

Common Core Social Studies Learning Plan Template

Lesson Title: Carolina, the Constitution, and Court: Three Cs of secession.

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Appropriate for Grade Level(s): 11/12

History Standard(s)/Applicable CCSS(s) (RI, W, S&L, L): [RH.11-12.1](#); [RH.11-12.2](#); [RH.11-12.8](#); [RI.11-12.1](#); [RI.11-12.2](#); [RI.11-12.8](#); [RI.11-12.9](#); [W.11-12.1](#); [W.11-12.2](#); [SL.11-12.1](#); [SL.11-12.4](#)

Type of Lesson: Complex text with guiding questions, annotation, discussion strategy, and culminating writing assignment

Student Readings (list): Declaration of the Immediate Causes which Induce and Justify the Secession of South Carolina from the Federal Union and Excerpts from the United States Constitution.

Total Time Needed: 2-3 75 minute blocks

Lesson Outline:

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
15 Minutes	Discuss answers after students complete writing prompt.	Answering the following writing prompt: Do you think states should be able to secede (withdrawal) from the United States? Why or why not? Can you think of a specific reason secession would be reasonable? – Write at least 4 sentences.
40-50 Minutes	Distribute the readings and questions to all students	Read each reading aloud with your class, then have them read individually. Students will annotate while reading. They will create a T-chart labeled Constitutional/Unconstitutional. They will fill it in with phrases from text. Students will also answer reading questions throughout.
10-20 Minutes	Assign them each a role. There are three roles available: the plaintiff, defendant, and the judge.	The plaintiff and the defendant to write their argument by including at least three specific pieces of evidence. The judges are to write 2-3 questions they have for each side during this time.
5-10 Minutes	Walking around and keeping students on track.	Students to meet with other plaintiffs, defendants, and judges within the class. They are to discuss their claims, arguments, and evidence if plaintiffs or defendants. Judges will discuss their questions.
10-15 Minutes	Monitoring students.	The plaintiff will begin by presenting their argument in 1 minute. No one but the plaintiff is

The pages that follow the Learning Plan Template includes student readings and reading strategy/questions, source(s), handouts, assignment sheet, self-assessment/reflection and a rubric related to this lesson.

		able to talk during this time. The defendant will follow and also have 1 minute to present their case. Next, the judge will ask the plaintiff follow up questions for 1 minute. The judge will then do the same for the defendant. After, the judge will decide which of the sides presented the strongest case and provide a 1-2 sentence explanation defending their decision.
10 Minutes	Review “Ms. Barry’s Writing Cheat Sheet” and Turnitin.com introduction	
30-45 Minutes	Walking around, helping students.	Students write a paragraph. The writing prompt is “Was South Carolina’s Secession Constitutional?”

Description of Lesson Assessment: The assessment will be the paragraph writing assignment. Students must follow the format given to them by instructor. Rubric is also attached.

How will students reflect on the process and their learning? Students will reflect on the process as they utilize all resources to guide their essay. Once they have completed their essay, they will assess how effective their notes were/what they would change if they did the lesson again.



Secession Reading Questions

Answer each of the following questions about the assigned readings. Only use information provided to you in the reading to answer the questions. Make sure you cite the readings and line number for each answer.

Confederate States of America - Declaration of the Immediate Causes...

1. When did the people of the State of South Carolina assemble?
2. What does the author claim should happen to the four states if they did not approve the Constitution?
3. What measure did the Constitution take to “remove all doubt” regarding the powers of states?
4. Describe the fourth Article of the Constitution. Why does South Carolina choose to include this in their declaration? Give a specific example from the reading to support this claim.
5. The author references many other states from line 35-51, what does the author assert about these states? What does the Author claim has been broken and what is the consequence?
6. Based on lines 55-59, what is South Carolina’s main cause for dissent from the Federal government?
7. Write the two most convincing claims for the constitutionality of secession presented by South Carolina. (Cite line numbers!!!)



Secession Reading Questions

Answer each of the following questions about the assigned readings. Only use information provided to you in the reading to answer the questions. Make sure you cite the readings and line number for each answer.

Excerpts from the United States Constitution

1. How is treason defined by the constitution?
2. Who must consent in order to create a new states?
3. Who holds the power to make rules respecting property belonging to the United States?
4. What is asserted on lines 28-30. Who does it say holds ultimate power?
5. What limits does the government have in regards to personal property? What amendment addresses this?
6. How does the Tenth Amendment address the rights of states?
7. Write the two most convincing claims in regards to Constitutional and federal powers. (Cite line numbers!!!)

Pro Se Court Activity

You will be assigned a role in this activity. You will have 1 minute to present your case and do your best to prove your claim. Your opponent will then have 1 minutes to present their case. The judge will take notes during each presentation and will ask each of you 2-3 follow up questions. The judge will then decide who proved their case best.

Topic: Was South Carolina's secession from the United States constitutional?

Plaintiff/ Defendant:

Write your argument to be used during "court" below. Be sure to include your major claim (was the secession constitutional?) and briefly address the three supporting pieces of evidence you will be using to "prove" your major claim (this evidence MUST come directly from the readings provided). Be sure to cite line numbers for each of the pieces of evidence from your reading. You have one (1) minute to present your claim.

Use the space below to take notes while your opponent presents their case:

Quote/Evidence #1

Quote/Evidence #1

Quote/Evidence #1

Pro Se Court Activity

You will be assigned a role in this activity. You will have 1 minute to present your case and do your best to prove your claim. Your opponent will then have 1 minutes to present their case. The judge will take notes during each presentation and will ask each of you 2-3 follow up questions. The judge will then decide who proved their case best.

Topic: Was South Carolina's secession from the United States constitutional?

Judge:

You are to write 2-3 questions about each position below. You will review each of the readings and anticipate the major claims that will be made by each side. You will ask the questions after each side has presented their case.

Plaintiff (South Carolina's secession was unconstitutional):

1.

2.

3.

Defendant (South Carolina's secession was constitutional):

1.

2.

3.

Use the space below to take additional notes throughout the presentation of claims.

Decision: Plaintiff or Defendant– Include a brief (1-2 sentences) rationale behind your decision.

Name: _____

Secession Writing Assignment

Topic: Was South Carolina's secession from the United States constitutional?

You are to write one paragraph asserting your claim. You must clearly state your claim (thesis), give at least three pieces of evidence (quotes) from the readings, and provide some description of how your evidence clearly proves your thesis. Your paragraph should be at least 8 sentences. You must attach your paragraph to this packet and turn the entire packet in to receive credit.

	Weak 1	Fair 2	Good 3	Excellent 4
Strength of Claim	The claim is not evident.	The claim is weak or vague.	The claim is clear, but is not properly written.	The claim is clear and your position is evident.
Use of Evidence	No evidence is used.	Only one piece of evidence is used from the readings. OR Evidence is not cited.	Only two pieces of evidence are used OR Evidence is weak– does not relate to or prove claim.	Three pieces of evidence are used and all three help to prove the author's claim.
Use of Reasoning <i>*Describes why/ how your evidence proves your thesis.</i>	No reasoning is used.	Reasoning is only used for once piece of evidence.	Reasoning is used for two pieces of evidence.	Reasoning is used for all three pieces of evidence.
Grammar and Length	There are many grammatical errors, which makes your point difficult to understand OR The paragraph is less than 6 sentences.	There are some grammatical errors, but your paragraph is still understandable. OR The paragraph is less than 7 sentences	There are more than 5 grammatical errors in your paragraph and your paragraph meets the 8 sentence minimum.	There are fewer than 5 grammatical errors in your paragraph and your paragraph meets the 8 sentence minimum.

Points _____ / 16 X 3

Total Score _____ / 48