

Stage 3 – Plan Learning Experiences

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings? Use the following sheet to list the key teaching and learning activities in sequence.

Lesson 1

Starter - How does our government go about protecting the ideals of the Declaration of Independence?

Students will complete a graphic organizer on the Constitution that includes:
Article I requirements to serve and length of term in the 2 different houses, powers and duties, powers denied, and powers denied to the States
Article II requirements to serve and length of term, and powers and duties
Article III powers and duties and the number of Federal District and Circuit Courts, and the number of Supreme Court Justices and the length of service

Lesson 2

Starter - Do you agree with term limits for the President, but not for members of the legislative and judicial branches? Why or why not?

Students will choose a Supreme Court case from a pre-determined list of landmark decisions. Students will learn how to find pieces of information through a website called oyez.org. Students will present their information to the class. These skill will then be used for the next lesson.

Lesson 3

Starter - Within the confines of the Constitution, how can the people override a Supreme Court decision? How plausible is it to override a decision today?

Students will research the Dred Scott decision; Emancipation Proclamation, 13th, 14th, and 15th Amendments, Civil Rights legislation during Reconstruction, and Plessy v Ferguson; Civil Rights legislation during the 1960s, Executive actions by Truman and Eisenhower, and Brown v Board of Education. They will write an essay comparing and contrasting how society and government have viewed differences of race from the signing of the Constitution to today.

Lesson 4

Starter - What issues today are seen as controversial? In what ways could governmental policies be changed to reflect the views of the majority?

Students will work with a partner to research federal government actions that have impacted education and environment policies in the past 50 years. They will create a graphic that shows action (cause) and effect on States, particularly Utah.

Lesson 5

Starter - What impact do national laws have on Utah's environment, particularly on the bad air and 'inversion' that we experience in the winter time? Should the state of Utah have more or less say?

Students will research the impact of the 16th Amendment on the Federal budget and create a timeline showing the increase in federal actions as the amount of