

GRADE AND CONTENT AREA: High School Social Studies

CONTENT AREA: Political Science

NAME OF UNIT: Analyzing Democratic Principles and Ideals

TIMEFRAME: 2 Weeks + 2 Day "Bridge"

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PRIORITY STANDARD:

SS.PS2.c.h -Wisconsin students will identify and analyze democratic principles and ideals.

Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.

Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ).

Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

UNWRAPPED PRIORITY STANDARD:

Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.

Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ).

Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

GRAPHIC ORGANIZER

"Unwrapped" Priority Standards CONCEPTS	"Unwrapped" Priority Standards SKILLS	Levels of Cognitive Rigor BLOOM'S / DOK	
RIGHTS FOR GROUPS <ul style="list-style-type: none"> • Expansion of rights for groups • Enabling rights • Restricting rights 	Analyze Supreme court restrictions and expansions	Understand 2	Describe 1
ADVOCATION OF GROUPS <ul style="list-style-type: none"> • Women's rights • Religious rights • Civil Rights • Indigenous rights • LGBTQ rights 	Evaluate goals and methods for accessing greater rights	Analyze 4	Analyze 3
INTERNATIONAL HUMAN RIGHTS <ul style="list-style-type: none"> • Role of UDMR • Role of Save the Children • Role of Red Cross 	Analyze the role of Universal Declaration of Human Rights (UDHR) and other nongovernment organizations (NGOs)	Evaluate 5	Evaluate 4
		Analyze 4	Analyze 3

BIG IDEA

All human rights groups have advocated for greater representation in society.

ESSENTIAL QUESTION


What methods have groups used to access greater rights and equal representation?


Essential Questions	Corresponding Big Ideas
What methods have groups used to access greater rights and equal representation?	All human rights groups have advocated for greater representation in society.

**UNIT LEARNING INTENTIONS WRITTEN AS STUDENT SUCCESS CRITERIA
(Fundamentals PLUS)**

Essential Questions	"Unwrapped" Priority Standards	Unit Vocabulary
<p>Respond correctly with your Big Ideas to the unit's Essential Question:</p> <p>What methods have groups used to access greater rights and equal representation?</p>	<p>Demonstrate your ability to do each of the following:</p> <p>SS.PS2.c.h -Wisconsin students will identify and analyze democratic principles and ideals.</p> <p>Analyze how <u>the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.</u></p> <p>Evaluate <u>different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ).</u></p> <p>Analyze the <u>role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.</u></p>	<p>Define and use the unit vocabulary terms appropriately:</p> <ul style="list-style-type: none"> • Role of Supreme Court • Democratic principles • Expansion of rights • Restriction of rights • Advocation • Civil rights • Universal Declaration of Human Rights <p>Organizations:</p> <ul style="list-style-type: none"> • Government • Non-government

**LEARNING PROGRESSIONS SEQUENCED TO UNIT LEARNING INTENTIONS/
STUDENT SUCCESS CRITERIA (Fundamentals PLUS)**

	Subskills	Enabling Knowledge
	Identify (DOK 1)	The role of the Supreme Court in US government.
	Give Examples (DOK 2)	How the Supreme Court has restricted rights of groups.
	Give Examples (DOK 2)	How the Supreme Court has enabled rights of groups.
	Cite (DOK 3)	Factors that contributed to restricting rights of certain human rights groups.
	Cite (DOK 3)	Factors that contributed to enabling rights of certain human rights groups.
	Analyze (DOK 3)	How the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.
	Describe using context (DOK 2)	Goals and methods of groups advocating for human rights.
	Interpret (DOK 3)	How groups have developed goals and methods for human rights.
	Evaluate (DOK4)	Different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ).

	Subskills	Enabling Knowledge
	Explain using context (DOK 2)	The role of the Universal Declaration on how human rights are addressed in other countries.
	Explain using context (DOK 2)	The role of nongovernment organizations in how human rights are addressed in other countries
	Analyze (DOK 3)	The role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.
	Produce/ Present (DOK 4)	A three-minute informational video or slideshow demonstrating the evolution of government or nongovernment groups in the US and/or other countries addressing access to greater rights for people.

QUICK PROGRESS CHECKS MATCHED TO LEARNING PROGRESSIONS

Subskills	Enabling Knowledge	Quick Progress Checks
Identify (DOK 1)	The role of the Supreme Court in US government.	
Give Examples (DOK 2)	How the Supreme Court has restricted rights of groups.	Ask students to describe in writing two examples of restricted rights of groups.
Give Examples (DOK 2)	How the Supreme Court has enabled rights of groups.	Ask students to describe in writing two example enabling the rights of groups
Cite (DOK 3)	Factors that contributed to restricting rights of certain human rights groups.	
Cite (DOK 3)	Factors that contributed to enabling rights of certain human rights groups.	
Analyze (DOK 3)	How the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.	
Describe using context (DOK 2)	Goals and methods of groups advocating for human rights.	
Interpret (DOK 3)	How groups have developed goals and methods for human rights.	
Evaluate (DOK4)	Different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ).	Ask students to participate in a "Socratic Seminar" in which they will evaluate the different ways groups lobbied for specific rights.

QUICK PROGRESS CHECKS MATCHED TO LEARNING PROGRESSIONS (Con't)

Subskills	Enabling Knowledge	
Explain using context (DOK 2)	The role of the Universal Declaration on how human rights are addressed in other countries.	
Explain using context (DOK 2)	The role of nongovernment organizations in how human rights are addressed in other countries	
Analyze (DOK 3)	The role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.	
Produce/ Present (DOK 4)	A three-minute informational video or slideshow demonstrating the evolution of government or nongovernment groups in the US and/or other countries addressing access to greater rights for people.	Although the targeted Priority Standard does not ask students to produce or present, this is an implied expectation in social studies. This might be informally assessed through a single point rubric designed to evaluate authentic performance tasks.

COMMON FORMATIVE POST-ASSESSMENT
SELECTED-RESPONSE QUESTIONS ITEMS (Aligned to Priority Standard SS.PS2.c.h)

Students: This assessment contains one multiple-choice item, one short-response item, one extended-response question, and the unit's Essential Questions requiring your Big Idea responses. To determine the best answer(s) for each question, please read carefully the entire question and all possible answers.

Multiple Choice--Write your answer choice(s) on the line in front of each question.

_____ **1. Which statements support the purpose of the Universal Declaration of Human Rights (UDHR). Select the two best statements.**

- A. The UDHR is a treaty that directly creates legal obligations for countries and has become binding for international law.
- B. The UDHR is an international document that states basic rights and fundamental freedoms to which all human beings are entitled.
- C. The UDHR guarantees that in the future, a persecuted person, racial tribe, or religious or ethnic group will be protected by the United Nations.
- D. The UDHR was explicitly adopted for the purpose of defining the meaning of the words "fundamental freedoms" and "human rights" appearing in the United Nations Charter.

Answer Key for Selected Response Item 1

1. B and D (2 points if both selected, 1 point if either choice is selected)

DISTRACTER ANALYSES

Distracter Analysis-Item 1

Correct responses (B and D) indicate the student can correctly identify the general purpose of the Universal Declaration of Human Rights.

Incorrect response (A) indicates confusion about the difference between a binding law and a proclamation/treaty. The Universal Declaration is not a treaty, so it does not directly create legal obligations for countries.

Incorrect response (C) lack of understanding of the jurisdiction from the UN. Each government undertake to put into place domestic measures and legislation compatible with their UDHR obligations and duties.

Short Response Scoring Guide for Item 2

Exceeds the Success Criteria:

Demonstrates all success criteria, plus:

- How do these rights impact your personal experience in today's world?

Achieves the Success Criteria:

Demonstrates all:

- States accurately two goals and/or methods
- Evaluate how successful these methods were in achieving greater rights
- Include 150-200 words in your evaluation

Developing the Success Criteria:

- Demonstrates two of the Achieves Success Criteria

Beginning the Success Criteria:

- Demonstrates fewer than two of the Achieve Success Criteria

ANSWER KEY FOR SHORT CONSTRUCTED RESPONSE ITEM

Answer Key for Short Constructed Response Item 2

Commentary: Contributions to be listed could include the access to greater rights for women.

- United States has historically lagged behind most of the developed—as well as developing—world with regard to family leave benefits
- The Pregnancy Discrimination Act was passed in 1978
- Gave pregnant women the same rights as others with "medical conditions" by prohibiting job discrimination
- Applies to companies employing 15 or more people
- Employer cannot fire a woman because she is pregnant
- Employer cannot force a woman to take mandatory maternity leave
- A pregnant woman must be granted the same health, disability and sickness-leave benefits as any other employee who has a medical condition
- The Family and Medical Leave Act, which was passed in 1993
- A woman who has been employed for at least one year by the company you now work for, and work at least 25 hours a week, can take up to 12 weeks of unpaid, job-protected leave in any 12-month period for the birth of her baby.

EXTENDED-RESPONSE QUESTION WITH SCORING GUIDE (Aligned to Priority Standard SS.PS2.c.h)

3. The United States Supreme Court is the final judge in all cases involving laws of Congress, and the highest law of all — the Constitution. The decisions of the Supreme Court have an important impact on society at large, not just on lawyers and judges.

Identify and analyze 3-4 enabling factors that contributed to one of the greatest Supreme Court decisions of the 20th century - Brown v. Board of Education (1954)

(note-you can also create another question focused on how the Supreme Court enabled **restrictions** for a specific group or groups).

Extended Response Scoring Guide for Item 3
<p>Exceeds the Success Criteria: Demonstrates all success criteria, plus:</p> <ul style="list-style-type: none">□ Makes a comparison between Brown v. Board of Education and Griggs v. Duke Power Co.
<p>Achieves the Success Criteria: Demonstrates all:</p> <ul style="list-style-type: none">□ Identify and analyze 3-4 enabling factors that contributed to one of the greatest Supreme Court decisions of the 20th century - Brown v. Board of Education (1954) <p>Your writing must include the following:</p> <ul style="list-style-type: none">€ Introduce a topic clearly, organize ideas, concepts, and information€ Develop the topic with relevant details€ Use precise vocabulary€ Provide a concluding statement
<p>Developing the Success Criteria:</p> <ul style="list-style-type: none">□ Demonstrates 5 of the Achieves Success Criteria
<p>Beginning the Success Criteria:</p> <ul style="list-style-type: none">□ Demonstrates fewer than 5 of the Achieves Success Criteria

ACCOMPANYING COMMENTARY OR SOLUTION STATEMENT WITH KEY ELEMENTS OF CORRECT RESPONSE (Fundamentals PLUS)

Commentary:

- In 1954, large portions of the United States had racially segregated schools, made legal by Plessy v. Ferguson (1896), which held that segregated public facilities were constitutional so long as the black and white facilities were equal to each other. However, by the mid-twentieth century, civil rights groups set up legal and political, challenges to racial segregation. In the early 1950s, NAACP lawyers brought class action lawsuits on behalf of black schoolchildren and their families in Kansas, South Carolina, Virginia, and Delaware, seeking court orders to compel school districts to let black students attend white public schools.
- One of these class actions, Brown v. Board of Education was filed against the Topeka, Kansas school board by representative-plaintiff Oliver Brown, parent of one of the children denied access to Topeka's white schools. Brown claimed that Topeka's racial segregation violated the Constitution's Equal Protection Clause because the city's black and white schools were not equal to each other and never could be. The federal district court dismissed his claim, ruling that the segregated public schools were "substantially" equal enough to be constitutional under the Plessy doctrine. Brown appealed to the Supreme Court, which consolidated and then reviewed all the school segregation actions together. Thurgood Marshall, who would in 1967 be appointed the first black justice of the Court, was chief counsel for the plaintiffs.
- Thanks to the astute leadership of Chief Justice Earl Warren, the Court spoke in a unanimous decision written by Warren himself. The decision held that racial segregation of children in public schools violated the Equal Protection Clause of the Fourteenth Amendment, which states that "no state shall make or enforce any law which shall ... deny to any person within its jurisdiction the equal protection of the laws." The Court noted that Congress, when drafting the Fourteenth Amendment in the 1860s, did not expressly intend to require integration of public schools. On the other hand, that Amendment did not prohibit integration. In any case, the Court asserted that the Fourteenth Amendment guarantees equal education today. Public education in the 20th century, said the Court, had become an essential component of a citizen's public life, forming the basis of democratic citizenship, normal socialization, and professional training. In this context, any child denied a good education would be unlikely to succeed in life. Where a state, therefore, has undertaken to provide universal education, such education becomes a right that must be afforded equally to both blacks and whites.