



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for the Mississippi College- and Career-Readiness Standards

Social Studies

United States
Government



2024



MISSISSIPPI
DEPARTMENT OF
EDUCATION





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SPECIAL ACKNOWLEDGEMENTS

Library of Congress • Mississippi Department of Archives and History • Mississippi Arts and Commission
National Park Service • Alexandria Drake • Lien Beale • Caroline Bartlett • Tammy Crosetti • Stephanie Peabody



INTRODUCTION

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in social studies, equipping citizens to solve complex problems, and establishing fluent communication skills while preparing students for college, career, and civic life. Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies serve as a roadmap for teachers to plan and implement effective instruction that aligns with academic standards in the social studies content area. These guides provide a framework for teachers to develop learning objectives, select appropriate instructional strategies, and design assessments that measure student understanding and mastery of social studies concepts and skills. The Instructional Planning Guides are designed to be robust and relevant to the real world, reflecting the knowledge and skills students need to succeed in college and careers and allowing students to compete in the global economy.

PURPOSE

This document is designed to provide districts, instructional coaches, and K-12 social studies teachers with a basis for curriculum development. The purpose of Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies is to ensure that teachers have access to high-quality resources and support to create engaging and relevant social studies learning experiences that prepare students to be informed and active citizens. These guides can also help teachers differentiate instruction to meet the needs of diverse learners, promote cultural understanding and appreciation, and integrate technology and other resources to enhance student learning.

DEVELOPMENT

Through the adoption of the 2022 Mississippi College and Career Readiness Standards for Social Studies, a committee consisting of 62 members from every congressional district recognized the need to provide educators with a comprehensive resource to develop their curriculum. The resulting Instructional Planning Guides were developed to suggest learning activities and real-world connections that are accessible and equitable for all educators in the state of Mississippi. These guides are intended to serve as a valuable tool to support educators in designing effective instruction that aligns with the standards, fosters student engagement, and prepares students for success beyond the classroom.



DISCLAIMER

The purpose of the Social Studies Instructional Planning Guides (IPGs) provided herein, which are developed by the Mississippi Department of Education, is to offer instructional support to educators. The IPGs are not intended to serve as a comprehensive curriculum for the classroom.

All learning activities, suggested skills, real-world connections, differentiation techniques, and instructional strategies outlined in the IPGs are offered as optional resources. They are designed to serve as a guide to assist in the development and enhancement of your own curriculum.

While the Social Studies IPGs aim to provide valuable insights and recommendations, it is important for educators to exercise their professional judgment and expertise when utilizing the provided materials. It is not mandatory to strictly adhere to the suggestions outlined in the IPGs, as individual teaching styles, classroom dynamics, and student characteristics may necessitate adaptations and modifications.



RESOURCES

- iCivics - <https://www.icivics.org/>
- PBS LearningMedia - <https://www.pbslearningmedia.org/subjects/social-studies/us-government/>
- C-SPAN Classroom - <https://www.c-span.org/classroom/>
- Constitution Center - <https://constitutioncenter.org/learn/educational-resources/>
- National Archives: DocsTeach - <https://www.docsteach.org/>
- Library of Congress: Teachers - <https://www.loc.gov/teachers/>
- CrashCourse Government and Politics - <https://www.youtube.com/playlist?list=PL8dPuualjXtOfse2ncvffeelTrqvhrz8H>
- Khan Academy: U.S. Government and Politics - <https://www.khanacademy.org/humanities/ap-us-government-and-politics>
- The Bill of Rights Institute - <https://billofrightsinstitute.org/>
- USA Gov - <https://www.usa.gov/>
- Oyez - <https://www.oyez.org/>



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- *USG.8 Describe and evaluate the role, rights, and responsibility of a citizen in the American democracy.*



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

United States Government

Standard USG.1: *Examine the basic concepts of democracy.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Evaluate the fundamental worth and dignity of the individual that all persons are entitled to life, liberty, and due process of law.2. Examine the equality of all citizens under the law.3. Compare and contrast majority rule and minority rights.4. Evaluate the necessity of compromise.5. Define freedom of the individual.6. Compare and contrast private and civic life.7. Analyze the relationship between politics and government	<ul style="list-style-type: none">• Fundamental worth• Dignity• Individual rights• Life• Liberty• Due process of law• Equality under the law• Majority rule• Minority rights• Freedom of the individual• Civic life• Politics• Government



Suggested Instructional Practices (US Government – Standard USG.1)

1. **Socratic discussions:** Engage students in Socratic discussions to explore and evaluate the fundamental worth and dignity of the individual, equality under the law, majority rule, minority rights, compromise, freedom of the individual, and the relationship between politics and government. Encourage students to articulate their thoughts, support their arguments with evidence, and respectfully challenge and respond to different viewpoints.
2. **Case studies and simulations:** Utilize case studies and simulations to delve into real-life scenarios and historical events that involve the objectives. Students can analyze landmark Supreme Court cases, participate in mock trials or debates, or engage in role-playing activities that simulate political decision-making processes. This allows for critical thinking, analysis, and practical application of the concepts.
3. **Research projects:** Assign individual or group research projects where students investigate specific examples related to the objectives. They can explore historical events, current issues, or comparative studies of government systems to deepen their understanding and develop research and analytical skills.
4. **Guest speakers and field trips:** Invite guest speakers, such as legal experts, activists, or government officials, to provide firsthand insights into the topics covered in the course. Plan field trips to government institutions, courts, or community organizations to allow students to observe and interact with the practical workings of government and civic life.
5. **Debates and deliberations:** Organize structured debates or deliberative discussions on controversial issues related to the objectives. Assign students different positions to argue, encouraging students to analyze multiple perspectives, research evidence, and develop their communication and persuasion skills.
6. **Current events analysis:** Regularly incorporate the analysis of current events and news articles that relate to the course objectives. Students can explore how the principles of government, individual rights, equality, and compromise are manifested in real-world contexts, and engage in discussions and reflections on the implications and significance of these events.
7. **Project-based learning:** Implement project-based learning approaches where students work collaboratively to solve authentic problems or create products that reflect their understanding of the objectives. For example, students can design public awareness campaigns, propose policy reforms, or create multimedia presentations to demonstrate their knowledge and engagement.



Learning Activities (US Government – Standard USG.1)

1. **Role-playing scenarios:** Divide students into groups and assign specific roles to enact various scenarios related to individual rights, equality, majority rule, minority rights, compromise, freedom of the individual, and the relationship between politics and government. For example, students can simulate a courtroom trial, a legislative debate, or a negotiation session.
2. **Case analysis:** Provide students with case studies or real-life examples that illustrate the objectives. Have students analyze and discuss the facts, principles, and outcomes of these cases, and encourage students to critically evaluate the decisions and implications.
3. **Current events discussions:** Assign students to research and present on recent news articles or events that pertain to the objectives. Facilitate whole-class or small-group discussions where students analyze and discuss the connection between these events and the principles of government.
4. **Comparative government research:** Divide students into groups and assign each group a different country or government system to research. Students should compare and contrast the rights, responsibilities, and democratic principles found in those systems, and present their findings to the class.
5. **Civic engagement projects:** Encourage students to engage in hands-on civic activities that relate to the objectives. This could involve volunteering with local community organizations, participating in local government meetings, or conducting interviews with government officials to better understand the practical aspects of government and citizenship.
6. **Debates and deliberations:** Organize structured debates or deliberations where students take on different perspectives and argue for or against specific positions related to the objectives. Provide guidance on research, evidence-based arguments, and respectful discourse.
7. **Multimedia presentations:** Have students create multimedia presentations (e.g., videos, podcasts, infographics) that explore and explain the objectives. This can involve showcasing examples, analyzing historical events, or presenting research findings on specific topics.



8. **Mock elections:** Organize a mock election where students experience the democratic process firsthand. Have students create campaign materials, debate issues, and vote for candidates. This activity can help students understand majority rule, minority rights, and the relationship between politics and government.
9. **Guest speakers:** Invite guest speakers, such as politicians, activists, or legal experts, to share their insights and experiences related to the objectives. Students can engage in Q&A sessions, interviews, or panel discussions with the speakers.
10. **Reflective journals:** Incorporate reflective journaling activities where students can regularly express their thoughts, insights, and reflections on the objectives. Promote critical thinking and encourage students to connect their own experiences and observations with the principles of government.

Real World Connections (US Government – Standard USG.1)

- Research and analyze historical and contemporary cases involving the protection or violation of individual rights, such as civil rights movements or cases related to due process of law.
- Examine and discuss current events that highlight issues of equality under the law, such as Supreme Court decisions.
- Explore examples from different countries or historical contexts where majority rule has affected minority rights, and discuss the implications and potential remedies.
- Investigate real-world instances where compromise has played a crucial role in shaping government policies or resolving political conflicts, and analyze the outcomes and implications of those compromises.
- Engage in discussions and activities that explore the various dimensions of freedom of the individual, such as freedom of speech, assembly, religion, and privacy, and analyze how these freedoms are protected or restricted in different societies.
- Compare and contrast the rights, responsibilities, and expectations associated with private life (individual choices, personal relationships) and civic life (participation in government, civic duties), and discuss the tensions and interplay between the two.



- Analyze and discuss the relationship between politics and government by examining the impact of political processes (e.g., elections, lobbying, interest groups) on government policies and decision-making, and how government actions shape the political landscape.



Differentiation (US Government – Standard USG.1)

Role-playing scenarios:

- Provide clear instructions and resources to support students who may require additional guidance in understanding their roles and the objectives of the scenario.
- Offer different roles of varying complexity and responsibility, allowing students to choose a role that aligns with their abilities.
- Provide support materials, such as scripts or cue cards, for students who may struggle with improvisation or public speaking.

Case analysis:

- Provide leveled case studies, offering options that vary in complexity or reading level to accommodate different abilities.
- Offer graphic organizers or structured templates with varying levels of scaffolding to support students in analyzing and discussing the facts, principles, and outcomes of the cases.
- Provide additional guidance and support, such as sentence starters or guiding questions, for students who may need assistance in critically evaluating the decisions and implications.

Current events discussions:

- Provide leveled news articles or events with varying levels of reading difficulty to meet the needs of different abilities.
- Offer pre-reading comprehension questions or graphic organizers to help students understand and analyze the connection between the events and the principles of government.
- Provide sentence frames or discussion prompts to support students in expressing their thoughts and opinions during whole-class or small-group discussions.

Comparative government research:



- Offer differentiated resources and research materials that cater to different reading levels and provide varying levels of complexity and depth.
- Provide graphic organizers or structured templates with varying levels of scaffolding to support students in comparing and contrasting the rights, responsibilities, and democratic principles found in different government systems.
- Offer additional guidance and support, such as key vocabulary lists or simplified readings, for students who may need assistance in understanding the concepts and findings.

Civic engagement projects:

- Provide a range of project options with varying levels of complexity and requirements, allowing students to choose a project that aligns with their abilities and interests.
- Offer clear guidelines, step-by-step instructions, and checkpoints to support students in planning and executing their civic engagement projects.
- Provide additional resources or mentorship opportunities, such as connecting students with community partners or experts, for students who may require extra support or extension.

Debates and deliberations:

- Assign roles or positions based on students' abilities and prior knowledge, ensuring that each student has a role that matches their comfort level and expertise.
- Provide clear guidelines and expectations for research, evidence-based arguments, and respectful discourse, tailoring them to the abilities of the students.
- Offer additional support and guidance, such as sentence starters or debate frameworks, for students who may need assistance in formulating their arguments or engaging in discussions.

Multimedia presentations:



- Allow students to choose the format of their multimedia presentation based on their abilities and strengths, such as video, audio recording, or visual presentation.
- Provide differentiated criteria or rubrics that reflect different levels of expectations based on students' abilities, allowing for individualized assessment.
- Offer technical support or resources, such as tutorials or templates, for students who may need assistance in creating their multimedia presentations.

Mock elections:

- Provide clear instructions and resources on the election process, ensuring that all students understand their roles and responsibilities.
- Offer support materials, such as simplified campaign materials or role-playing guides, for students who may need additional assistance in understanding the concepts and tasks involved.
- Provide guidance and modeling for students who may require assistance in formulating arguments or participating in debates.

Guest speakers:

- Offer pre-reading materials or summaries to prepare students for the guest speaker's visit, ensuring that all students have access to the necessary background knowledge.
- Provide differentiated discussion prompts or guiding questions that cater to different abilities and encourage engagement with the guest speaker's insights and experiences.
- Allow for alternative modes of participation, such as written reflections or small-group discussions, to accommodate different learning preferences and abilities.

Reflective journals:

- Provide differentiated journaling prompts that cater to different learning styles and abilities, allowing students to choose prompts that are most appropriate for their individual needs.



- Offer varying levels of support, such as sentence starters or graphic organizers, to assist students in structuring and expressing their reflections effectively.
- Provide individual feedback or conferences to support students in their reflective writing and offer guidance for further exploration or improvement based on their abilities.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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United States Government

Standard USG.2: *Examine the fundamental principles and philosophies that shaped the government of the United States.*

Objectives	Vocabulary	
<ol style="list-style-type: none"> Trace the development of Athenian democracy and the Roman republic. Explain how the Magna Carta, English Petition of Right, and English Bill of Rights and their significance on the foundational documents of the United States. Examine the writings of Hobbes, Locke, and Montesquieu. Describe guarantee of the “rights of Englishmen” that had been violated by the British government through statutory regulation in Colonial America. Evaluate the Articles of Confederation as a ruling document. Analyze the natural rights philosophy expressed in the Declaration of Independence. Examine the importance of Shay’s Rebellion in the formation of the Constitution. 	<ul style="list-style-type: none"> Fundamental principles Athenian Democracy Republic Separation of powers Checks and balances Federalism Rule of law Limited government Popular sovereignty Consent of the governed Natural rights Enlightenment 	<ul style="list-style-type: none"> Government Constitution Social contract Founding principles Limited constitutionalism Founding Fathers Bill of Rights Philosophies Division of power Federal government State government Federalism



Objectives (cont'd)	Vocabulary (cont'd)
<p>8. Analyze the different beliefs of the Founding Fathers at the Constitutional Convention.</p> <p>9. Analyze how the United States Constitution balances classical republican concern of promotion of the public good and the classical liberal concern of protecting individual rights. USG.2 Continued Examine the fundamental principles and</p> <p>10. Discuss how liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.” philosophies that shaped the</p> <p>11. Describe how the Founding Fathers’ realistic view of human nature led directly government of the United States. to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers (e.g., checks and balances, the importance of an independent judiciary, enumerated powers, rule of law, federalism, etc.).</p> <p>12. Analyze the creation of the Bill of Rights that guarantees rights and protections of citizens by limiting the government’s power.</p> <p>13. Assess how different philosophies and power structures determine economic policies, social welfare policies, and human rights practices.</p> <p>14. Examine how power is divided between the federal and state governments.</p> <p>15. Compare federal, confederal, and unitary systems of government to determine the advantages and disadvantages of each.</p>	<ul style="list-style-type: none">• The Petition of Right• Thomas Hobbes• John Locke• Baron de Montesquieu• Rights of Englishmen• Statutory Regulation• Colonial America• Articles of Confederation• Natural Rights Philosophy• Declaration of Independence• Shay’s Rebellion• Philosophes• English Bill of Rights• Constitutional Convention• Classical Republicanism• Limited Constitutionalism• Democracy• Self-Evident Truths• Human Nature• Federalist Papers• Independent Judiciary



Suggested Instructional Practices (United States Government – Standard USG.2)

1. **Primary Source Analysis:** Provide students with primary sources, such as historical texts, speeches, or artifacts, related to Athenian democracy and the Roman republic. Guide students to analyze and interpret these sources to trace the development of democratic principles and governance.
2. **Document Analysis:** Engage students in a close examination of the Magna Carta, English Petition of Right, and English Bill of Rights. Discuss the significance of these documents in shaping the foundational documents of the United States, such as the Constitution and the Bill of Rights.
3. **Philosophical Debates:** Organize debates or discussions where students explore and analyze the writings of Hobbes, Locke, and Montesquieu. Encourage students to compare and contrast their ideas on government, rights, and the separation of powers.
4. **Case Studies:** Present case studies that illustrate the violations of the "rights of Englishmen" by the British government in Colonial America. Have students analyze and discuss the historical context, the impact of statutory regulations, and the responses of colonial citizens.
5. **Critical Analysis of the Articles of Confederation:** Assign students to critically evaluate the strengths and weaknesses of the Articles of Confederation as a ruling document. Have students analyze the challenges faced under this system and discuss the reasons for its ultimate failure.
6. **Document Analysis and Reflection:** Have students closely examine the natural rights philosophy expressed in the Declaration of Independence. Encourage students to reflect on the significance and enduring influence of these ideas on American political thought and governance.
7. **Historical Analysis of Shay's Rebellion:** Guide students in examining the importance of Shay's Rebellion in the formation of the Constitution. Discuss the grievances and implications of the rebellion, as well as its influence on the desire for a stronger central government.
8. **Founding Fathers' Beliefs Analysis:** Analyze the different beliefs and perspectives of the Founding Fathers at the Constitutional Convention. Assign students to research and present on specific delegates, their ideas, and their contributions to the formation of the Constitution.
9. **Comparative Analysis:** Have students analyze how the United States Constitution balances the classical republican concern for promoting the public good with the classical liberal concern of protecting individual rights. Encourage students to explore specific constitutional provisions, such as checks and balances, separation of powers, and federalism.



10. **Discussion of Liberal Constitutionalism:** Engage students in a discussion on how liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths." Encourage students to analyze the language, principles, and ideals expressed in the document.
11. **Federalist Papers Analysis:** Explore the realistic view of human nature held by the Founding Fathers and its impact on the establishment of a constitutional system. Analyze selected Federalist Papers, focusing on concepts such as checks and balances, an independent judiciary, enumerated powers, the rule of law, and federalism.
12. **Bill of Rights Analysis:** Guide students in analyzing the creation of the Bill of Rights and its role in guaranteeing the rights and protections of citizens by limiting the government's power. Have students examine specific amendments and their historical context.
13. **Policy Analysis:** Assign students to assess how different philosophies and power structures determine economic policies, social welfare policies, and human rights practices. Have students research and analyze specific policies, discussing the underlying philosophical principles and their impact on society.
14. **Federal vs. State Powers Analysis:** Engage students in examining how power is divided between the federal and state governments. Discuss the principles of federalism and the constitutional framework that defines the authority and responsibilities of each level of government.
15. **Comparative Systems Analysis:** Compare federal, confederal, and unitary systems of government to determine the advantages and disadvantages of each. Have students explore case studies of countries with different systems and analyze their impact on governance and the protection of individual rights.



Learning Activities (United States Government – Standard USG.2)

1. **Historical Role Play:** Divide students into groups and assign students roles of historical figures such as Thomas Jefferson, John Locke, or James Madison. Have students engage in a role-play activity where they debate and discuss the principles and philosophies that shaped the government of the United States.
2. **Document Analysis:** Provide students with copies of primary source documents such as the Declaration of Independence, Federalist Papers, or excerpts from the Magna Carta. Ask students to analyze the documents and identify the key principles, philosophies, and arguments presented.
3. **Comparative Analysis:** Assign students to compare and contrast the development of Athenian democracy and the Roman republic. They can create Venn diagrams, timelines, or written comparisons to highlight similarities and differences in their government structures and philosophies.
4. **Founding Fathers' Perspectives:** Divide students into small groups and assign each group a different Founding Father. Have students research and analyze the beliefs and viewpoints of their assigned Founding Father. They can then present their findings to the class, highlighting the diverse perspectives that influenced the formation of the United States government.
5. **Constitutional Convention Simulation:** Conduct a classroom simulation of the Constitutional Convention where students represent different states or interest groups. They can debate and negotiate various issues, such as representation, the balance of power, and the protection of individual rights, to understand the challenges faced by the delegates.
6. **Bill of Rights Scenarios:** Present students with real-world scenarios that raise questions about individual rights and ask students to apply the principles of the Bill of Rights to analyze and discuss the appropriate course of action.
7. **Case Studies:** Provide students with case studies that involve conflicts between individual rights and governmental powers. Students can analyze and discuss these cases, identify the principles at play, and debate the implications and potential resolutions.
8. **Current Events Analysis:** Assign students to research and analyze current events or recent Supreme Court cases that relate to the principles and philosophies studied. Students can present their findings and engage in class discussions on the connections between these events and the government principles.
9. **Mind Maps or Concept Mapping:** Ask students to create visual representations, such as mind maps or concept maps, to explore and connect the various principles, philosophies, and historical events related to the government of the United States. This activity helps students visualize and organize their understanding of the subject matter.



10. **Socratic Seminars:** Conduct Socratic seminars where students engage in thoughtful discussions and debates on key topics and questions related to the objectives. Encourage students to use evidence from texts, historical events, or personal reflections to support their arguments and engage in critical thinking.
11. **Interactive Technology Projects:** Have students create interactive technology projects, such as websites, multimedia presentations, or podcasts, that explore and explain the objectives. They can use digital tools to showcase historical documents, analyze key concepts, or present their research on specific topics related to government principles and philosophies.



Real World Connections (United States Government – Standard USG.2)

- **Voting Rights:** Discuss recent developments in voting rights laws and regulations. Explore the impact of these changes on the principles of equality and individual rights, and analyze the ongoing debates about access to voting and voter suppression.
- **Supreme Court Decisions:** Analyze recent Supreme Court decisions that have addressed constitutional principles and philosophies, such as freedom of speech, separation of powers, or protection of individual rights. Examine the arguments, rulings, and implications of these cases.
- **Constitutional Amendments:** Explore discussions and debates surrounding proposed constitutional amendments or calls for amendments on various issues, such as campaign finance reform, gun control, or equal rights. Analyze the arguments for and against these amendments and their potential impact on government principles.
- **Executive Power:** Examine the exercise of executive power in current events, such as executive orders, emergency declarations, or foreign policy decisions. Discuss the implications of these actions on the balance of powers and the principles of limited government.
- **Criminal Justice Reform:** Discuss efforts and debates surrounding criminal justice reform, including issues related to individual rights, due process, sentencing, and police reform. Analyze proposed reforms and their alignment with government principles and philosophies.
- **Immigration Policies:** Explore current immigration policies and their impact on individual rights, equality, and the relationship between politics and government. Discuss the debates surrounding immigration reform, border security, and the protection of immigrant rights.
- **Privacy and Surveillance:** Examine issues related to privacy rights and government surveillance programs. Discuss recent developments in surveillance technology, data privacy regulations, and the tension between national security and individual rights.



Differentiation (United States Government – Standard USG.2)

Historical Role Play:

- Visual learners: Create posters or infographics representing their assigned historical figure and their contributions to the government of the United States.
- Auditory learners: Participate in a class discussion or debate, taking turns presenting their viewpoints and engaging in dialogue with their peers.
- Kinesthetic learners: Act out a scene or create a skit where they embody their assigned historical figure and demonstrate their perspectives on government principles.

Document Analysis:

- Visual learners: Create annotated diagrams or timelines to visually represent the key principles and arguments found in the primary source documents.
- Auditory learners: Engage in group discussions where they share their analysis of the documents and listen to their peers' interpretations.
- Reading/writing learners: Write essays or reflections analyzing the primary source documents, citing specific quotes and providing their own interpretations.

Comparative Analysis:

- Visual learners: Create Venn diagrams, charts, or concept maps that compare and contrast the government structures and philosophies of Athenian democracy and the Roman republic.
- Kinesthetic learners: Act out skits or perform short plays that depict key moments or events in the development of Athenian democracy and the Roman republic.
- Reading/writing learners: Write comparative essays that explore the similarities and differences between Athenian democracy and the Roman republic.

Founding Fathers' Perspectives:

- Visual learners: Create visual presentations or infographics that highlight the beliefs and viewpoints of their assigned Founding Father.



- Auditory learners: Participate in a panel discussion or debate where they present their findings and engage in a respectful exchange of ideas with their peers.
- Reading/writing learners: Write research papers or biographies that delve into the beliefs and contributions of their assigned Founding Father.

Constitutional Convention Simulation:

- Visual learners: Create visual representations of the compromises and decisions made during the simulation, such as posters or diagrams.
- Auditory learners: Participate in a role-playing debate or discussion during the simulation, presenting their state's or interest group's perspectives.
- Kinesthetic learners: Act as delegates during the simulation, physically moving around the classroom to engage in negotiations and collaborate with others.

Bill of Rights Scenarios:

- Visual learners: Create posters or comic strips that depict the scenarios and demonstrate how the principles of the Bill of Rights apply.
- Auditory learners: Participate in small-group discussions or debates, analyzing each scenario and discussing the potential solutions based on the Bill of Rights.
- Reading/writing learners: Write persuasive essays or argumentative papers that present their analysis of the scenarios and argue for specific courses of action.

Case Studies:

- Visual learners: Create visual presentations or diagrams that summarize and analyze the key elements of the case studies, including the principles at play and their implications.
- Auditory learners: Participate in mock trials or debates, taking on different roles and arguing for different perspectives based on the case studies.
- Reading/writing learners: Write case briefs or legal analyses that examine the facts, principles, and outcomes of the case studies.

Current Events Analysis:

- Visual learners: Create visual presentations or infographics that highlight the connections between current events or recent Supreme Court cases and the principles and philosophies studied.



- Auditory learners: Participate in class discussions or debates, sharing their research findings and engaging in critical analysis of the current events.
- Reading/writing learners: Write research papers or news articles that analyze the current events or recent Supreme Court cases in relation to the objectives.

Mind Maps or Concept Mapping:

- Visual learners: Create colorful and visually appealing mind maps or concept maps that connect the various principles, philosophies, and historical events related to the government of the United States.
- Kinesthetic learners: Use tactile materials such as sticky notes or index cards to physically organize and connect the concepts and events on a large board or wall.
- Auditory learners: Engage in group discussions or presentations where they explain their mind maps or concept maps to their peers, highlighting the connections between the different elements.

Socratic Seminars:

- Auditory learners: Engage in Socratic seminars where they have the opportunity to listen to and respond to their peers' arguments and perspectives.
- Reading/writing learners: Prepare discussion questions or prompts in advance, facilitating a thoughtful and focused discussion during the Socratic seminar.
- Kinesthetic learners: Participate in role-playing activities within the Socratic seminar, taking on different roles and viewpoints to explore the objectives from various perspectives.

Interactive Technology Projects:

- Visual learners: Create interactive websites or multimedia presentations that incorporate visuals, videos, and interactive elements to explore and explain the objectives.
- Auditory learners: Produce podcasts or audio recordings where they discuss and explain the principles and philosophies related to the government of the United States.
- Kinesthetic learners: Develop interactive simulations or games that allow users to explore and experience the concepts and events related to the objectives.



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United States Government

Standard USG.3: *Evaluate the basic organization and function of the United States government.*

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Examine the functions and relationships among the three branches of government including the system of checks-and-balances. 2. Identify the organization and jurisdiction of federal, state, and local courts and their interrelationships. 3. Assess the scope of the Executive Branch (e.g., the powers, roles, responsibilities of the President, etc.). 4. Describe the organization, jurisdiction, and proceedings of federal courts. 5. Evaluate how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in <i>Marbury vs. Madison</i> (1803). 6. Compare the philosophies of judicial activism and judicial restraint and explain their role in Supreme Court decision making. 7. Describe the organization, election, and function of the legislative branch. 	<ul style="list-style-type: none"> • Three branches of government • Checks-and-balances • Jurisdiction • Federal courts • President • Supreme Cour • Co-equal branch • <i>Marbury vs. Madison</i> • Judicial activism • Judicial restraint • Supreme Court decision • Legislative branch • Organization • Election • Executive Branch



Suggested Instructional Practices (United States Government – Standard USG.3)

- **Case Studies:** Provide students with case studies that involve real-life scenarios related to the functions and relationships among the three branches of government. Have students analyze the cases, identify the roles of each branch, and discuss how the system of checks and balances comes into play.
- **Mock Trials:** Organize mock trials where students take on the roles of judges, attorneys, and witnesses to simulate court proceedings. Assign cases that highlight the organization and jurisdiction of federal, state, and local courts, and allow students to experience firsthand the interrelationships between these court systems.
- **Executive Branch Role-Play:** Divide students into groups representing different executive branch departments or agencies. Assign students various scenarios that require decision-making and policy implementation. Have students discuss and debate the scope of executive branch powers, roles, and responsibilities in relation to the given situations.
- **Guest Speakers:** Invite professionals from the legal field, government agencies, or legislative bodies to speak to the students about their experiences and insights. Allow students to engage in Q&A sessions and discussions to deepen their understanding of the organization, jurisdiction, and proceedings of federal courts, as well as the legislative branch.
- **Historical Analysis:** Study the landmark Supreme Court case *Marbury v. Madison* (1803) and its significance in establishing the Supreme Court as an independent, co-equal branch of government. Analyze John Marshall's opinion and its lasting impact on the judiciary. Encourage students to examine other historical cases to understand the evolution of the Court's role and its impact on government.
- **Debates on Judicial Philosophy:** Organize debates or structured discussions where students explore and compare the philosophies of judicial activism and judicial restraint. Provide students with relevant case examples to examine how these philosophies influence Supreme Court decision-making and shape the interpretation of the Constitution.
- **Legislative Simulations:** Conduct legislative simulations where students role-play as legislators and engage in the process of lawmaking. Assign students specific bills or policy proposals and have students navigate the complexities of the legislative branch. Encourage students to consider the organization, election, and function of the legislative branch in their deliberations.
- **Multimedia Presentations:** Assign students to create multimedia presentations, such as videos or digital slideshows, that explain the functions and relationships among the branches of government, the organization of courts, or the role of the



executive and legislative branches. Encourage students to use visuals, examples, and real-world connections to enhance their presentations.

- **Collaborative Research Projects:** Divide students into groups and assign each group a specific aspect of the objectives to research. For example, one group can focus on the scope of the executive branch, while another examines the organization of federal courts. Have students present their findings to the class, fostering a collaborative and interactive learning environment.
- **Current Events Discussions:** Assign students to follow and analyze current events related to the three branches of government. Have students identify examples where the branches interact, checks and balances are at play, or significant decisions are made. Engage students in whole-class or small-group discussions to connect these events to the objectives.



Learning Activities (United States Government – Standard USG.3)

- **Graphic Organizers:** Use graphic organizers, such as concept maps or flowcharts, to visually represent the functions and relationships among the three branches of government and the system of checks and balances. This helps students organize information and understand the interconnectedness of the branches.
- **Jigsaw Activities:** Divide students into expert groups, where each group becomes an expert on one branch of government or a specific court system. Then, regroup students to share their expertise with peers from other groups. This promotes collaboration and a comprehensive understanding of the organization and jurisdiction of the branches and courts.
- **Think-Pair-Share:** Pose thought-provoking questions related to the scope of the executive branch, the establishment of the Supreme Court, or the function of the legislative branch. Allow students time to think individually, pair up with a partner to discuss their ideas, and then share their thoughts with the whole class. This strategy encourages critical thinking and active participation.
- **Inquiry-Based Research:** Assign students research projects where they investigate specific aspects of the objectives. For example, they can explore a landmark Supreme Court case or analyze the role of the legislative branch in a particular policy area. Encourage students to ask questions, gather evidence, and present their findings to develop research skills and deepen their understanding.
- **Socratic Seminars:** Conduct Socratic seminars where students engage in open-ended discussions about the objectives. Encourage students to use evidence from texts, historical events, or personal experiences to support their arguments. This strategy fosters critical thinking, active listening, and respectful dialogue.
- **Role-Playing:** Assign students roles, such as justices, legislators, or executive officials, and have students participate in role-playing activities. They can reenact historical events, debates, or court proceedings to gain insight into the perspectives and decision-making processes of the branches of government.
- **Debate and Persuasive Writing:** Organize debates or assign persuasive writing tasks where students argue for or against specific issues related to the objectives. This strategy encourages students to analyze multiple perspectives, construct well-reasoned arguments, and consider the implications of different viewpoints.



- **Problem-Solving Scenarios:** Present students with real-world scenarios or case studies that involve conflicts or challenges related to the branches of government. Ask students to analyze the situations, consider the appropriate actions or decisions, and evaluate the impact on the balance of power and the principles at play.
- **Simulations and Mock Trials:** Engage students in simulations or mock trials that involve the branches of government or court proceedings. Students can take on roles and participate in decision-making processes, allowing students to apply their knowledge, analyze evidence, and practice critical thinking skills in a realistic context.
- **Multimedia Presentations:** Have students create multimedia presentations, such as videos, podcasts, or digital slideshows, to explain and illustrate key concepts and processes related to the objectives. Encourage students to use visuals, audio, and other multimedia elements to enhance their presentations and engage their peers.



Real World Connections (United States Government - Standard USG.3)

- **Separation of Powers in Other Countries:** Explore how other countries implement the concept of separation of powers and the system of checks and balances in their governments. Compare and contrast their systems with that of the United States to identify similarities and differences.
- **High-profile Court Cases:** Analyze and discuss recent high-profile court cases that have received significant media attention. Examine how the functions and relationships among the branches of government, including checks and balances, come into play in these cases.
- **Government Responses to Crises:** Investigate how the three branches of government have responded to recent crises, such as natural disasters, pandemics, or economic downturns. Assess the role of each branch in implementing policies, allocating resources, and addressing the challenges faced by the nation.
- **Presidential Powers and Decision-Making:** Examine recent presidential actions and decisions to understand the scope and limitations of executive powers. Analyze how presidents exercise their authority in areas such as foreign policy, national security, or domestic governance.
- **State and Local Government Interactions:** Explore the interrelationships between federal, state, and local governments in addressing pressing issues. Investigate instances where conflicts or collaborations arise, and discuss the impact of these interactions on policy-making and governance.
- **Landmark Supreme Court Decisions:** Study landmark Supreme Court decisions from different eras and discuss their ongoing impact on society. Connect these decisions to the principles of checks and balances, the role of the judiciary, and the evolution of constitutional interpretation.
- **Legislative Processes and Policy Debates:** Follow the legislative processes at the federal, state, or local level, and examine policy debates and lawmaking in action. Analyze the role of various actors, such as legislators, lobbyists, and interest groups, in shaping legislation and the functioning of the legislative branch.



Differentiation (United States Government – Standard USG.3)

Graphic Organizers:

- Provide various types of graphic organizers, such as concept maps, flowcharts, or KWL charts, for students to choose from based on their preferred visual representation style.
- Offer pre-made templates or scaffolding for students who may need additional support in organizing information.

Jigsaw Activities:

- Provide different levels of complexity in the assigned roles within expert groups, allowing students to choose the level that best suits their ability or interest.
- Offer guidance or prompts to help students facilitate meaningful discussions when sharing their expertise with peers.

Think-Pair-Share:

- Use sentence starters or prompts to support students who may struggle with generating their own ideas during the individual thinking phase.
- Encourage students to pair up with someone who has a different perspective to foster diverse discussions.

Inquiry-Based Research:

- Provide a list of research topics or assign specific topics based on students' interests or abilities.
- Offer research guides or checklists to assist students in conducting thorough research and organizing their findings.

Socratic Seminars:

- Provide guiding questions or key points in advance to help students prepare their thoughts and arguments.
- Allow for flexible participation options, such as written reflections or small group discussions, for students who may feel more comfortable expressing their ideas in alternative formats.

**Role-Playing:**

- Offer a range of historical figures or roles for students to choose from, including both prominent and lesser-known individuals, to accommodate different interests and levels of challenge.
- Provide additional resources, such as primary source documents or excerpts from historical speeches, to help students immerse themselves in their assigned roles.

Debate and Persuasive Writing:

- Provide a choice of debate topics or allow students to propose their own topics related to the objectives.
- Offer graphic organizers or templates to support students in organizing their arguments and counterarguments.

Problem-Solving Scenarios:

- Adjust the complexity of the scenarios based on students' readiness levels, providing additional guidance or scaffolding for struggling students.
- Allow students to work in groups or pairs to collaborate and discuss possible solutions before sharing their findings with the class.

Simulations and Mock Trials:

- Provide clear guidelines or instructions for the simulation or mock trial activities, including roles, rules, and expectations.
- Offer resources, such as sample scripts or guiding questions, to assist students in their preparations and decision-making processes.

Multimedia Presentations:

- Allow students to choose from a variety of multimedia formats based on their strengths and interests, such as video, audio, animations, or interactive presentations.
- Provide access to technology and tools necessary to create and present their multimedia projects.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

United States Government

Standard USG.4: *Analyze the creation and implementation of public policy in the United States.*

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Examine how the national government influences the public agenda and shapes public policy. 2. Describe the process by which public policy is formed and implemented by the national, state, and local government. 3. Compare the processes of lawmaking by national, state, and local governments. 4. Analyze how individuals, interest groups, lobbyists, and the media influence public policy. 5. Evaluate how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual. 	<ul style="list-style-type: none"> • Public Agenda • Public policy • National government • Implement • National, state, and local government • Lawmaking • Individuals • Interest groups • Lobbyists • Media • Judiciary • Delineate • Power of government • Safeguard



Suggested Instructional Practices (United States Government – Standard USG.4)

- **Case Studies:** Present students with real-world case studies that highlight how the national government influences the public agenda and shapes public policy. Students can analyze the factors at play, evaluate the outcomes, and discuss the implications.
- **Policy Analysis:** Assign students to research and analyze specific public policies at the national, state, or local level. They can examine the policy formation and implementation processes, identify stakeholders involved, and evaluate the impact and effectiveness of the policies.
- **Role-Play:** Engage students in role-playing activities where they take on the roles of government officials, interest group representatives, or media personnel. Students can simulate policy debates, negotiations, or media interviews to understand the dynamics and influences in shaping public policy.
- **Current Events Discussions:** Encourage students to follow current events and analyze how the national government influences the public agenda and shapes public policy in real-time. Engage students in discussions where they examine the role of government actions, interest groups, media coverage, and public opinion in policy decisions.
- **Guest Speakers:** Invite guest speakers, such as government officials, lobbyists, or policy experts, to share their insights and experiences with students. This provides a firsthand perspective on how various actors influence public policy and helps students make connections between classroom learning and real-world applications.
- **Group Projects:** Assign students to small groups and task each group with researching and presenting on a specific aspect of policy formation and implementation. They can analyze case studies, conduct interviews, or gather data to create presentations that demonstrate their understanding of the processes and influences involved.
- **Debates and Panel Discussions:** Organize debates or panel discussions where students take on different perspectives and argue for or against specific policy decisions. This encourages critical thinking, research skills, and the ability to present well-reasoned arguments.
- **Media Analysis:** Have students analyze news articles, opinion pieces, or media reports related to public policy issues. They can examine the influence of media in shaping public opinion, identify bias or framing techniques, and discuss the impact of media coverage on policy decisions.



- **Simulations:** Engage students in simulations of policy-making processes. They can form mock legislative bodies, propose and debate policy ideas, and experience firsthand the challenges and complexities of reaching consensus and making informed decisions.
- **Reflective Writing:** Assign students reflective writing tasks where they analyze their own perspectives on public policy and the influences they perceive in their daily lives. This encourages self-reflection, critical thinking, and the ability to articulate personal viewpoints.



Learning Activities (United States Government – Standard USG.4)

- **Public Policy Case Studies:** Assign students to research and analyze real-world public policy case studies that exemplify how the national government influences the public agenda and shapes public policy. Students can examine the factors that led to the policy formation, implementation, and its impact on society.
- **Policy Formation Role-Play:** Divide students into groups representing different branches of government, interest groups, and the media. Assign students a specific policy issue and have students engage in a role-play activity where they simulate the policy formation process. Students can negotiate, advocate, and compromise to understand the complexities of policy-making.
- **Comparative Lawmaking:** Assign students to research and compare the processes of lawmaking by national, state, and local governments. Students can create presentations or written reports highlighting the similarities and differences in the legislative processes, the role of stakeholders, and the impact on policy outcomes.
- **Interest Group Analysis:** Assign students to analyze the influence of individuals, interest groups, lobbyists, and the media on public policy. Students can choose a current policy issue and research the various stakeholders involved, their objectives, strategies, and impact on the policy-making process. They can present their findings through presentations or written reports.
- **Supreme Court Case Studies:** Assign students to research and analyze landmark Supreme Court cases that have shaped public policy. Students can examine how the judiciary influences public policy by delineating the power of government and safeguarding individual rights. They can explore the reasoning behind the court's decisions and the implications for policy implementation.
- **Policy Debates:** Organize class debates on current policy issues where students take on different perspectives and argue for or against proposed policies. Students can research and gather evidence to support their positions, engage in critical thinking, and develop persuasive arguments. Debates can be followed by class discussions to analyze the influence of debates on policy outcomes.
- **Media Analysis:** Assign students to analyze news articles, opinion pieces, or media coverage related to public policy issues. Students can critically evaluate the framing, bias, and influence of the media on shaping public opinion and policy outcomes. They can present their analysis in written reports or class presentations.



- **Policy Simulation Games:** Engage students in policy simulation games or online platforms where they can experience the challenges of policy-making. Students can take on roles such as policymakers, interest group representatives, or journalists and navigate through the policy formation process, considering various factors and making informed decisions.
- **Policy Proposal and Evaluation:** Ask students to develop their own policy proposals on a specific issue of interest. They should research the problem, consider various stakeholders, and present a well-reasoned policy recommendation. Additionally, students can evaluate existing policies and propose modifications or alternative approaches based on their analysis.
- **Community Engagement Projects:** Encourage students to get involved in community initiatives or organizations related to public policy issues. They can volunteer, conduct interviews, or participate in community forums to gain firsthand experience and understanding of policy-making processes and their impact on local communities.



Real World Connections (United States Government – Standard USG.4)

- **Infrastructure Bill:** Analyze the ongoing debates and negotiations surrounding infrastructure policy in the national government. Explore how the government's agenda-setting and policy-making processes influence the development and implementation of infrastructure plans.
- **Climate Change Policies:** Examine the public policy responses to climate change at the national, state, and local levels. Analyze initiatives such as renewable energy targets, emissions reduction plans, or international climate agreements to understand how different levels of government shape policy in response to environmental challenges.
- **Social Justice Reforms:** Explore current events related to social justice reforms, such as criminal justice reform, police reform, or racial equity initiatives. Analyze how public policies are formed and implemented to address systemic issues and promote social change.
- **Health Care Policies:** Analyze recent developments in health care policy, including debates over access to affordable health care, the role of government in health care provision, or responses to public health emergencies such as COVID-19. Examine the influence of various stakeholders and interest groups in shaping health care policies.
- **Gun Control Legislation:** Examine debates and legislative efforts surrounding gun control policies at the national, state, and local levels. Analyze the role of interest groups, public opinion, and the judiciary in shaping gun control policies and safeguarding individual rights.
- **Immigration Policies:** Explore current events related to immigration policy, such as debates over border security, pathways to citizenship, or refugee and asylum policies. Analyze how the national government's policies and actions influence the public agenda and shape immigration policies.
- **Voting Rights:** Analyze recent developments in voting rights policies, including debates over voter ID laws, gerrymandering, or efforts to expand access to voting. Explore how the national, state, and local governments address voting rights issues and the impact on democratic processes.



- **Social Media Regulation:** Examine debates and policy discussions surrounding the regulation of social media platforms. Analyze how the government, interest groups, and public opinion influence policy decisions related to privacy, misinformation, and content moderation.
- **Education Policy:** Explore current events related to education policy, such as debates over school funding, curriculum standards, or access to quality education. Analyze how different levels of government shape education policies and respond to societal needs.
- **Trade and Economic Policies:** Analyze recent developments in trade agreements, tariffs, or economic policies at the national and international levels. Discuss how these policies are formed, implemented, and their impact on domestic and global economies



Differentiation (United States Government – Standard USG.4)

Public Policy Case Studies:

- Visual Learners: Provide visual aids such as infographics, charts, or diagrams to illustrate key concepts and data related to the case studies. Encourage students to create visual representations of the policy processes and outcomes.
- Auditory Learners: Conduct class discussions where students can share their findings from the case studies and engage in dialogue about the factors that influenced policy formation and implementation. Use audio recordings or podcasts to present real-world interviews or expert opinions on the policy issues.
- Kinesthetic Learners: Incorporate hands-on activities into the case studies, such as creating physical models or interactive simulations to represent the policy processes. Encourage role-playing or acting out scenarios to deepen understanding of the complexities involved.

Policy Formation Role-Play:

- Visual Learners: Provide visual aids such as flowcharts or diagrams that illustrate the steps involved in the policy formation process. Assign visual tasks such as creating posters or infographics that represent the perspectives and arguments of different stakeholders.
- Auditory Learners: Conduct role-playing activities where students can verbally express their ideas and negotiate their positions. Use audio recordings or podcasts to present different perspectives and policy debates for students to analyze and discuss.
- Kinesthetic Learners: Create a physical space for the role-play activity, allowing students to physically move around and engage in hands-on negotiations. Encourage the use of props or physical representations to enhance the immersive experience.

Comparative Lawmaking:

- Visual Learners: Provide visual organizers such as Venn diagrams or timelines to compare and contrast the lawmaking processes at different levels of government. Use visual aids such as maps or flowcharts to illustrate the jurisdictional differences and interrelationships.
- Auditory Learners: Conduct class discussions where students can share their research findings and orally present their comparisons of the lawmaking processes. Use audiovisual materials such as documentaries or video clips to supplement their understanding.



- **Kinesthetic Learners:** Engage students in group activities where they can physically arrange and manipulate objects or cards representing the different stages and actors involved in the lawmaking process. Encourage role-playing or acting out scenarios to deepen understanding of the differences.

Interest Group Analysis:

- **Visual Learners:** Provide visual resources such as charts or graphs that illustrate the influence and activities of interest groups, lobbyists, and the media on public policy. Assign visual tasks such as creating visual representations or posters that depict the strategies and impact of different stakeholders.
- **Auditory Learners:** Conduct class discussions where students can share their research findings and engage in oral debates about the influence of different stakeholders on public policy. Use audio recordings or podcasts to present different perspectives and expert opinions on the role of interest groups and media.
- **Kinesthetic Learners:** Organize group activities where students can physically role-play different stakeholders and simulate their interactions and influence on public policy. Encourage hands-on research activities such as conducting interviews or creating physical displays of the interests and objectives of various stakeholders.

Supreme Court Case Studies:

- **Visual Learners:** Provide visual aids such as timelines or flowcharts that illustrate the key Supreme Court cases and their impact on public policy. Use visual organizers to help students analyze the reasoning and arguments presented in court opinions.
- **Auditory Learners:** Conduct class discussions where students can verbally analyze and discuss the implications of Supreme Court cases on public policy. Use audio recordings or podcasts to present excerpts from court hearings or interviews with legal experts.
- **Kinesthetic Learners:** Engage students in activities such as mock trials or reenactments of Supreme Court cases, allowing students to physically act out the proceedings and arguments. Encourage hands-on research activities such as examining primary sources or creating physical displays of the court decisions.

Policy Debates:

- **Visual Learners:** Provide visual aids such as debate outlines or graphic organizers to help students visually organize their arguments and counterarguments. Use visual prompts or images to stimulate critical thinking and support their positions.
- **Auditory Learners:** Conduct debates where students can verbally express and defend their arguments on different policy issues. Encourage active listening and respectful dialogue among students, allowing students to engage in critical thinking and develop persuasive speaking skills.



- **Kinesthetic Learners:** Organize debates that involve physical movement and gestures, allowing students to physically represent their arguments and engage in interactive discussions. Encourage students to use props or visual aids to enhance their persuasive presentations.

Media Analysis:

- **Visual Learners:** Provide visual resources such as news articles, infographics, or multimedia presentations for students to analyze the framing and bias in media coverage of public policy issues. Assign visual tasks such as creating visual representations or posters that depict their analysis of media influence.
- **Auditory Learners:** Conduct class discussions where students can share their analysis of media coverage and engage in oral debates about the influence of media on public opinion and policy outcomes. Use audiovisual materials such as news clips or interviews to supplement their analysis.
- **Kinesthetic Learners:** Engage students in hands-on activities such as creating mock news segments or role-playing as journalists, allowing students to physically represent their analysis of media influence. Encourage students to physically manipulate and arrange news articles or headlines to explore different perspectives.

Policy Simulation Games:

- **Visual Learners:** Provide visual instructions or tutorials for the policy simulation games, using visual aids such as diagrams or charts to explain the game mechanics and objectives. Encourage students to create visual representations or diagrams to reflect their decision-making processes during the game.
- **Auditory Learners:** Conduct class discussions where students can share their experiences and strategies during the policy simulation games. Use audiovisual materials such as recordings or reflections to document and analyze their decision-making processes.
- **Kinesthetic Learners:** Engage students in physically interactive policy simulation games, allowing students to physically manipulate objects or engage in role-playing to make decisions. Encourage students to reflect on their physical experiences and draw connections to real-world policy-making processes.

Policy Proposal and Evaluation:

- **Visual Learners:** Provide visual organizers such as concept maps or flowcharts to help students visually outline their policy proposals and evaluation criteria. Encourage students to create visual representations or presentations that summarize their policy recommendations and findings.
- **Auditory Learners:** Conduct oral presentations or class discussions where students can share their policy proposals and evaluation findings. Use audio recordings or podcasts to capture their ideas and analysis for further reflection and discussion.



- **Kinesthetic Learners:** Engage students in hands-on activities such as mock policy presentations or simulations of policy evaluation processes. Encourage physical interaction with materials and group discussions to enhance their understanding and application of policy proposals and evaluations.

Community Engagement Projects:

- **Visual Learners:** Provide visual prompts or visual resources such as photographs or maps to help students visually represent their community engagement projects. Encourage students to create visual displays or infographics that illustrate their experiences and the impact of public policy on local communities.
- **Auditory Learners:** Conduct class discussions where students can verbally reflect on their community engagement experiences and share their insights about public policy. Use audio recordings or podcasts to capture their reflections and stories.
- **Kinesthetic Learners:** Engage students in hands-on activities such as organizing community forums or participating in community initiatives related to public policy. Encourage physical interactions, such as conducting interviews or facilitating discussions, to deepen their understanding of policy-making processes and their impact on local communities.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

United States Government

Standard USG.5: *Analyze of the role of federalism in addressing the distribution of power between the national, state, and local governments.*

Objectives	Vocabulary	
<ol style="list-style-type: none"> 1. Explain the relationship and powers shared between state governments and the national government. 2. Trace the extent to which power is shared by all levels of government. 3. Examine the powers denied to state governments and national government. 4. Evaluate the balance of power between state governments and national government related to funding. 5. Investigate how the amendment process protects both the national government and state governments. 6. Identify the major responsibilities and sources of revenue for state and local governments. 7. Analyze the various interpretations and extent of the federal government’s power provided by the Ninth and Tenth Amendments. 	<ul style="list-style-type: none"> • Federalism • Power sharing • Enumerated powers • Reserved powers • Concurrent powers • Supremacy clause • Dual sovereignty • Interstate commerce • Full faith and credit • Privileges and immunities • National supremacy • State sovereignty • Grants-in-aid • Categorical grants • Block grants 	<ul style="list-style-type: none"> • Unfunded mandates • Revenue sources • Sales tax • Property tax • Income tax • User fees • Excise tax • Balanced budget • Amendment process • Bill of Rights • Ninth Amendment • Tenth Amendment • Reserved powers doctrine • Police powers • Elastic clause



Suggested Instructional Practices (United States Government – Standard USG.5)

1. **Case Study Analysis:** Provide students with case studies that illustrate the relationship and powers shared between state governments and the national government. Ask students to analyze the case studies, identify the roles and responsibilities of each level of government, and discuss how power is exercised and shared.
2. **Cooperative Learning Projects:** Assign students to work in groups to research and trace the extent to which power is shared by all levels of government. Each group can focus on a different policy area or issue and explore how federal, state, and local governments collaborate and share power in addressing the issue.
3. **Debates and Role-Playing:** Organize debates or role-playing activities where students can take on the roles of state and federal government officials to examine the powers denied to state governments and the national government. This activity allows students to understand different perspectives and arguments related to the limitations on governmental powers.
4. **Budget Analysis:** Engage students in analyzing state and federal budgets to evaluate the balance of power between state governments and the national government related to funding. Students can examine how revenue is generated, allocated, and distributed between different levels of government and discuss the implications for policy implementation.
5. **Constitutional Amendment Discussions:** Facilitate discussions on how the amendment process protects both the national government and state governments. Students can examine historical examples of constitutional amendments and analyze their impact on the balance of power between the two levels of government.
6. **Case Law Examination:** Assign students to study Supreme Court cases related to the Ninth and Tenth Amendments. Students can analyze the various interpretations and extent of the federal government's power provided by these amendments and discuss the implications for state and national governance.
7. **Revenue Sources Research:** Ask students to research and identify the major responsibilities and sources of revenue for state and local governments. They can create presentations or reports highlighting the diverse revenue streams, such as taxes, fees, grants, or bond measures, and discuss the impact of these revenue sources on state and local governance.
8. **Simulations and Mock Legislative Sessions:** Conduct simulations or mock legislative sessions where students can experience the lawmaking process at the state and federal levels. Students can propose and debate bills, negotiate with peers, and understand the complexities of lawmaking and the balance of power between state and national governments.



9. **Guest Speakers and Panel Discussions:** Invite guest speakers, such as state or federal government officials, policymakers, or experts in constitutional law, to share their insights and experiences related to the relationship between state and national governments. Organize panel discussions where students can ask questions and engage in a dialogue about the dynamics of governance.
10. **Community Engagement Projects:** Encourage students to engage with their local communities and participate in civic activities that relate to the balance of power between state and national governments. This can include attending public meetings, volunteering with local government organizations, or participating in community advocacy efforts.



Learning Activities (United States Government – Standard USG.5)

1. **Power Sharing Analysis:** Assign students to research and analyze case studies or scenarios that demonstrate the relationship and powers shared between state governments and the national government. Students can identify and explain specific instances of power sharing, discuss the implications of these arrangements, and present their findings to the class.
2. **Power Mapping:** Provide students with a visual representation of the power dynamics between state governments and the national government. Ask students to analyze the distribution of powers and responsibilities, identify areas of overlap or conflict, and create their own power maps illustrating the relationships and balances between the two levels of government.
3. **Collaborative Legislation:** Divide students into small groups and assign specific policy areas or issues. Have each group draft proposed legislation that addresses the issue at both the state and national levels. Students should consider the respective powers and limitations of each level of government while developing their proposals. They can then engage in a mock legislative session where they present, debate, and negotiate their proposed bills.
4. **Comparative Government Research:** Assign students to research and compare the powers denied to state governments and the national government. Students can create presentations or written reports that explore specific examples of powers denied to each level of government, discuss the reasons behind these limitations, and analyze the impact on governance and policy-making.
5. **Funding Analysis and Budgeting Exercise:** Provide students with examples of state and federal budgets. Ask students to analyze the revenue sources, allocations, and expenditures of each level of government. Students can identify the major responsibilities and sources of revenue for state and local governments, evaluate the balance of power in funding decisions, and propose alternative budget plans that reflect their understanding of the relationship between state and national governance.
6. **Constitutional Amendment Discussions:** Divide students into small groups and assign each group a specific constitutional amendment. Instruct students to research the historical context, intent, and impact of the amendment on the relationship between state and national governments. Students can present their findings to the class and engage in a class-wide discussion about the role of constitutional amendments in shaping the balance of power.
7. **Revenue Sources Scavenger Hunt:** Create a scavenger hunt activity where students search for examples of different revenue sources used by state and local governments. Students can work individually or in pairs to find examples of taxes, fees, grants, and other revenue streams. They can document their findings and present students in a creative format such as a poster or digital presentation.



8. **Mock Supreme Court Case Analysis:** Assign students to analyze mock Supreme Court cases that involve interpretations and extent of the federal government's power provided by the Ninth and Tenth Amendments. Students can research the arguments presented by different parties, analyze the court's decision, and engage in class discussions or debates about the implications for state and national governance.
9. **Local Government Research Project:** Ask students to research and analyze the major responsibilities and sources of revenue for their local government. They can interview local officials, visit government offices, or review public documents to gather information. Students can present their findings through presentations or written reports, highlighting the unique aspects of their local government and its relationship to the state and national levels.
10. **Government Simulation Game:** Engage students in a government simulation game where they take on roles as state and national government officials. The game can involve making policy decisions, negotiating with other players, and addressing challenges related to power sharing and governance. Through the simulation, students will develop a deeper understanding of the complexities and dynamics involved in the relationship between state and national governments.



Real World Connections (United States Government – Standard USG.5)

- **State and Federal Disaster Response:** Examining the response to natural disasters, such as hurricanes or wildfires, illustrates the relationship and powers shared between state governments and the national government in terms of emergency management and disaster response.
- **Interstate Compacts:** Exploring interstate compacts, such as the Northeast Regional Greenhouse Gas Initiative (RGGI) or the Colorado River Compact, demonstrates how states collaborate and share powers to address regional challenges that transcend state boundaries.
- **Immigration Policy and Enforcement:** Analyzing the enforcement of immigration laws and the role of state and local governments in immigration policy implementation highlights the complex interplay between state governments and the national government in matters of border control and immigration.
- **Federal Grants and State Budgets:** Analyzing the impact of federal grants on state budgets and the conditions attached to them highlights the balance of power between state governments and the national government, as states must navigate federal requirements to access funding.
- **State Sovereignty and Federal Preemption:** Exploring cases where state laws conflict with federal laws or regulations provides opportunities to analyze the tensions between state sovereignty and federal preemption, addressing the extent of the federal government's power.
- **State and Local Infrastructure Projects:** Investigating state and local infrastructure projects, such as the construction of highways or public transportation systems, illustrates the major responsibilities and sources of revenue for state and local governments in infrastructure development and maintenance.
- **State Elections and Voting Rights:** Examining state-level changes in voting rights laws, voter registration, and electoral processes sheds light on how power is shared and exercised by state governments and the national government in the realm of elections.
- **State Responses to Federal Policy Initiatives:** Studying how states respond to federal policy initiatives, such as the implementation of the Affordable Care Act or environmental regulations, showcases the interaction between state governments and the national government and their influence on policy outcomes.



Differentiation (United States Government- Standard USG.5)

Power Sharing Analysis:

- **Advanced Learners:** Assign more complex case studies with intricate power dynamics and ask students to analyze and discuss the long-term implications of power sharing arrangements.
- **Growing Learners:** Provide guided case studies with clear power-sharing examples and provide scaffolding tools, such as graphic organizers, to help students analyze and understand the relationships between state and national governments.

Power Mapping:

- **Advanced Learners:** Encourage advanced learners to explore power dynamics beyond the state and national levels, such as regional governments or international organizations, and create more detailed and comprehensive power maps.
- **Growing Learners:** Provide pre-designed power maps with clear labels and guiding questions to help students visualize and understand the basic power dynamics between state and national governments.

Collaborative Legislation:

- **Advanced Learners:** Assign complex and controversial policy areas that require advanced research and negotiation skills. Encourage students to consider potential constitutional challenges or conflicts between state and national laws.
- **Growing Learners:** Provide more structured guidance, step-by-step instructions, and simplified policy issues to help students develop their proposed legislation and engage in mock legislative sessions.

Comparative Government Research:

- **Advanced Learners:** Assign more in-depth research topics and require students to analyze historical context and legal precedents related to the powers denied to each level of government. Encourage students to critically evaluate the reasons behind these limitations and their impact on governance.



- Growing Learners: Provide curated resources and simplified examples to help students grasp the concept of powers denied to state and national governments. Offer additional support through guided questions or graphic organizers to help students analyze and present their findings.

Funding Analysis and Budgeting Exercise:

- Advanced Learners: Assign complex budget scenarios involving multiple funding sources and intergovernmental financial relationships. Ask students to propose strategies for balancing state and national funding priorities while considering political and economic factors.
- Growing Learners: Provide simplified budget examples and focus on understanding basic revenue sources and the general process of budget allocation. Offer clear guidelines and templates for students to analyze and present their findings.

Constitutional Amendment Discussions:

- Advanced Learners: Assign more controversial or lesser-known constitutional amendments and require students to analyze multiple interpretations and debates surrounding their application. Encourage in-depth research and critical analysis of the historical and legal context.
- Growing Learners: Focus on the general understanding of constitutional amendments and their impact on the balance of power between state and national governments. Provide clear explanations and examples to help students grasp the concepts and engage in group discussions.

Revenue Sources Scavenger Hunt:

- Advanced Learners: Provide a broader range of revenue sources to explore, including more complex or lesser-known examples. Encourage students to critically evaluate the pros and cons of different revenue sources and their impact on governance and public services.
- Growing Learners: Provide a focused list of revenue sources and offer additional support in the form of definitions, examples, or hints. Ensure clear instructions and guidelines for the scavenger hunt activity.

Mock Supreme Court Case Analysis:



- **Advanced Learners:** Assign landmark Supreme Court cases with complex legal arguments and require students to critically analyze the implications of the court's decision on the balance of power. Encourage students to consider broader societal impacts and potential conflicts with other constitutional provisions.
- **Growing Learners:** Focus on simplified mock Supreme Court cases with clear legal arguments and outcomes. Provide structured questions or frameworks to guide students in analyzing the case and its implications.

Local Government Research Project:

- **Advanced Learners:** Assign comprehensive research projects that require students to delve into the intricacies of local government structures, policies, and revenue sources. Encourage students to explore local governance challenges and propose innovative solutions.
- **Growing Learners:** Provide more guided research materials and focus on the basic responsibilities and revenue sources of local governments. Offer support in organizing and presenting their research findings.

Government Simulation Game:

- **Advanced Learners:** Engage advanced learners in complex government simulation games that involve multiple levels of government, diverse policy challenges, and strategic decision-making. Encourage students to analyze the interplay between state and national governments and propose nuanced solutions.
- **Growing Learners:** Provide simplified government simulation games with clear goals and roles. Offer guidance and checkpoints to ensure students understand the basic concepts and engage effectively in the simulation.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

United States Government

Standard USG.6: Differentiate civil rights from civil liberties and describe how each have been interpreted and amended throughout United States' history.

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Examine the civil liberties and rights guaranteed in the Bill of Rights. 2. Explain due process of law as expressed in the Fifth and Fourteenth Amendments. 3. Evaluate the balance between individual liberties and the public order. 4. Analyze changing interpretations of the Bill of Rights over time, particularly the First and Fourteenth Amendments. 5. Analyze judicial activism and restraint as well as the effects of each policy over the decades. 6. Evaluate the effects of the Court's interpretations of the Constitution in <i>Marbury vs Madison</i> (1803), <i>McCulloch vs Maryland</i> (1819), and <i>United States vs Nixon</i> (1974). 7. Investigate the controversies that have resulted over changing interpretations of civil rights (e.g., <i>Plessy vs Ferguson</i> (1896), <i>Brown vs Board Education</i> (1954), <i>Miranda vs Arizona</i> (1966), <i>Regents of the University of California vs Bakke</i> (1978), <i>Adarand Constructors Inc. vs Pena</i> (1995), <i>United States vs Virginia</i> (VMI) (1996), etc.). 	<ul style="list-style-type: none"> • Civil liberties • Due process of law • Individual liberties • Public order • Judicial activism • Judicial restraint • <i>Marbury vs. Madison</i> • <i>McCulloch vs Maryland</i> • <i>McCulloch vs. Maryland</i> • <i>United States vs. Nixon</i> • <i>Plessy vs Ferguson</i> • <i>Brown vs Board of Education</i> • <i>Miranda vs Arizona</i> • <i>Regents of the University of California vs Bakke</i> • <i>Adarand Constructors Inc. vs Pena</i> • <i>United States vs Virginia</i> (VMI)



Suggested Instructional Practices (United States Government- Standard USG.6)

- **Bill of Rights Gallery Walk:** Create a gallery walk activity where students analyze and interpret visual representations, primary sources, and case summaries related to each amendment in the Bill of Rights. Students can rotate through different stations, engage in discussions, and record their observations and questions.
- **Due Process Role-Play:** Divide students into groups and assign different scenarios that involve due process issues, such as arrests, trials, or administrative hearings. Students can role-play the various parties involved (e.g., judge, defendant, attorney) and explore the concept of due process in action.
- **Debating Individual Liberties vs. Public Order:** Organize a debate or discussion session where students argue for and against specific scenarios that involve a tension between individual liberties and public order, such as free speech in public spaces, surveillance in the name of security, or restrictions during emergencies. Encourage students to consider different perspectives and develop well-reasoned arguments.
- **Analyzing Supreme Court Cases:** Assign students to analyze landmark Supreme Court cases that have shaped interpretations of the Bill of Rights, particularly the First and Fourteenth Amendments. Students can read case summaries, examine majority and dissenting opinions, and discuss the impact of these cases on civil liberties and rights.
- **Judicial Activism vs. Judicial Restraint Discussion:** Engage students in a discussion or debate on the concepts of judicial activism and judicial restraint. Provide examples of cases where these approaches have been evident and ask students to analyze the effects of each policy over the decades. Encourage students to support their arguments with evidence and consider the implications of these approaches on the court's role in interpreting the Constitution.
- **Case Analysis of Landmark Supreme Court Decisions:** Assign students to research and analyze key Supreme Court cases, such as *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), and *United States v. Nixon* (1974). Students can examine the Court's interpretations of the Constitution, the impact of these decisions on the balance of power, and the implications for the rule of law.
- **Controversial Civil Rights Case Studies:** Assign students to research and present on significant civil rights cases, such as *Plessy v. Ferguson* (1896), *Brown v. Board of Education* (1954), *Miranda v. Arizona* (1966), *Regents of the University of California v. Bakke* (1978), *Adarand Constructors Inc. v. Peña* (1995), and *United States v. Virginia (VMI)* (1996). Students can analyze the controversies surrounding these cases, discuss their historical significance, and explore their impact on civil rights.



- **Mock Supreme Court:** Organize a mock Supreme Court activity where students take on the roles of justices, attorneys, and advocates. Select a relevant civil rights case and have students research, prepare arguments, and present their positions. This activity allows students to engage in critical thinking, apply legal reasoning, and understand the complexities of Supreme Court decision-making.
- **Current Events Analysis:** Assign students to follow and analyze current events related to civil liberties and rights. Students can identify news articles, op-eds, or legal cases that involve constitutional issues and present summaries, opinions, and reflections on these events. This activity promotes awareness of ongoing debates and encourages students to connect constitutional principles to real-world situations.
- **Constitutional Rights Symposium:** Organize a symposium where students showcase their understanding of constitutional rights and civil liberties. Students can create presentations, exhibits, or performances that explore various aspects of the Bill of Rights, due process, interpretations of rights over time, or the impact of court decisions. This interactive event allows students to share their knowledge and perspectives with the school community.



Learning Activities (United States Government- Standard USG.6)

- **Bill of Rights Scavenger Hunt:** Provide students with a list of scenarios or statements that relate to specific rights in the Bill of Rights. Students must identify which amendment is being referenced and explain how it applies to the situation.
- **Case Study Analysis:** Assign students to research and analyze real-life cases that involve civil liberties and rights protected by the Bill of Rights. Students can examine the facts, arguments, and outcomes of these cases, and discuss the implications for individual rights.
- **Role-Play:** Divide students into groups and assign different roles, such as lawyers, judges, or plaintiffs, to reenact famous Supreme Court cases or create fictional scenarios that involve constitutional rights. This activity helps students understand the perspectives and arguments of various stakeholders.
- **Rights and Responsibilities Collage:** Ask students to create collages or visual representations that illustrate the rights and responsibilities outlined in the Bill of Rights. They can include images, symbols, and captions to convey the significance and interplay between rights and responsibilities.
- **Bill of Rights Timeline:** Have students create a timeline that highlights key moments in the history of the Bill of Rights, including significant court cases, legislative actions, or social movements that have impacted the interpretation and application of constitutional rights.
- **Debate:** Organize a classroom debate where students take opposing positions on a controversial issue related to civil liberties or public order. Encourage students to research and prepare arguments based on constitutional principles, and facilitate a structured debate format to promote respectful and informed discussion.
- **Rights in the News:** Assign students to read news articles or watch video clips that discuss current events involving civil liberties or rights issues. Students can analyze and discuss how constitutional rights are applied in these situations, and consider the potential conflicts or balancing of rights.
- **Constitutional Rights Reflection Journals:** Have students maintain reflection journals throughout the unit to record their thoughts, questions, and observations about the application of constitutional rights in their own lives and society. Encourage students to connect their reflections to current events or personal experiences.



- **Supreme Court Opinion Writing:** Assign students to write opinion pieces as if they were Supreme Court justices. They can choose a hypothetical case or select a real-life case to analyze, and write a persuasive opinion that explains their interpretation of the constitutional rights involved.
- **Rights Awareness Campaign:** Challenge students to design and implement a rights awareness campaign in their school or community. They can create posters, social media campaigns, or organize events to educate others about their constitutional rights and the importance of protecting civil liberties.



Real World Connections (United States Government- Standard USG.6)

- Ongoing debates over the limits of free speech on social media platforms, particularly in relation to content moderation and the spread of misinformation.
- Legal challenges and discussions surrounding the due process rights of individuals involved in immigration proceedings and the treatment of undocumented immigrants.
- Public debates on balancing individual privacy rights and national security concerns, such as the use of surveillance technology and data collection by government agencies.
- Recent Supreme Court decisions regarding religious freedom, including cases related to religious exemptions from anti-discrimination laws and the accommodation of religious practices.
- Discussions and controversies surrounding the interpretation and application of the Fourth Amendment in cases involving police searches, digital privacy, and surveillance.
- Legal battles and discussions on the scope of the Second Amendment and the right to bear arms, including debates on gun control measures and the regulation of firearms.
- Debates and legal challenges concerning affirmative action policies in higher education, addressing questions of diversity, equal opportunity, and the consideration of race in admissions.
- Recent voting rights controversies, including discussions on voter ID laws, voter suppression, and efforts to expand or restrict access to the ballot box.
- Public discussions and legal developments surrounding the rights of individuals in the criminal justice system.



Differentiation (United States Government - Standard USG.6)

Bill of Rights Scavenger Hunt:

- Advanced Learners: Provide more complex scenarios that require deeper analysis and application of constitutional rights.
- Growing Learners: Provide simpler scenarios and offer guidance in identifying the relevant amendments and explaining their application.

Case Study Analysis:

- Advanced Learners: Assign more intricate and controversial cases that require extensive research, critical thinking, and the ability to analyze multiple perspectives.
- Growing Learners: Assign cases with clear facts and outcomes, focusing on understanding the basic principles and implications of the cases.

Role-Play:

- Advanced Learners: Assign roles that involve conflicting interpretations of constitutional rights and challenge students to argue complex legal arguments.
- Growing Learners: Assign roles with clear positions and provide guiding questions to help students understand different perspectives.

Rights and Responsibilities Collage:

- Advanced Learners: Encourage students to explore the nuances of rights and responsibilities and create thought-provoking visual representations that reflect the complexities of balancing individual rights and societal needs.
- Growing Learners: Provide a list of specific rights and responsibilities to include in the collage and offer examples and templates to guide their creation.

Bill of Rights Timeline:



- **Advanced Learners:** Ask students to research lesser-known events or controversies related to the Bill of Rights and include detailed explanations of their significance.
- **Growing Learners:** Provide a pre-made timeline with key events and ask students to add illustrations or short descriptions to enhance their understanding.

Debate:

- **Advanced Learners:** Facilitate more structured and formal debates with specific rules, time limits, and the expectation of in-depth research and evidence-based arguments.
- **Growing Learners:** Facilitate more open-ended and informal debates, allowing for collaborative discussion and encouraging students to share personal perspectives while referring to basic constitutional principles.

Rights in the News:

- **Advanced Learners:** Assign articles or videos that present complex legal dilemmas or constitutional controversies, and require students to analyze multiple viewpoints and consider the broader implications.
- **Growing Learners:** Assign articles or videos with clear examples of constitutional rights in action, providing guided questions to help students identify and discuss the application of these rights.

Constitutional Rights Reflection Journals:

- **Advanced Learners:** Prompt students with more challenging reflection questions that require students to consider the broader implications of constitutional rights and engage in critical self-reflection.
- **Growing Learners:** Provide more structured reflection prompts and offer guidance in connecting personal experiences to the concepts of civil liberties and rights.

Supreme Court Opinion Writing:

- **Advanced Learners:** Expect in-depth analysis of legal precedent, incorporation of legal arguments, and exploration of dissenting opinions.



- Growing Learners: Focus on clear explanations of their chosen position and encourage students to provide basic supporting arguments based on their understanding of constitutional rights.

Rights Awareness Campaign:

- Advanced Learners: Challenge students to design comprehensive campaigns that target specific rights issues, incorporate research-based strategies, and evaluate the effectiveness of their campaigns.
- Growing Learners: Provide a specific rights issue to focus on, offer templates or examples of campaign materials, and emphasize the importance of raising awareness within their immediate community.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

United States Government

Standard USG.7: Describe the role and function of linkage institutions such as the media, interest groups, political parties, and political action committees, on the citizens and federal government.

Objectives	Vocabulary
<ol style="list-style-type: none"> Describe the controversies over campaign funding. Evaluate the decision <i>Citizens United vs. Federal Election Commission (2010)</i> on campaign financing. Examine how political parties impact primary and general elections as well as citizen involvement in campaigns. Identify major interest groups and their major agenda messages (e.g., AARP, NRA, ACLU, American Bar Association, American Medical Association, National Chamber of Commerce, Sierra Club, etc.). Evaluate the responsibility of citizens to thoughtfully examine information presented by media and interest groups in forming individual political opinions. Identify the role of journalism in the political process and trace its development over time. Examine the role and history of Political Action Committees and interest groups on the electoral process. 	<ul style="list-style-type: none"> Campaign funding Citizens United vs Federal Election Commission Political parties Interest groups Individual political opinion Journalism Political process Political Action Committees (PACs) Electoral process Citizen involvement Primary elections General elections Campaign financing Interest group influence



Suggested Instructional Practices (United States Government - Standard USG.6)

1. **Campaign Funding Debate:** Divide the class into small groups and assign each group a specific controversy over campaign funding. Research and prepare arguments representing different perspectives on the issue. Conduct a debate where groups present their arguments, engage in critical discussion, and analyze the complexities of campaign financing.
2. **Citizens United Case Analysis:** Assign students to read and analyze the Supreme Court decision in Citizens United vs Federal Election Commission (2010). Examine the arguments presented in the case and evaluate the impact of the decision on campaign financing. Students can present their analysis through written summaries, presentations, or class discussions.
3. **Political Party Simulation:** Organize a simulation where students take on the roles of different political parties and engage in primary and general election campaigns. They can develop party platforms, strategize campaign messages, and conduct candidate debates. This activity allows students to understand the influence of political parties on elections and citizen involvement in campaigns.
4. **Interest Group Research Project:** Assign students to research major interest groups such as AARP, NRA, ACLU, American Bar Association, and others. Examine the group's mission, major agenda messages, and their impact on policy debates and elections. Students can create presentations or written reports to share their findings.
5. **Media Analysis and Opinion Formation:** Provide students with news articles, advertisements, and information from various media sources related to political campaigns and interest group activities. Guide students in critically examining the information presented, identifying potential biases, and evaluating its impact on forming individual political opinions. Engage students in class discussions to analyze media influences and develop media literacy skills.
6. **Journalism in Politics Timeline:** Have students create a timeline tracing the development of journalism's role in the political process throughout history. They can research key events, landmark reporting, and the evolution of journalism platforms. Students can present their timelines visually or in written form, highlighting significant milestones and their impact on political discourse.
7. **PACs and Interest Group Influence Analysis:** Assign students to research and analyze the role and history of Political Action Committees (PACs) and interest groups in the electoral process. Students can examine campaign contributions, lobbying activities, and their influence on policy decisions. They can present their findings through class presentations or written reports, exploring the implications of interest group involvement in politics.



Learning Activities (United States Government - Standard USG.6)

1. **Campaign Funding Simulation:** Divide students into groups and assign roles, such as political candidates, donors, or campaign managers. Create campaign strategies, raise funds, and navigate the complexities of campaign finance regulations. Students can track their progress, analyze the impact of funding on campaign outcomes, and discuss the controversies surrounding campaign funding.
2. **Supreme Court Case Study:** Assign students to research and analyze landmark Supreme Court cases related to campaign financing, such as *Citizens United vs Federal Election Commission* (2010). Students can examine the arguments presented, the Court's decision, and the subsequent impact on campaign financing regulations. They can present their findings through presentations or written reports.
3. **Political Party and Interest Group Analysis:** Divide students into small groups and assign each group a specific political party or interest group. Research the history, goals, and major agenda messages of their assigned party or group. Students can create presentations or posters to share their findings and engage in a class discussion on the influence of political parties and interest groups on elections and policy-making.
4. **Media Literacy Workshop:** Conduct a workshop on media literacy, focusing on the role of media in political campaigns. Provide students with examples of political advertisements, news articles, and social media posts related to campaign funding and interest group activities. Guide students in critically analyzing these sources, identifying bias and propaganda, and understanding the impact of media on public opinion.
5. **Debate:** Organize a classroom debate on the topic of campaign funding and its controversies. Divide the class into two teams representing different perspectives, such as pro-regulation and pro-deregulation of campaign funding. Students can conduct research, prepare arguments, and engage in a structured debate, practicing critical thinking and persuasive communication skills.
6. **Political Opinion Formation Exercise:** Engage students in an activity where they explore the formation of political opinions in relation to campaign funding and interest group influence. Provide students with a variety of media sources, including news articles, opinion pieces, and advertisements. Students can analyze the information, discuss its potential bias, and reflect on how it shapes their own political opinions.
7. **Guest Speaker:** Invite a local politician, campaign strategist, or representative from an interest group to speak to the class about their experiences with campaign funding and the influence of interest groups. Students can prepare questions in advance and engage in a Q&A session to gain insights into the real-world dynamics of campaign financing.



8. **Role-Play:** Assign students different roles, such as political candidates, donors, journalists, or members of an interest group. Participate in a role-play activity where they simulate interactions and negotiations related to campaign funding. Students can gain a deeper understanding of the perspectives and motivations of different stakeholders involved in the political process.
9. **Current Events Analysis:** Assign students to regularly follow news articles and reports on campaign financing and interest group activities. They can select and summarize relevant current events, analyze their implications, and present their findings to the class. This activity promotes critical thinking, awareness of real-world issues, and the ability to connect theoretical concepts with practical examples.
10. **Research Paper:** Assign students a research project on a specific aspect of campaign funding, such as the influence of PACs, the role of media in shaping public opinion, or the controversies surrounding Super PACs. Students can conduct in-depth research, gather evidence, and write a research paper that explores their chosen topic in detail. This activity develops research skills, critical analysis, and effective communication through writing.



Real World Connections (United States Government – Standard USG.7)

- The controversy over campaign funding can be connected to current events such as fundraising scandals, campaign finance reform efforts, and the influence of big donors on political campaigns.
- The decision in *Citizens United vs Federal Election Commission* (2010) on campaign financing has real-world implications for the role of corporations and special interest groups in political campaigns, and its impact can be observed in recent elections and policy debates.
- The influence of political parties on primary and general elections can be connected to real-world examples such as party endorsements, candidate selection processes, and the role of party platforms in shaping campaign strategies and voter engagement.
- Major interest groups like AARP, NRA, ACLU, American Bar Association, and others have real-world agendas and messages that influence policy debates and electoral campaigns. Examining their activities and positions on current issues provides real-world connections to the role of interest groups in the political landscape.
- The responsibility of citizens to critically examine information presented by media and interest groups is relevant in the era of fake news, social media, and information overload. Real-world examples can be drawn from instances of misinformation, media bias, and the need for media literacy skills.
- The role of journalism in the political process can be connected to current events such as investigative reporting, coverage of political campaigns and elections, media bias controversies, and the evolving landscape of digital journalism.
- The role and history of Political Action Committees (PACs) and interest groups in the electoral process can be illustrated through real-world examples of their campaign contributions, lobbying efforts, and their influence on policy decisions. Recent campaign finance controversies involving PACs can also be explored.



Differentiation (United States Government – Standard USG.7)

Campaign Funding Simulation:

- **Advanced Learners:** Assign students specific roles in the simulation, such as candidates, campaign managers, or donors, and challenge students to strategize and allocate funds effectively. Encourage students to analyze the impact of different campaign financing strategies on election outcomes.
- **Growing Learners:** Provide students with simplified campaign scenarios and guide students through the simulation process step by step. Offer support and scaffolding to help students understand the concepts of campaign funding and its influence on elections.

Supreme Court Case Study:

- **Advanced Learners:** Assign students individual or small group case studies on landmark campaign finance-related Supreme Court cases, such as *Citizens United v. Federal Election Commission*. Encourage students to conduct in-depth research, analyze legal arguments, and evaluate the implications of the Court's decisions.
- **Growing Learners:** Provide students with pre-selected case studies and guide students through the analysis process. Offer clear explanations of the key concepts and assist students in identifying the main arguments and outcomes of the cases.

Political Party Analysis:

- **Advanced Learners:** Assign students the task of conducting a comprehensive analysis of different political parties, including their ideologies, platforms, and campaign strategies. Encourage students to critically evaluate the impact of political parties on primary and general elections.
- **Growing Learners:** Provide students with simplified descriptions of political parties and guide students through analyzing their basic differences and the role they play in elections. Offer support in understanding key party platforms and their influence on citizen involvement.

Interest Group Research:



- **Advanced Learners:** Assign students specific interest groups to research in-depth, including their major agenda messages, strategies, and impact on the political process. Encourage students to critically evaluate the influence of interest groups on campaigns and policy-making.
- **Growing Learners:** Provide a list of major interest groups and their general agendas. Guide students through basic research on these groups, helping students understand their main messages and how they influence the political process.

Media Literacy Analysis:

- **Advanced Learners:** Assign students the task of analyzing media coverage and messaging related to campaign financing. Encourage students to critically evaluate the information presented by various media sources and interest groups, and its impact on individual political opinions.
- **Growing Learners:** Guide students through analyzing simplified media examples, such as campaign advertisements or news articles, and help students identify the influence of media and interest groups on forming political opinions.

Journalism and Political Process Exploration:

- **Advanced Learners:** Assign students research projects on the role of journalism in the political process, tracing its historical development and analyzing its impact on elections and public opinion. Encourage students to critically evaluate the ethical responsibilities of journalists.
- **Growing Learners:** Provide simplified explanations of the role of journalism in the political process and guide students through basic exploration of how journalists report on elections and political events.

Political Action Committee (PAC) Analysis:

- **Advanced Learners:** Assign students the task of researching the role and history of PACs and interest groups in the electoral process. Encourage students to critically evaluate the impact of PACs on campaigns, fundraising, and policy outcomes.
- **Growing Learners:** Provide simplified explanations of PACs and interest groups, and guide students through basic research on their involvement in elections. Offer support in understanding their role and influence on the electoral process.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

United States Government

Standard USG.8: *Describe and evaluate the role, rights, and responsibility of a citizen in the American democracy.*

Objectives	Vocabulary	
<ol style="list-style-type: none"> 1. Evaluate the effectiveness of citizen efforts to influence decisions of state and local governments by examining events. 2. Compare the ways that citizens participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office, etc.). 3. Analyze trends in voter turnout. 4. Investigate the causes and effects of reapportionment and redistricting, including spatial districting and the rights of minorities. 5. Examine the function of the Electoral College. 6. Identify the importance of each of the rights guaranteed by the Bill of Rights and how each is secured (e.g., freedoms of: religion, speech, press, assembly, petition, and privacy). 	<ul style="list-style-type: none"> • Citizen participation • Political activism • Voter engagement • Reapportionment • Redistricting • Electoral College • Bill of Rights • Civil liberties • Economic rights • Legal obligations 	<ul style="list-style-type: none"> • Civic mindedness • Reciprocity • Naturalization • Citizenship process • Juror duty • Tax obligations • Freedom of religion • Freedom of speech • Freedom of the press • Freedom of assembly



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Objectives (cont'd)	Vocabulary (cont'd)
<ol style="list-style-type: none">7. Identify the importance of economic rights and explain how they are secured.8. Discuss the legal obligations to obey the law, serve as a juror, and pay taxes.9. Justify the obligations of civic-mindedness (e.g., voting, being informed on civic issues, volunteering, performing public service, serving in the military or alternative service, etc.).10. Explain reciprocity between rights and obligations.11. Describe how one becomes a citizen of the United States (e.g., the process of naturalization: literacy, language, and other requirements, etc.).	<ul style="list-style-type: none">• Freedom of petition• Right to privacy• Voter turnout• Campaigning• Lobbying• Legal challenges• Demonstrations• Petitioning• Running for political office• Spatial districting• Minority rights• Economic rights• Obligations of civic mindedness• Reciprocity of rights and obligations• Civic responsibilities



Suggested Instructional Practices (United States Government - Standard USG.8)

1. **Case Studies of Citizen Influence:** Present students with real-world case studies where citizens have successfully influenced decisions at the state or local government levels. Have students analyze the strategies employed by citizens and the impact of their efforts.
2. **Political Process Simulation:** Organize a classroom simulation of the political process, where students take on roles such as voters, campaigners, lobbyists, or candidates. This hands-on activity can help students understand how citizens participate in politics.
3. **Voter Turnout Analysis:** Provide historical voter turnout data and ask students to analyze trends and identify factors that influence voter participation, such as demographics, issues, and election types.
4. **Reapportionment and Redistricting Simulation:** Simulate the process of redrawing electoral districts and discuss its implications. This can help students understand how political boundaries can impact representation and the rights of minorities.
5. **Electoral College Debate:** Engage students in a debate or discussion about the pros and cons of the Electoral College. Encourage students to analyze its function and its effects on presidential elections.
6. **Bill of Rights Scenarios:** Present students with hypothetical scenarios where different rights guaranteed by the Bill of Rights come into conflict. Have students discuss and debate how these conflicts should be resolved, emphasizing the importance of each right.
7. **Economic Rights Research:** Assign students to research and present on economic rights such as property rights, the right to work, and the right to fair wages. Discuss how these rights are secured through legislation and legal protections.
8. **Legal Obligations Role Play:** Have students participate in a role-play activity where they take on the roles of jurors, taxpayers, or individuals facing legal obligations. This can help students understand the importance of these civic duties.
9. **Civic Mindedness Projects:** Encourage students to engage in civic-minded activities, such as volunteering in their community, attending local government meetings, or participating in a voter registration drive. Reflect on their experiences in class discussions.
10. **Reciprocity Analysis:** Explore the concept of reciprocity between rights and obligations through class discussions and hypothetical scenarios. Ask students to consider how the exercise of rights can impact society and the responsibilities that come with students.
11. **Citizenship Process Simulation:** Walk students through the process of becoming a U.S. citizen, including the requirements for naturalization. Consider inviting a guest speaker who has gone through the naturalization process to share their experiences.
12. **Current Events Analysis:** Regularly incorporate current events related to government, citizenship, and civic responsibilities into your lessons. Discuss how these events relate to the objectives and engage students in critical thinking and discussion.



13. **Debates and Discussions:** Organize debates and discussions on topics related to government, citizenship, and civic obligations. Encourage students to present well-reasoned arguments and consider opposing viewpoints.
14. **Service Learning Projects:** Encourage students to undertake service learning projects that address a community need. This allows students to apply their knowledge of civic responsibilities in a practical way.
15. **Guest Speakers:** Invite local politicians, government officials, or community leaders to speak to the class about their roles, responsibilities, and experiences in civic engagement.



Learning Activities (US History: Pre-Columbian Era to American Revolution - Standard 5.8)

1. **Case Study Analysis:** Assign students to research and analyze a specific event where citizens successfully influenced decisions of state or local governments. Students can examine the strategies used, the impact of citizen efforts, and the lessons learned.
2. **Role-Play:** Divide students into groups and assign each group a specific citizen participation activity, such as voting, campaigning, or lobbying. Create scenarios and engage in role-playing to understand the challenges and opportunities associated with each activity.
3. **Data Analysis:** Provide students with data on voter turnout in various elections, such as local, state, or national. Ask students to analyze the trends, identify factors that may influence voter turnout, and propose strategies to increase participation.
4. **Redistricting Simulation:** Simulate a redistricting process where students learn about the principles and challenges of redistricting. They can draw district boundaries, consider factors like minority representation, and discuss the effects of redistricting on political representation.
5. **Electoral College Debate:** Divide students into teams representing different perspectives on the Electoral College. Engage students in a structured debate where they discuss the pros and cons of the Electoral College system and propose reforms or alternatives.
6. **Bill of Rights Discussion:** Assign each student or group a specific right guaranteed by the Bill of Rights. Research and present the importance of the right and how it is secured, including relevant court cases or current controversies.
7. **Economic Rights Case Study:** Assign students to research and analyze a current or historical case related to economic rights, such as a labor dispute or a Supreme Court case on economic regulations. Students can present their findings and discuss the implications for securing economic rights.
8. **Citizenship Responsibilities Panel Discussion:** Organize a panel discussion with guest speakers, including community leaders, public servants, or representatives from civic organizations. Students can prepare questions and engage in a dialogue about the legal obligations and responsibilities of citizens.
9. **Civic Engagement Project:** Encourage students to choose a civic-minded activity that interests students, such as volunteering for a community service organization, attending a local government meeting, or participating in a voter registration drive. Students can reflect on their experiences and discuss the importance of civic engagement.



10. **Rights and Obligations Reflection Essay:** Ask students to write an essay reflecting on the reciprocity between rights and obligations in society. They can discuss specific examples and personal experiences to illustrate the connections between enjoying rights and fulfilling responsibilities.
11. **Naturalization Process Simulation:** Guide students through a simulation of the naturalization process. Provide students with the requirements, such as language proficiency or knowledge of civics, and have students complete application forms and participate in mock interviews to understand the process of becoming a U.S. citizen.



Real World Connections (United States Government - Standard USG.8)

- Following a recent event where citizens successfully influenced a state or local government decision, such as a community organizing campaign leading to a policy change.
- Studying real-life examples of citizen participation in the political process, such as a local election where individuals engage in activities like voting, campaigning, or lobbying.
- Examining current trends in voter turnout by analyzing data from recent elections or researching voter participation initiatives.
- Exploring the impact of reapportionment and redistricting by examining specific cases or controversies related to these processes.
- Connecting the function of the Electoral College to recent presidential elections and discussing its implications on the outcome.
- Analyzing news articles or court cases that highlight the importance and securing of specific rights guaranteed by the Bill of Rights, such as freedom of religion, speech, or privacy.
- Investigating current debates or legal cases related to economic rights, such as minimum wage laws or workplace regulations.
- Discussing recent news stories or legal cases that highlight the obligations of citizens to obey the law, serve as jurors, or pay taxes.
- Examining current civic issues or initiatives that promote civic-mindedness, such as voter registration drives, community service campaigns, or military recruitment efforts.
- Analyzing recent events or controversies that demonstrate the reciprocity between rights and obligations, such as debates over freedom of speech and hate speech regulations.



- Exploring recent changes or updates to the naturalization process and requirements, discussing how individuals become citizens of the United States.

Differentiation (United States Government - Standard USG.8)

Case Study Analysis:



- **Advanced Learners:** Assign each student a different event and conduct an in-depth analysis, examining multiple factors that influenced the outcome and evaluating the effectiveness of citizen efforts. They can present their findings in a research paper or a multimedia presentation.
- **Growing Learners:** Provide students with a pre-selected case study and guide students through a structured analysis, focusing on key elements and encouraging discussion on the impact of citizen efforts.

Role-Play:

- **Advanced Learners:** Assign each group a specific citizen participation activity and provide students with complex scenarios that require critical thinking and negotiation skills. They can also incorporate real-world case studies to enhance the depth of their role-play. Facilitate debriefing sessions to encourage reflection and analysis of the outcomes.
- **Growing Learners:** Divide students into groups and assign students a citizen participation activity. Provide students with clear guidelines and simpler scenarios to encourage active participation and understanding of the challenges involved.

Data Analysis:

- **Advanced Learners:** Provide students with large datasets on voter turnout across different elections and demographics. Guide students in analyzing the data using advanced statistical techniques and encourage students to present their findings in a professional manner, considering factors that influence voter turnout and proposing evidence-based strategies.
- **Growing Learners:** Provide students with pre-analyzed data on voter turnout in specific elections and guide students through the process of interpreting the data, identifying patterns or trends, and discussing potential reasons for variations in voter turnout.

Redistricting Simulation:

- **Advanced Learners:** Create a comprehensive redistricting simulation where students delve into the legal, demographic, and political complexities of redistricting. They can develop proposals for redrawing district boundaries and justify their choices based on legal principles and minority representation.
- **Growing Learners:** Simplify the redistricting simulation by focusing on basic principles and providing clear guidelines for drawing district boundaries. Facilitate discussions on the potential impact of different approaches and encourage students to think critically about representation.

Electoral College Debate:



- **Advanced Learners:** Conduct a formal debate format where students thoroughly research and present nuanced arguments for or against the Electoral College system. Encourage students to incorporate historical context, and legal perspectives, and propose comprehensive reforms or alternatives.
- **Growing Learners:** Facilitate a guided discussion where students explore different viewpoints on the Electoral College system. Provide students with resources and prompts to support their arguments and encourage respectful dialogue to develop their understanding of the topic.

Bill of Rights Discussion:

- **Advanced Learners:** Assign each student or group a specific right and challenge students to conduct extensive research, including historical contexts, landmark court cases, and ongoing debates. Encourage students to critically analyze the importance of the right and its impact on society and facilitate a comprehensive class discussion.
- **Growing Learners:** Provide students with selected rights from the Bill of Rights and guide students in exploring the significance of those rights in a simplified manner. Facilitate small group discussions to encourage active participation and understanding.

Economic Rights Case Study:

- **Advanced Learners:** Assign students complex and multifaceted economic rights case studies, such as significant labor disputes or high-profile Supreme Court cases. Encourage students to delve into legal frameworks, economic implications, and social impact, and challenge students to propose comprehensive solutions or policy reforms.
- **Growing Learners:** Provide students with simplified economic rights case studies and guide students in identifying key issues, understanding the rights at stake, and discussing potential consequences. Foster a supportive environment where they can ask questions and develop their critical thinking skills.

Citizenship Responsibilities Panel Discussion:

- **Advanced Learners:** Organize a panel discussion with experts and encourage advanced learners to prepare thought-provoking questions and engage in in-depth discussions. Challenge students to critically analyze different perspectives and synthesize complex information.



- Growing Learners: Facilitate a panel discussion with guest speakers who can provide clear and relatable examples of civic responsibilities. Guide students in formulating basic questions and actively participating in the discussion to develop their understanding of citizenship responsibilities.

Civic Engagement Project:

- Advanced Learners: Encourage advanced learners to design and implement their own civic engagement projects, allowing students to take ownership of their learning and make a significant impact. Provide guidance and resources to support their projects and facilitate opportunities for students to reflect on their experiences and share their achievements.
- Growing Learners: Offer a selection of pre-structured civic engagement projects for students to choose from, focusing on local community involvement. Provide clear guidelines and resources to ensure their projects are achievable and meaningful and facilitate reflection and discussion on their experiences.

Rights and Obligations Reflection Essay:

- Advanced Learners: Challenge advanced learners to write a comprehensive and well-reasoned essay that explores the complex relationship between rights and obligations, incorporating diverse perspectives, real-world examples, and ethical considerations. Encourage students to develop persuasive arguments and articulate their own opinions.
- Growing Learners: Guide growing learners in writing a reflective essay that highlights their understanding of the reciprocal relationship between rights and obligations. Provide prompts and support students in organizing their thoughts and expressing their ideas clearly.

Naturalization Process Simulation:

- Advanced Learners: Create an immersive simulation where advanced learners experience each step of the naturalization process in-depth. Include complex scenarios and challenges that encourage critical thinking and understanding of the requirements and responsibilities of becoming a U.S. citizen.
- Growing Learners: Simplify the naturalization process simulation by focusing on key steps and requirements. Provide clear instructions and engage students in activities that help students grasp the basic concepts and significance of the naturalization process.