



The Foundations of American Government: Natural Rights: Life, Liberty and the Pursuit of Naturalness, 1st Amendment is Everyone's Right.

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West Charlotte High School

This Curriculum Unit is recommended for: Civics/Unit 2 Foundations of American Government and American History I/Unit 2 Foundations of American Government/Grades 10th, 11th & 12.

Key Words: English Bill of Rights, Enlightenment Era. Enlightenment Thinkers: John Locke, Jean-Jacque Rousseau and Baton de Montesquieu, Declaration of Rights & Grievances 1766, Declaration of Colonial Rights 1774, Olive Branch Petition 1775, Declaration of Independence 1776, Preamble, Constitution, Bill of Rights and 1st Amendment.

Teaching Standards: FP C & G 1.1 Explain how tensions over power and authority led America's founding fathers to develop a constitutional democracy.

Synopsis: This curriculum unit will examine, explore, analyze then synthesize how Founding Fathers were influenced by the Enlightenment Thinkers and the foundational concepts of 1st Amendment rights of the US Constitution per the section of petitioning the government and expression. The essential questions that scholars will need to answer are as follows: Why did the Founding Fathers insist on a Bill of Rights to the Constitution? When is it justifiable to protest and petition the government? Which 1st Amendment right is more effective in bringing about change, petitioning or protesting? Scholars will examine the process that the Patriot colonial leaders followed under King George and the English Parliament when they believed they were being governed unfairly. Scholars will explore their reasoning for creating a Bill of Rights. Scholars will make connection to current issues of discrimination in the workplace, schools, sports and media based on a person's hair style. Scholars will analyze cases both past and present where 1st Amendment rights such as petitioning and protesting the government have brought about successful and unsuccessful results. This CTI unit aligns with the North Carolina standards for Civics.

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The Foundations of American Government: Natural Rights: Life, Liberty and the Pursuit of Happiness, 1st Amendment is Everyone's Right.

M. Lynn Roach

Introduction

School Demographics

I am a 10th, 11th and 12th Grade teacher of Civics and American History I at West Charlotte High School in Charlotte, North Carolina. Charlotte is an Urban Metropolitan city with a daily growing population. Approximately 100 people move to Charlotte each day. The population is nearing 1 million, 912,096 as of 2021 (Review, 2021). West Charlotte High School opened its doors in 1938 as the second historic High School for African American scholars and is one of Charlotte-Mecklenburg's oldest public schools. West Charlotte High School has a rich history in a historically neighborhood and has produced many famous and highly noted public officials, athletes as well as community and business leaders. West Charlotte is known as the 'Dub-C. West Charlotte's Mascot is the Lion and the motto at West Charlotte is "Lion Pride is Nationwide" Please review the attached Power Point for the history and legacy of West Charlotte High School.



The History of West
Charlotte Senior Hig

West Charlotte's school demographics as of 2020 are 76.9percent African American, 13.6 percent Hispanic and 5.5 percent which include two or more other races, 2.5 percent Asian, and 1.3 percent white (Schooldigger.com, 2021). West Charlotte is a Title I school. A Title I school is **a school that receives federal funds to support the academic achievement of Title I students**. Schools are eligible to use Title I funds to operate school-wide programs that serve all children in the school if at least 40% of the student population comes from under-resourced income families (Education, 2021).

As a Female African American teacher of American History and Civics, I become extremely excited in developing and implementing lessons that connect with my scholars personally. It is my personal belief that cultural relevant lessons engage and motivate scholars into not only completing the assigned tasks but increase their understanding of larger concepts. I cultural relevant education within my classes in order to not only engage my scholars but to decrease the

achievement gap that exists within my marginalized scholars at a Title I school (Griner, 2012). In my twenty-two years of teaching experience, I have found that scholars that make modern and cultural connections with past historic events, through experience exercise teaching lessons, are more engaged, challenged and empowered (Muraina, 2016) My objective as an educator is for my scholars to be able to read, write, problem solve and become productive citizens in society.

Within my Civics class of thirty-three scholars reached *Unit 2: Foundations of Government*, I thought this is the best opportunity to not only teach about how the Enlightenment Thinkers tried to solve societal problems and went against the status quo but how their ideas influenced the young rebellious colonial leaders to protest, declare, fight and win independence from Great Britain. This curriculum lesson was created to engage and empower my scholars to critical think on solutions for current societal issues based on the ideals and methods of the Enlightenment Era, Revolutionary War Era and creation of the United States Government under the Constitution.

Rational

As a teacher of Civics and American History in these critical current moments of protest amid calls for social justice, I wanted my scholars to realize that they too have a voice to bring about change. The CMS *Civics Course Unit 2: Foundations of American Government and American History I Unit 2: Era of Conflict* curriculum was the ideal unit to connect and engage my scholars on the topics of protest, petition and self-expression. I wanted them to learn from the Enlightenment Thinkers and Founding Fathers who created a blueprint for resistance with Natural/inalienable Rights and the Constitution. Effective change can come through the means of protest, petition and expression of their 1st Amendment rights. Enlightenment thinker, John Locke argued that people were born free, equal and independent and possessed natural rights, to life, liberty and property, that no government could take away. In this curriculum unit I wanted my scholars to learn that most critical changes throughout history have come from fearless young people that no longer accepted the status quo. This curriculum unit examines the call to action, duty and responsibility of the people to bring about change. The curriculum unit is designed around the causes that led to the declaration of independence, revolution, liberty from Great Britain the creation of the Constitution, the Founding Fathers need for a Bill of Rights and the 1st Amendment rights of freedom of speech, protest, petition expression, the natural inalienable rights of all people. This curriculum unit teaches and examines the foundations of the United States government. The historical concepts of inalienable and natural rights of all people. How this rights that are endowed by the creator, should not altered or shaped by a selected group. These rights include the right to how one wears their hair. I am a true believer that knowledge is power, and I want to empower my scholars with the knowledge and make connections to their 1st

Amendment rights. Lastly, in this unit my goal to increase my scholar's effective abilities to express and exercise their 1st Amendment rights through writing expression.

I felt that the current scholars in my Civics class, myself included, had become indifferent and callous to the consistent violence and discrimination of African Americans. Mainly but not exclusively toward, African American males. As a responsible teacher this made me question: Do Black Lives Matter? Is protesting effective means of change? Does petitioning our national, state or local government bring change? How can I connect, and make culturally relevant, to my scholars the young patriot rebels of colonial era/pre-revolutionary war era without losing their interest? My answer was self-expression: hair. I would use hair as the connector. Hair now and throughout history is a status symbol of wealth and pride. Hair is the pride in one's appearance, identity and social status. I created several additional essential questions for scholars to explore: What is the history of hairstyles? Who created or set the standard of beauty and acceptable hairstyles? Should people be forced to assimilate or change their hairstyles or image? Are people discriminated against when they don't complement their hairstyles to the standard? How might this assimilation effectively or impact the discriminated cultural group?

When scholars can make a personal connection to the content, they begin to have a deeper understanding of the unit concept under the 1st Amendment. Once they have a stronger understanding of these overall concepts within the Bill of Rights, mainly the 1st Amendment, of Life, Liberty, Pursuit of Happiness, Right to Protest, Right of Petition, Freedom of Assembly, and Freedom of Speech. They can begin to incorporate and apply these principles into their daily lives. Unfortunately, many of my scholars have accepted their marginalization. Many do not believe that they have a voice or have a positive view of themselves as learners or as persons in society that can bring about change. My goal as an educator was to combat these beliefs and empower them through historical events of protest and petition that created and shaped our country. That they too have these inalienable rights as Americans and can use them when they are presented with injustices.

Content Research

Cultural Relevant Education

According to the article from Teachers College Press, "What is Culturally Relevant Education?" (Knight-Manuel, 2018), which is an excerpt from the book *Classroom Cultures: Equitable Schooling for Racially Diverse Youth*. Culturally relevant education is a conceptual framework that recognizes the importance of including students' cultural backgrounds, interests, and lived experiences in all aspects of teaching and learning within the classroom and across the school. (Ladson-Billings, 1994, 2009; Milner 2017). The article goes on to state that culturally relevant

education is viewed as critical in improving student engagement and achievement, and college readiness and success for all youth, particularly for youth of color.¹

Critical Consciousness/ Sociopolitical Awareness

Critical Consciousness focuses on achieving an in-depth understanding of the world, allowing for the perception and exposure of social and political contradictions. Critical consciousness also includes taking action against the oppressive elements in one's life that are illuminated by that understanding. (Wikipedia, 2021) In the United States, public schools are become over populated and more diverse every year. With the increased percentage of students of color, English Language Learners and students in poverty. (Dorman, "Everything That's Challenging In My School Makes Me A Better Teacher": Negotiating Tensions In Learning to Teach For Equity, 2012) (Dorman, Cultivating Critical, Sociopolitical Awareness in Urban Secondary Schools: Tensions and Possibilities, 2021) As a responsible teacher, I must equip myself with the necessary and appropriate pedagogical tools needed to not only teach but in engage my scholars within this current cultural, social justice and political times, without personal bias. One must work to create a classroom environment of teaching and learning that is relevant and politically aware of scholars lives outside of the classroom. My content training is in History and Social Studies but how to I include the social justice topics of today, without bias? These lessons must be structure in a way that fosters independent learning, self-directed and allows for my scholars to take responsibility for their own understanding and perspective as well as their classmates understanding and perspectives. As the teacher, I must demonstrate, from the beginning, my own awareness of current issues of inequities in schools, communities, the workplace, politics, discriminatory practices and oppression behavior within the society of American and throughout the world. If this not demonstrated or addressed from the beginning, the balance of understanding and trust among my scholars will be difficult to accomplish. Within these unit we read and analyzed an article entitled Justice for All. In the article a, then 17-year-old North Texan college student, attended her 1st protest rally. She was marching for 15-year-old Jordan Edward who was fatally shot in 2017 by a police officer in a car after attending a party. Only 10 people showed up, but she continued to protest and organize for change in her community. She organized the North Texas Action Committee. She organized a demonstration in Dallas after the death of George Floyd. She expected 100 people and 2,000 showed up. "The world stopped for a lot of people, violently crashing down upon then in that 8 minutes, 46 second video," she says. "The march was very overwhelming in a good way. It was so awesome to see so much support." (Deleon, 2020) This showed scholars to understand that every person can make a difference to effect change. Several of my scholars were chosen to represent West Charlotte High School at

¹ CRE, culturally Relevant Education is a comprehensive teaching approach that empowers all students intellectually, socially, emotionally, and politically by using cultural referents to impact knowledge, skills, and attitudes (Ladson-Billings, 1994, 2009)

the Race Matters for Juvenile Justice 4th Biennial Virtual Conference: Financial Disparities in Communities of Color, Race, Money, and A Journey to Justice. (Justice, 2021)

Socratic Seminar/Critical Thinking Theory

The Socratic method was developed by Greek philosopher, Socrates, the Socratic or Critical Thinking Method is a dialogue between teacher and students, instigated by the continual probing questions of the teacher. It is defined as the method of inquiry and instruction employed by Socrates especially as represented in the dialogues of Plato and consisting of a series of questionings the object of which is to elicit a clear and consistent expression of something supposed to be implicitly known by all rational beings. (Merriam-Webster, 2021) The probing questions allow students to explore their underlying beliefs that shape the student's views and opinions. (Chapman, 2003) This article is a summary of a talk given by Political Science professor Rob Reich. Reich is the recipient of the 2001 Walther J. Gores Award for Teaching Excellence. In his lecture he describes the essential parts of the Socratic method. These talks were a part Award Winning Teachers on Teaching lecture series from the Stanford Center for Teaching and Learning. Scholars gained understanding of this method of critical thinking through an EdPuzzle video lesson with guided questions. Then followed with a series of teacher led probing questions that led to class discussion.

Experiential Exercise

Experiential Exercise teaching strategy is designed to tap into students' intrapersonal and body-kinesthetic intelligence. This helps students learn abstract ideas and make remote events accessible and meaningful.² Students use their intrapersonal intelligences to connect history to the present. History Alive teaching strategy approaches are based on psychologist Howard Gardner's theory of human cognition. Gardner found that every student excels in two or three of the seven intelligences: verbal-linguistic, logical-mathematical, visual-spatial, body-kinetic, musical-rhythmic, interpersonal, and intrapersonal. The experiential exercise activity of History Alive invokes many of these seven intelligences. (Bower & Lobdell, 1998) Scholars were given a multiple-Intelligence test at the onset of the course to identify their areas of intellectual strengths. (Mastrodomenico, 2021)

Writing for Understanding

Writing for Understanding is used to help students write forcefully and in detail about history by giving them experiences in which to write about. (Bower & Lobdell, 1998) Scholars in this unit after learning and understanding the concepts of the Declaration of Independence, the Bill of Rights, Constitution will construct their own Declaration of Self-Expression around the concept

² Experiential Exercise is one of six constructivist Strategies developed by TCI (*History Alive*) History Alive is a series of instructional practices that allow students with diverse learning styles to "experience" history. These methods are the work of educators at Teacher's Curriculum Institute TCI

of natural hair discrimination. Additionally, scholars organized and implemented a campaign to enlist others involvement in signing the Crown Act into law.³

Historical Content

Enlightenment Thinkers

One of Enlightenment thinker who greatly influenced the colonists was **John Locke**. **Locke** was an English writer who supported the Glorious Revolution and argued that people were born free, equal, and independent. Locke argued that people all possessed rights, called **natural rights**, to life, liberty, and property that no government could take away. In *The Second Treatise of Government*, Locke wrote:

“All mankind.... being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions.” —John Locke - *The Second Treatise of Government*

John Locke also believed that if a government tried to take away people’s natural rights, it was breaking the social contract. A **social contract** is an agreement among the people in a society. They agree to give up part of their freedom in exchange for protection of natural rights. The people agree to obey the government as long as it protects their rights.

Another Enlightenment thinker was French philosopher **Jean-Jacques Rousseau**, who wrote in *The Social Contract*, published in 1762, “man is born free, yet everywhere he is found in chains.” Rousseau was referring to the large number of people in Europe living under oppressive governments. He argued that the people alone had the right to determine how they should be governed.

A French writer, **Baron de Montesquieu**, developed the idea of dividing the branches of government into different parts to balance each other so that no one part can become too strong or threaten individual rights. His ideas on the **separation of powers** helped influence the development of the U.S. Constitution, while Locke’s ideas on the social contract and natural rights, helped influence the development of the Declaration of Independence.

Ideas of Enlightenment Locke, Rousseau and Montesquieu are considered Enlightenment thinkers. Building on the scientific discoveries of the 1600s, these thinkers believed that God had created an orderly universe. The laws of this universe could be discovered through **human reason**. Enlightenment thinkers argued that the laws that governed or controlled nature also

³ The CROWN Act was created in 2019 by Dove and the CROWN Coalition, in partnership with then State Senator Holly J. Mitchell of California, to ensure protection against discrimination based on race-based hairstyles by extending statutory protection to hair texture and protective styles such as braids, locs, twists, and knots in the workplace and public schools.

applied to human life and society.

In this unit lesson scholars were directed with inquiry-based reading followed with critical thinking questions on the Enlightenment Era and Thinkers. Scholars were probed to compare and make connections to our U.S. Constitution, the and the Bill of Rights.

Road to Revolution: Resistance and Protest

In this lesson, scholars examined the events and factors that led the colonists to revolt against Britain and seek independence. **French and Indian War: (also known as the Seven-Years War)** As the French and British empires in North America grew, so did conflicts. In 1754, France and Britain began fighting over western land around the Ohio River. Virginia troops led by **George Washington** marched to the Ohio River to drive out the French. The French and their Native American allies easily defeated the Virginia troops. This battle marked the beginning of the **French and Indian War**.

Although Great Britain won the war, it still faced problems. Native Americans did not like the colonists moving west onto their lands. To prevent fighting with Native Americans, the British government issued the **Proclamation of 1763**. It banned colonists from settling west of the Appalachian Mountains. Many colonists were angered by the proclamation. Colonists resisted and ignored the proclamation continued to settle west of the Appalachian Mountains.

Tension between Britain and the colonists continued to grow. In 1765, to finance debts from the French and Indian War, the British Parliament passed the **Stamp Act**. This act required colonists to buy and place stamps on items such as documents, newspapers, and even playing cards. The tax affected the colonists directly because it was placed on the everyday goods they bought. Many boycotted British products in protest. A secret group called the **Sons of Liberty** was established by **Samuel Adams**.

Delegates or representatives from nine colonies held a **Stamp Act Congress** and issued a **Declaration of Rights and Grievances**. They declared that Parliament could not tax them because they were not represented in Parliament. Only colonial lawmaking bodies had the right to tax. In March 1766 Parliament repealed or abolished the Stamp Act.

1768 Parliament passed the **Townshend Acts**. These laws placed taxes on imports or goods you buy from other countries and on tea. Colonists in Boston protested the new taxes with boycotts and riots. The British enforced the acts and sent more troops to America to prevent further riots.

Tensions grow in the colonies

With all the British soldiers in Boston, there were many clashes between them and the colonists. One clash involved mob of colonists and lone British soldier guarding a customs office. On

March 5, 1770, a fight occurred. The mob formed and a British soldier fired into the crowd and then other soldiers fired, killing five. Colonial leaders called the event the **Boston Massacre**. The reason the incident was called a massacre was to increase Anti-British feelings among the colonists, which it did. Colonial used propaganda.

Colonists organize and the establish **Committees of Correspondence** to communicate with each other about various threats to American liberties.

Then in 1773 the British passed the **Tea Act**. It gave any British company the right to sell tea to the colonies free of the taxes that merchants in the colonies had to pay. This would cause the colonists to lose their tea business. One night, a group of colonists disguised as Native Americans snuck aboard a British ship carrying tea in Boston Harbor. They dumped all of the ship's tea into the harbor. This event became known as the **Boston Tea Party**. This angered **King George III**. To punish the rebellious colonists of Massachusetts, Parliament passed a set of laws called the **Coercive Acts**. The colonists called these harsh acts the **Intolerable Acts**. Acting under these acts, Britain closed Boston Harbor, authorized British commanders to house soldiers in private homes, and placed Boston under **martial law**.

These actions encouraged the Committees of Correspondence to form the **First Continental Congress**. The group met in 1774 and drew up a **Declaration of Colonial Rights**. The Declaration of Colonial Rights demanded that the colonies be allowed to run their own affairs.

Fighting erupts at Lexington and Concord

Some New England towns began to prepare for a war against Britain. **Minutemen** or civilian soldiers stored guns and ammunition in secret places. In 1775, after reports that the colonists were storing weapons, British troops marched to Concord, Massachusetts, by way of Lexington, Massachusetts, to seize the leaders of the rebellion, **Samuel Adams** and **John Hancock**. A group of armed minutemen met the British troops on the village green of Lexington, Massachusetts. A shot was fired. The **Battle of Lexington** lasted only 15 minutes.

The Colonies Hover between Peace and War

In May 1775, colonial leaders met again at what became known as the **Second Continental Congress**. Some leaders urged independence from Britain. Others were not ready for this step. The Congress named the militiamen as the **Continental Army** and appointed **George Washington** as commander of the army.

Foundations of United States Government

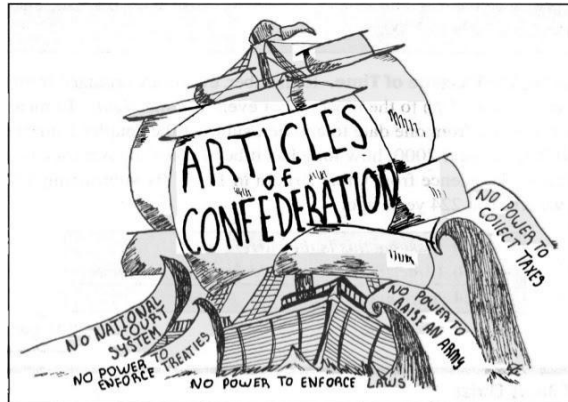
Most colonists still felt a deep sense of loyalty to Britain's King George III and blamed the bloodshed in the colonies on his ministers. In July 1775 the Continental Congress sent King George III a peace offer, called the **Olive Branch Petition**, urging a return to "the former harmony" between Britain and the colonies. King George III flatly rejected the petition. The

Patriots Declare Independence. The pamphlet titled *Common Sense* began to circulate throughout the colonies influencing public opinion. Its author was colonist, Thomas Paine. Paine argued that the colonists did not need Britain to prosper. In June 1776, the Continental Congress moved closer to declaring independence. The Congress asked **Thomas Jefferson** of Virginia to write a document stating the colonies' reasons for declaring their freedom. The document became known as the **Declaration of Independence**. The Declaration of Independence was based on the ideas of English philosopher **John Locke**.

Founding Fathers Establishment of Government

Unit 2: 1781 to 1790 (A New Government is Born)

In this unit, students will understand how conflict and compromise shaped politics, economics, and culture in the early history of the United States. They will analyze the institutions and practices of government created after the American Revolution and how they were revised between 1781 and 1790 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights. They will examine issues and conflicts that impacted the young country, including the Treaty of Paris after the American Revolution, expansion westward, the first written plan of government under the Articles of Confederation, the purpose of the Constitutional Convention, ratification of the U.S. Constitution with the Bill of Rights addition and origin of the first major political parties.



"Rough Sailing Ahead?"



<p>Standards:</p> <p>WCAH1.2.1 - Explain the reasons for the adoption of the Articles of Confederation in 1781 and analyze the shortcomings of the national government under the Articles.</p> <p>WCAH1.2.2 - Describe the major debates that occurred at the Constitutional Convention.</p> <p>WCAH1.2.3 - Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists.</p> <p>WCAH1.2.4 - Summarize the major policies and political developments that took place during the presidency of George Washington.</p>	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Articles of Confederation ● United States Constitution ● Bill of Rights ● Federalist ● Anti-Federalist ● Shay’s Rebellion ● Whiskey Rebellion ● Constitutional Convention ● Virginia Plan ● New Jersey Plan 	<p>Assignments:</p> <ul style="list-style-type: none"> ● Unit 2 Do Now Question Sets ● Unit 2 Vocabulary Cards ● Articles of Confederation Problems ● Shay’s Rebellion ● Slavery in the Constitution ● Anti-Federalist v. Federalist ● New Constitution DBQs ● Whiskey Rebellion ● Washington’s Farewell Address ● Unit 2 Study Guide(s)

Instructional Implementation

Several teaching strategies and resources are used for this unit lesson.

Visual/Audio: EdPuzzle. Throughout this unit the EdPuzzle were instructed as Do-Now/Warm-Up Activities. The lessons were as follows: School House Rock: Shot Heard Around the World, No More King, Preamble, Fireworks, French and Indian War, Declaration of Independence, Revolutionary War, Articles of Confederation Foundations of Democracy, The Constitutional Convention, Crash Course: Constitution, Enlightenment Thinkers, Socratic Seminar/Critical Thinking Method, TED Talk: How to Inspire Every Child to be a Lifelong Reader.

YouTube Videos on incidents of discrimination based on natural hairstyles:

Flocabulary: Colonial America, The Bill of Rights, The 1st Amendment, A More Perfect Union

Cooperative Learning: Student led discusses guided questions with class for mastery and understanding.

Inquiry-based instruction: Students are de-briefed daily with critical thinking/checking for understanding and thought-provoking questions (Exit Ticket)

Differentiation: Students in class are allocated tasks from this lesson based on their abilities. These students are supported with activity sheets, teamed with classmates and modifications made based on their abilities.

Technology in the Classroom: Overhead projector, internet, students chromebooks, electronic activities (EdPuzzle, Flocabulary, Mastery Connect and Kahoots)

Experiential Exercise: Students use their intrapersonal intelligences to connect history to the present.

Writing for Understanding: Interactive experience to help students write about history.

Lesson Plans/Activities

Note: See **Resources for Teachers section for course introduction lessons that added in fostering a Cultural Relevant Education, Socratic/Critical Thinking and Critical Consciousness environment within my classroom.*

Day 1 Lesson Foundations and History of United States Independence

In this lesson, you will investigate the factors or issues that influenced the colonists to want more freedom and independence. Both old ideas like limited government from the Magna Carta and new ideas like natural rights from the Enlightenment Philosophers greatly influenced the colonists and our Founding Fathers.

Note: See **Materials for Students Day 1 for Unit 2 Reading Guide and Bill of Rights Activity Worksheets*

Essential Questions:

How and to what extent did various colonists protest British economic policies leading up to the American Revolution? What were the intellectual origins and major ideas of the Declaration of Independence? How did the Declaration of Independence establish the foundation of American government?

Lesson Objectives:

Scholars will defend the colonists' reasons for writing the Declaration of Independence. Scholars will explain how John Locke influenced the Declaration of Independence. Scholars can describe how the Enlightenment thinkers influenced the US Constitution.

Do-Now/Warm-Up: Students will watch EdPuzzle: Enlightenment Thinkers, Bill of Rights, School House Rock Videos: Shot Heard Around the World and No More King. Then answer guided critical thinking questions with each video.

Teacher Guided Practice: Teacher led instruction and lecture of Unit 2 Reading Guide. Check for understanding with probing critical thinking questions

Student Independent Practice: Complete Unit 2 Reading Guide critical thinking questions.

Exit Ticket: When is it justified to protest government? Where the colonialist justified in protesting King George and Declaring Independence from Great Britain?

Day 2 Lesson Declaration of Independence Writing of Understanding

In this lesson scholars perform the following learning strategies reading, vocabulary building, critical thinking discussion and writing for understanding from the primary source document.

Essential Question: What did the declaration of independence mean to the American Colonists, and how is it used in American politics today?

Lesson Objectives: Scholars will clarify their writings over the course of the lesson. Scholars will draw evidence from the primary source document Declaration of Independence. Scholars will closely read what the text is saying and make inferences when necessary.

Do-Now/Warm-Up: Scholars will view Floccabulary video: Declaration and answer guided critical thinking questions.

Teacher Guided Practice: Instruct students on writing of understanding Declaration of Independence.

Student Independent Practice: Scholars will write an argument with claims supported using valid reasoning and evidence from the text. Scholars will produce clear writing which is developed with an essential question in mind. Scholars will gather evidence from their reading to write in response the primary source.

Exit Ticket: How is the Declaration of Independence similar to Locke ideas about “Natural Rights”?

Day 3 Lesson The History of Hair and Cases of Hair Discrimination in the United States

Note: See **Materials for Students Day 2 Power Point History of Hair. YouTube Video on Hair Discrimination for African Americans.*

In this lesson scholars will explore the history, science, cultural impacts, stereotypes and society's status of black hair. Then contrast and compare injustices of hair discrimination with 1st Amendment rights granted in the Bill of Rights of the United States Constitution.

Essential Question: Why do you believe people discriminate against people with different cultural traits such as: Hair, Clothes and Language? Does protest bring effective change? Can petitioning the government change laws, policies and people's practices?

Lesson Objective: Scholars will research past and present incidents of hair discrimination and examine current policies against hair discrimination. (The Crown Act)

Do-Now/Warm-Up: Flocabulary: Perspectives on Race. Scholars will watch video and answer guided critical thinking questions

Teacher Guided Practice: Lecture with Power Point on History of Hair. Then present Youtube video on Hair Discrimination and YouTubers Natural Hair Journey. Then led Socratic Method Seminar discussion protest, petitioning government and engage students to share personal incidents of hair discrimination.

Student Independent Practice: Scholars will log into THE CROWN ACT Website www.crownact.com then read homepage, review petition. Scholar will write a persuasive critical thinking question either or not one should sign the Crown Act Petition. Scholars will create an announcement or flyer encouraging others to sign the Crown Act Petition.

Exit Ticket: Does petitioning the government bring effective changes?

Day 4 Lesson Analyzing the Bill of Rights

Essential Question: Why did the Founding Fathers insisted in including a Bill of Rights to the Constitution?

Lesson Objective: Scholars will analyze the 1st 10 Amendment to the U.S. Constitution.

Do-Now/Warm-Up: Scholars will view EdPuzzle video: Bill of Rights and answer guided critical thinking questions

Teacher Guided Practice: Guided lecture on Bill of Rights

Student Independent Practice: Scholars will read the 1st 10 Amendments to the Constitution and then interpret each with their understanding of meaning.

Exit Ticket: After completing this worksheet and learning about the first 10

Amendments, which do you think is most important and why?

Day 5 Lesson Writing for Understanding: Declaration of Natural Hair Expression

Essential Question: Who should set the standard for acceptable and unacceptable hair styles and expression?

Lesson Objective: Scholars will write an outline to the government their grievances against hair discrimination in schools, the workplace and society policies against people of color hair.

Do-Now/Warm-Up: Scholars will watch *Accepting Who I am: My Natural Hair Journey* on Youtube.

Teacher Guided Practice: Present scholars with writing assignment rubric.

Student Independent Practice: Scholars will write an argument based on their opinion with claims supported using valid reasoning and evidence from their research on examples of hair discrimination. Scholars will produce clear writing which is developed with an essential question in mind.

Exit Ticket: Is wearing one's hair in its natural texture everyone's right?

Pacing Guides



Civics Suggested
Pacing Guide.docx

Appendix I: Teaching Standards

CE.C&G.1.1, 1.2, 1.3, 1.4

CE.C&G.4.2



Civics Unit 2
Foundations of Gov

Flocabulary:

CCSS.ELA-LITERACY.W.5.7, CCSS-ELA-LITERACY.R.H.6-8.7, CCSS.ELA-LITERACY.RI.6.1

EdPuzzle:



EdPuzzle Power
Point Presentation.p

Appendix II: Resources for Students

**Note: See Appendix VI Students Materials under daily lessons*

Appendix III: Resources for Teachers

**Note: These lessons have been included as a suggested recommendation to establish and create a cultural relevant classroom. These lesson are not required for implementation this curriculum unit.*



Introduction to
Civics Class Do Now



Who Am I and
What Kind of Ance



Mind Right Grades
Right.docx



Multiple
Intelligence Test.do

Student Survey Link

https://docs.google.com/forms/d/e/1FAIpQLSd7qXX-YtzexYcOWswayvgNZG84T350KQcwQvGtKR2oz1UMiQ/viewform?usp=pp_url

Appendix IV: Student Classroom Materials

Day 1 Lesson Materials

Civics Unit 2 Power Point



Civics Unit 2
Creation of Governr

Day 2 Lesson Materials



Beautiful Plastics
Tracy Brown-Fox CTI (Brown-Fox, 2021)



(YouTube, 2021)

(Ann, 2018)

<https://youtu.be/JD6kEbW8UIs>

www.thecrownact.com

Day 3 Lesson Materials



Writing for
Understanding Decl

Day 4 Lesson Materials



Bill of Rights
Activity .docx



Types of Law -
Notes Handout (1).c

Day 5 Lesson Materials



The Declaration of
Hair Expression Writ

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