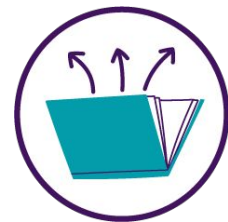
- Flow of the content
- Time constraints
- Manageability
- Days allotted for the unit/topic

Reminder: This is **essential** material, so all should be included to guarantee all standards are met.

Pacing Guidance

Unit 1, Topic 2: The Principles and Events That Influenced the Formation of the U.S. Government

- Unit Pacing Guidance: 22 Days




Topic 2

Principles and Events That Influenced the Formation of the U.S. Government

Framing Question

What ideas and events influenced the formation of the U.S. government?



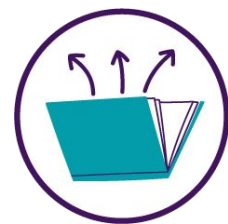
A Great Charter of Rights and Liberties

*In a meadow west of London, King John of England rides out to meet with his noblemen. It is 1215 CE, and the king has suffered serious losses in a war with France, leading him to impose steep taxes to try to recoup his losses. Already disliked and distrusted, John has further alienated the nobles with these taxes just when he most needs their support. The **barons**, as the nobles answering directly to the king are called, have been in open rebellion against John. They believe he is trampling on their ancient rights and liberties with both his heavy taxation and his practice of jailing his political enemies without trials.*

In agreeing to the Magna Carta, King John of England accepted an important principle: that the monarch, like those he ruled, had to follow laws.

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Flow of Content

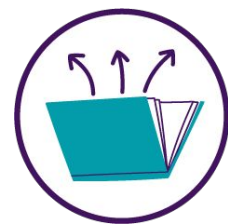


4X4 Block Schedule Pacing

Day 1	Day 2	Day 3	Day 4	Day 5
Core Lesson: A Great Charter of Rights and Liberties, Historical Influences of the U.S. Constitution and Government, Magna Carta, The English Bill of Rights	Core Lessons: The U.S. Under the Articles of Confederation, Establishing the United States, Mutiny and Rebellion,	Core Lessons: Framing the Constitution, Constitutional Convention, Electoral College	Core Lessons: Protecting rights and liberties, Electoral College, Protecting rights and liberties	Key Source:

Day 6	Day 7	Day 8	Day 9	Day 10
Key Source:	Key Source:	Chapter Test and Performance Task		

Flow of Content

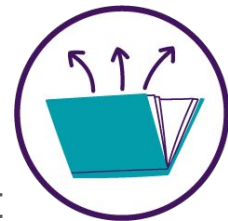


4X4 Block Schedule Pacing

Day 1	Day 2	Day 3	Day 4	Day 5
Core Lessons: A Great Charter of Rights and Liberties, Historical Influences of the U.S. Constitution and Government	Core Lesson: English Bill of Rights	Core Lessons: The U.S. Under the Articles of Confederation, Establishing the United States	Core Lessons: The U.S. Under the Articles of Confederation, Establishing the United States, Mutiny and Rebellion	Core Lessons: Framing the Constitution, Constitutional Convention
	Core Lesson: The Great Awakening			

Day 6	Day 7	Day 8	Day 9	Day 10
Core Lesson: Constitutional Convention	Core Lessons: Struggle to Ratify Federalists and Anti-federalists	Chapter Test and Performance Task		
Core Lesson: The Electoral College, Protecting Rights and Liberties				

Step 3: Decide on Supplemental Activities



Plan where any supplemental activities will best help reinforce student learning.

- Supplement your lessons with activities that align to the standards, skills and practices.
- Keep in mind activities can be modified to fit within the pacing guide.

Considerations

- Correlation to the content
- Skills and practices
- Student needs

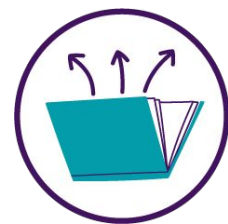
Reminder:

- The Key sources are **prioritized** materials and should be included whenever possible

Receive New Learning



Step 3: Decide on Supplemental Activities

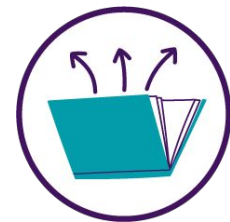


4X4 Block Schedule Pacing

Day 1	Day 2	Day 3	Day 4	Day 5
Core Lessons: A Great Charter of Rights and Liberties, Historical Influences of the U.S. Constitution and Government	Core Lesson: English Bill of Rights Key source: The English Bill of Rights	Core Lessons: The U.S. Under the Articles of Confederation, Establishing the United States Key source: The Declaration of Independence DBQ: From Thoughts on Govt	Core Lessons: The U.S. Under the Articles of Confederation, Establishing the United States, Mutiny and Rebellion Key source: The Articles of Confederation DBQ: From Reason: A Thought for the Delegates to the Convention Speech in the House Year	Core Lessons: Framing the Constitution, Constitutional Convention Key sources: James Madison's Notes, The Virginia Plan, The New Jersey Plan
Key source: Magna Carta	Core Lesson: The Great Awakening DBQ: From Sinners in the Hands of an Angry God			
Core Lesson: Mayflower Compact Key source: The Mayflower Compact				

Day 6	Day 7	Day 8	Day 9	Day 10
Core Lesson: Constitutional Convention Key sources: Article I, Section II, 3/5ths Compromise Core Lesson: The Electoral College, Protecting Rights and Liberties DBQ: Article II, Section I, The Electoral College	Core Lessons: Struggle to Ratify Federalists and Anti-federalists Key Source: The Federalist No. 10, Brutus I	Chapter Test and Performance Task		

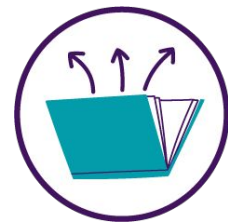
Step 4: Align Materials to Standards, Skills and Practices



Performance Task	Analyze how the U.S. Constitution adopted principles from several different times and places.		Reasoning Skill: Continuity and Change (C.1)	
Framing Question	What ideas and events influenced the formation of the US Government?		Reasoning Skill: Causation (C.2, C.7.c)	
Core Guided Lessons in the Student Reader	Additional Activities to Support Core Lessons	Type of Additional Activity	How the Additional Activity Supports the Core Lesson	Standards
A Great Charter of Rights and Liberties				
Historical Influences of the U.S. Constitution and Government				I
Magna Carta	Magna Carta	Key Source	Due process, limited power	C.7.a
Mayflower Compact	Mayflower compact	Key Source	It introduced self government, majority rule and representative govt	C.7.a, C.7.b, C.7.c, C.7.d
The English Bill of Rights	English Bill of Rights	Key Source	Cruel and unusual punishment, freedom of speech, right to bear arms	C.7.a, C.8.d
Great Awakening	From Sinners in the Hands of an Angry God	DBQ	Equality under God - The Great Awakening emphasized that all people are equal before God which challenged the idea of a social hierarchy.	
The U.S. Under the Articles of Confederation	Declaration of Independence Articles of Confederation	Key Source and DBQ	Declaration of Independence - abuses of the king, social contract Articles (KS) - comparison to the English Bill of Rights	C.2, C.6.a, C.6.c, C.8.d, C.9.c, C.9.d

- Thoroughly connect materials to standards, the framing questions, and/or the performance task.
- Consider where there may be opportunities to practice specific reasoning processes.

Step 4: Align Materials to Standards, Skills and Practices



C.8 Analyze factors that influenced the Founding Fathers and the formation and development of the government of the United States.

4X4 Block Schedule Pacing

Day 1	Day 2	Day 3	Day 4	Day 5
Core Lesson: A Great Charter of Rights and Liberties, Historical Influences of the U.S. Constitution and Government Magna Carta Key Source: Magna Carta	Core Lessons: The English Bill of Rights Key Source: English Bill of Rights Compare/Contrast Magna Carta and the English Bill of Rights Core Lessons: Mayflower Compact, Great Awakening Key source: Mayflower Compact	Core Lessons: The U.S. Under the Articles of Confederation, Establishing the United States Key sources: Declaration of Independence Articles of Confederation Declaration of Independence DBQ: From Thoughts on Govt	Core Lessons: Mutiny and Rebellion, Framing the Constitution, Constitutional Convention Key sources: James Madison's Notes DBQ: From Reason: A Thought for the Delegates to the Convention Speech in the House Year	Core Lessons: Constitutional Convention Key sources: The Virginia Plan The New Jersey Plan Article I, Section II, 3/5ths Compromise

Day 6	Day 7	Day 8	Day 9	Day 10
Core Lesson: Electoral College Protecting rights and liberties DBQ: Article II, Section I, The Electoral College	Core Lessons: Struggle to ratify Federalists and anti-federalists Key Source: The Federalist No. 10 Brutus I	Chapter Test and Performance Task		

- d. Analyze the foundational documents and ideas of the United States government and its formation, including Magna Carta, the Mayflower Compact, Enlightenment philosophies, English Bill of Rights, Declaration of Independence, the Articles of the Confederation, the Constitution of the United States of America and the Bill of Rights, and the Federalist papers, and their role and importance in the origin and development of the nation.
- e. Analyze the issues related to various debates, compromises, and plans surrounding the drafting and ratification of the 1789 Constitution of the United States.
- f. Explain how the concept of natural rights that precede politics or government influenced the foundation and development of the United States.
- g. Evaluate the fundamental principles and concepts of the U.S. government including Creator-endowed unalienable rights of the people, due process, equal justice under the law, equal protection, federalism, frequent and free elections in a representative government, individual responsibility, individual rights, limited government, private property rights, popular sovereignty, right to privacy, rule of law, the supremacy clause, and the separation of powers with checks and balances.

Receive New Learning



Skills and Practices: Reasoning Process

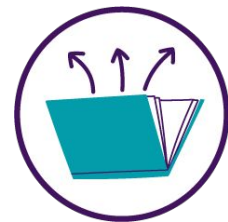


C.1 Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history, including those related to the powers of government, interpretations of founding documents, voting trends, citizenship, civil liberties, and civil rights.

C.2 Analyze causes and effects of events and developments in U.S. history, including those that influenced laws, processes, and civic participation.

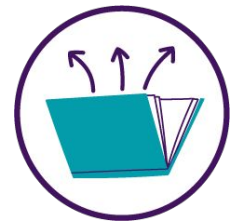
C.3 Compare and contrast events and developments in U.S. history and government.

Reasoning Process: Types of Comparison



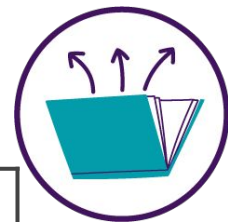
Types of Comparison	Sample Questions
<ul style="list-style-type: none">Describe or explain similarities and/or differences between different historical developments and processes.Describe or explain similarities and/or differences at different levels, such as comparing entire civilizations, specific institutions within societies, or individual events.	<ul style="list-style-type: none">How does the U.S. government differ from other systems of government?How do the roles of the U.S. Senate and the House of Representatives differ in the legislative process?

Strengthening Students' Comparison Skills



- Use two sources, explain similarities and differences of historical context, purpose, point of view and/or audience.
 - The DBQ workbook is helpful for providing a second source for comparison.
- Use Venn Diagrams or T-Charts
- Use specific explanations; why were historical concepts similar/different?

Reasoning Process: Causation

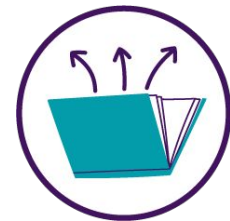


Types of Causation	Sample Questions
<ul style="list-style-type: none">• Describe causes and/or effects of a specific historical development or process.• Explain the relationship between causes and effects of a specific historical development or process.	<ul style="list-style-type: none">• How do political parties, special interest groups, and the media affect how people participate in government?• How have foreign policy decisions affected the United States at home and abroad?• How is U.S. citizenship acquired, and what are the responsibilities of a U.S. citizen?



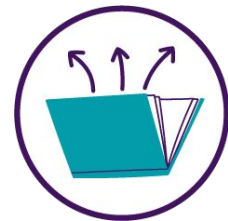
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Reasoning Process: Continuity and Change



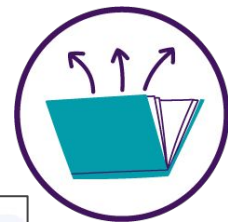
Types of Continuity and Change	Sample Questions
<ul style="list-style-type: none">● Explain or describe patterns of continuity and/or change over time.● Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity or change.	<ul style="list-style-type: none">● To what degree have the powers and roles of the three branches of the federal government changed since 1789?● What are civil rights and civil liberties, and how have they been interpreted and applied over time?

Strengthening Students' Continuity and Change Skills



- Compare historical documents, analyze visual representations, or create timelines that highlight both continuities and changes.
- Use primary sources to identify patterns and trends across different periods.
- Be sure to explain the causes of change; what led to the change taking place?
- Try to explain why things remained the same; is there any specific historical condition that allowed this to continue over time?

Step 4: Align Material to Standards, skills and Practices



4X4 Block Schedule Pacing

Day 1	Day 2	Day 3	Day 4	Day 5
Core Lesson: A Great Charter of Rights and Liberties, Historical Influences of the U.S. Constitution and Government Magna Carta Key Source: Magna Carta	Core Lessons: The English Bill of Rights Key Source: English Bill of Rights Compare/Contrast Magna Carta and the English Bill of Rights Core Lessons: Mayflower Compact, Great Awakening Key source: Mayflower Compact	Core Lessons: The U.S. Under the Articles of Confederation, Establishing the United States Key sources: Declaration of Independence Articles of Confederation Declaration of Independence DBQ: From Thoughts on Govt	Core Lessons: Mutiny and Rebellion, Framing the Constitution, Constitutional Convention Key sources: James Madison's Notes DBQ: From Reason: A Thought for the Delegates to the Convention Speech in the House Year	Core Lessons: Constitutional Convention Key sources: The Virginia Plan The New Jersey Plan Article I, Section II, 3/5ths Compromise

Day 6	Day 7	Day 8	Day 9	Day 10
Core Lesson: Electoral College Protecting rights and liberties DBQ: Article II, Section I, The Electoral College	Core Lessons: Struggle to ratify Federalists and anti-federalists Key Source: The Federalist No. 10 Brutus I	Chapter Test and Performance Task		



Kelly Miller
12:34 PM Feb 13

causation



Kelly Miller
12:25 PM Feb 13

Would Locke or Jefferson have recognized these as basic rights? If not, what may have changed since their era? (C&C)



Kelly Miller
12:36 PM Feb 13

causation



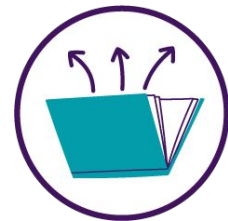
Kelly Miller
12:31PM Feb 13

continuity and change - due process

Receive New Learning



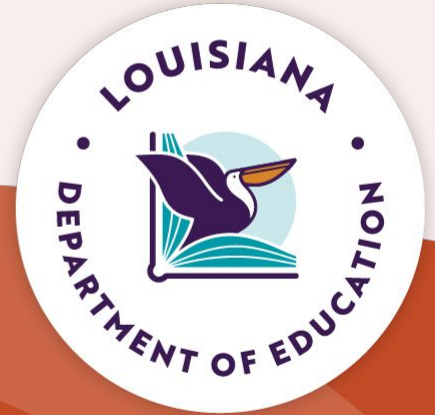
Step 4: Pulse Check



- Do these steps align with our objectives?
 - Does it provide cohesion?
 - Does it align content to the standards.
 - Does it meet student needs?
- How might looking for questioning opportunities help teachers in the planning process?



Internalize and Practice



Internalize and Practice



Use your note catcher to complete the following task:

Use the completed pacing guide in your [materials folder](#) to evaluate the chosen pacing and activities.

Consider the following questions:

- Would you have chosen a different activity for a given topic? Why?
- Would you have given more/less time to a specific topic? Why?



Internalize and Practice

Discuss your critiques of the sample pacing guide with a neighbor.

How did your pacing suggestions differ from the sample?



Turn

and

TALK

Assess Impact



Assess the Impact



- Reflect on your previous description of a Louisiana Civics classroom. Has that description changed, and if so, how?
- Take a few quiet moments to complete this sentence:
'I used to think _____, but now I think _____.'



Objectives



By the end of this session, participants will create a pacing guide to ensure that lesson structures are

- coherent;
- aligned to standards; and
- organized to meet students' needs.

Resources



Resource	Description
<u>K-12 Louisiana Student Standards for Social Studies</u>	Outline of what students should know and be able to do in social studies in grades K-HS.
<u>K-HS Scoring Notes</u>	Adapted prompts and scoring notes based on framing questions located within social studies frameworks.
<u>Assessment Guides</u>	Provide information about the 2025 LEAP Assessments including details on design and item types
<u>Leap Practice Questions</u>	Provide educators with high-quality materials that they may choose to incorporate into daily instruction and/or classroom assessments
<u>Using LEAP Social Studies Rubrics</u>	Help educators to understand, modify, and use the LEAP Social Studies constructed-response and extended-response rubrics.

Foundations of Freedom Print Options



Submit print requests to:

LABayouBridges@coreknowledge.org

In your email, include the following details:

- The number of students and teachers for each class at each school
- Billing and shipping addresses
- Student and teacher quantities that belong to each shipping address
- Any other key information, such as the recipient's names



Closing



Thank you so much for attending this session and for all that you do for the students of Louisiana.

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