

Student Learning Plan

Unit 6: Citizenship in American History and Government

State Constitutions [U6C2L5]



Why this is important:

The American Revolution returned the colonists to a state of nature. Colonial governments under British authority ceased to exist. New governments would have to be created, a task the newly independent states initiated soon after the war commenced. In this learning plan you will examine the main features of the written constitutions the thirteen new states created using the basic ideas of the natural rights philosophy, republicanism, and constitutional government.



What you will learn to do:

(Competency)

Examine the first states' constitutional ideals for protecting their rights

Linked Core Abilities

Communicate using verbal, non-verbal, visual, and written techniques

Apply critical thinking techniques



How you will know when you are succeeding:

You will show that you have learned the target knowledge and skills:

- through a written analysis comparing your state's current bill of rights to the Virginia Declaration of Rights

Your performance will be successful when:

- Written Analysis identifies the similarities between state's current bill of rights and the Virginia Declaration of Rights
- Written Analysis identifies the differences between state's current bill of rights and the Virginia Declaration of Rights
- Written Analysis identifies factors that make each document unique
- Written Analysis identifies how each document supports the basic ideals of natural rights
- Written Analysis uses proper grammar, punctuation and grammar



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Explain the basic ideas of natural rights, republicanism, and constitutional government contained in the early state constitutions
- b. Explain the differences between the Massachusetts constitution and other state constitutions
- c. Explain the purpose of the state declarations of rights
- d. Describe the main components of the Virginia Declaration of Rights
- e. Defend positions on legislative supremacy

- f. Terms to Know: Absolute Veto, Higher Law, Legislative supremacy, override, political guarantees, popular sovereignty, procedural guarantees of due process, representation, social contract, state declarations of rights, veto, Virginia Declaration of Rights



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

- 1. PREVIEW the information in the Student Learning Plan including the competency, learning objectives, performance standards, core abilities, learning activities and assessment activities. [Work independently] DISCUSS READ the Lesson 9: Purpose of Lesson in your student text. READ the section titles: Why Were the Colonies Returned to a State of Nature and What Six Basic Ideas did the State Constitutions Include? SELECT one for the six basic ideas and add classifying information to a class Tree Map. PRESENT your information to others. COMPLETE the Lesson 9 Critical Thinking Exercise: Evaluating Legislative Supremacy. [Work with a team of 3-6 cadets] CONSIDER adding responses to reflection questions in your Cadet Notebook. [Work independently]
- 2. [SELF-PACED OPTION] COMPLETE Learning Activity 1 independently. ADD responses to Lesson 9 Critical Thinking Exercise: Evaluating Legislative Supremacy and responses to reflection questions to your Cadet Notebook.
- 3. SELECT one of the five sections of reading from the student text. Selections include: How Was the Massachusetts Constitution Different? What Were the State Declarations of Rights? What Important Ideas are in the Virginia Declaration of Rights? What Rights Were Protected by the Other States? In What Ways Were the State Declarations Different From the U.S. Bill of Rights? CREATE visual tools of choice (Thinking Maps® or Graphic Organizers) to teach others new information. PRESENT information and lead discussion pertaining to your assigned section. [Work in a team of 3-6 cadets] ANSWER Lesson 9: Reviewing and Using the Lesson questions in the student text. [Work with a partner] INCLUDE answers to the questions and the reflection questions in your Cadet Notebook.
- 4. [SELF-PACED OPTION] READ the sections noted in Learning Activity 3. TAKE notes, answer the Lesson 9: Reviewing the Lesson questions, and record responses to the reflection questions in your Cadet Notebook.
- 5. COMPLETE the Lesson 9: Examining Historical Documents critical thinking exercise. COMPARE your responses with others in the class. [Work in a team of 3-6 cadets] CONSIDER recording responses to the reflection questions in your Cadet Notebook. [Work independently]
- 6. [SELF-PACED OPTION] COMPLETE Learning Activity 5 independently.
- 7. PREVIEW the State Constitutions Assessment Task and provided state bill of rights. COMPARE the contents of the document to the Virginia Declaration of Rights. [Work with a partner] CONSIDER recording responses to reflection questions into your Cadet Notebook.
- 8. [SELF-PACED OPTION] COMPLETE Learning Activity 7 independently.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- 1. COMPLETE the State Constitutions Assessment Task. USE the attached scoring guide to self-assess your work. SUBMIT your completed assessment task to your instructor for feedback and evaluation.
- 2. [SELF-PACED OPTION] COMPLETE Assessment Activity 1 independently.