

Defining We	
Compelling Question	Who is <i>We</i> ?
Lesson Description	Through this multi-session, intermittent, yearlong lesson students will explore how different groups of people experience liberty throughout American history. They will examine the roots of American liberty in both the Declaration of Independence and the U.S. Constitution, and then continue to explore how it changes as America increases in years, size, population, and influence. This culminates with a student choice-driven group project displaying the path of liberty and highlighting what is next in its ever-expanding realm.
C3 Framework Dimensions	<p>D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p>D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D3.4.9-12. Refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>

<p>AP Learning Objectives</p>	<p>3:A – Explain the context in which America gained independence and developed a sense of national identity.</p> <p>4:G – Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.</p> <p>5:A – Explain the context in which sectional conflict emerged from 1844 to 1877.</p> <p>6:G – Explain the various responses to immigration in the period over time.</p> <p>7:D – Compare the goals and effects of the Progressive reform movement.</p> <p>8:G – Explain how and why the civil rights movements developed and expanded from 1945 to 1960.</p> <p>8:L – Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.</p> <p>9:B – Explain the causes and effects of continuing policy debates about the role of the federal government over time.</p>
<p>Learning Targets</p>	<p>Students will be able to document who has access to liberty throughout U.S. history.</p> <p>Students will be able to understand how who has access to liberty has changed throughout U.S. history.</p> <p>Students will be able to explain why access to liberty has changed throughout U.S. history.</p>
<p>Success Criteria</p>	<p>I can identify who has access to liberty in the U.S. in 1800.</p> <p>I can identify who has access to liberty in the U.S. in 1848.</p> <p>I can identify who has access to liberty in the U.S. in 1877.</p> <p>I can identify who has access to liberty in the U.S. in 1848.</p> <p>I can identify who has access to liberty in the U.S. in 1898.</p> <p>I can identify who has access to liberty in the U.S. in 1945.</p> <p>I can identify who has access to liberty in the U.S. in 1980.</p> <p>I can identify who has access to liberty in the U.S. today.</p> <p>I can describe how who has access to liberty has changed throughout U.S. history.</p> <p>I can give reasons why access to liberty has changed throughout U.S. history.</p>

Staging the Compelling Question	<p>Have students write a short narrative (1-3 paragraphs) about a time they did not feel included.</p> <p>Read paragraphs 8- 10 of Susan B. Anthony's <i>Is It A Crime to Vote?</i> and discuss the idea of evaluating who is included in <i>We of We the People</i>.</p> <p>Read Washington's <i>Letter to A Hebrew Congregation</i> and discuss what policies of liberty are worth imitation at this point.</p> <p>Read Lincoln's <i>Address at Independence Hall</i> and discuss what hope was given to the world.</p>	
	Supporting Question 1*	Supporting Question 2*
	What groups of people are experiencing liberty for all at this time in U.S. history?	What groups of people are excluded from experiencing liberty for all at this time in U.S. history?
	Formative Performance Task*	Formative Performance Task*
	Annotate the document for that period for evidence of which groups of people are experiencing liberty, making special note of any new groups of people experiencing liberty.	List the groups not yet experiencing liberty.
	Featured Sources*	Featured Sources*
	See Resource List Below	See Resource List Below
<p>* At the end of each period, for Periods 3-9 of AP U.S. History, go through the three steps above using the documents listed for each period in the source list below. The top source for each period is the key document for the first task for each period.</p>		

Summative Performance Task	Argument (Project)	<i>Who is We?</i> Construct a project that addresses how the <i>We</i> of <i>We the People</i> changes over time in the United States from 1787 till today while identifying what groups, if any, are still being excluded.
	Extension	Create a social media campaign for how currently excluded groups of people can begin to experience full liberty.
	Acceptable Projects	Artistic Expression, Comic Book, Documentary, Dramatic Performance, Graphic Novel, Illustrated Children's Book, Music Video, Podcast, Poem, Rap Battle, Song, Website.
Taking Informed Action	Understand	Who in the school community needs to have their voice included?
	Assess	What solutions are there, and how feasible are they?
	Act	Write a letter to the local school board advocating for a more diverse group of stakeholders to have a voice in key decisions.

Argument Stems & Rubrics

Stem 1 – The *We* of *We the People* already included everyone when the *U.S. Constitution* was written and has never needed to expand in scope.

5. Mastery – Disputes the counterargument that *We* still needs to expand.
4. Proficient – Explains, with detailed evidence, why *We* was complete in 1800.
3. Competent – Defines *We* in 1800, with limited evidence
2. Emerging – Attempts to define *We* in 1800, but lacks evidence.
1. Unsatisfactory – No evidence or no project turned in.

Stem 2 – The *We* of *We the People* has expanded since the *U.S. Constitution* was written and still must be expanded even more to include one or more still excluded groups.

5. Mastery – Disputes the counterargument that *We* never needed to expand.
4. Proficient – Explains, with detailed evidence, how *We* has expanded since 1800.
3. Competent – Illustrates how *We* has expanded since 1800, with limited evidence
2. Emerging – Attempts to define how *We* has expanded since in 1800, but lacks evidence.
1. Unsatisfactory – No evidence or no project turned in.

Sources Used:

- Staging the Compelling Question
 - [Susan B. Anthony – *Is It a Crime to Vote?*](#)
 - [George Washington – *Letter to the Hebrew Congregation at Newport*](#)
 - [Abraham Lincoln – *Speech at Independence Hall*](#)
- After Period 3 – 1754-1800
 - [U.S. Constitution*](#)
 - [Declaration of Independence](#)
 - [Patrick Henry – *Give Me Liberty or Give Me Death*](#)
- After Period 4 – 1800-1848
 - [William Lloyd Garrison, July 14, 1830, to Ebenezer Dole*](#)
- After Period 5 – 1844-1877
 - [Gettysburg Address*](#)
 - [Abraham Lincoln – *Speech at Independence Hall*](#)
 - [Seneca Falls Declaration of Sentiments](#)
 - [Frederick Douglass – *What to the Slave is the 4th of July?*](#)
 - [*Dred Scott v. Sanford*](#)
 - [Emancipation Proclamation – Preliminary](#)
 - [Emancipation Proclamation – Final](#)
 - [13th Amendment](#)
 - [14th Amendment](#)
 - [15th Amendment](#)
- After Period 6 – 1865-1898
 - [Emma Lazarus – *The New Colossus**](#)
 - [William Jennings Bryan – *Cross of Gold Speech*](#)
 - [Chief Joseph – *I Will Fight No More Forever*](#)
 - [Ida B. Wells – *Lynch Law in All Its Phases*](#)
 - [*Plessy v. Ferguson*](#)
 - [17th Amendment](#)
 - [19th Amendment](#)
 - [Sherman Antitrust Act](#)

- After Period 7 – 1890-1945
 - [Mary M. Bethune – What Does American Democracy Mean To Me?](#) *
 - [Executive Order 9066](#)
 - [Korematsu v. United States](#)
 - [Executive Order 9981](#)
- After Period 8 – 1945-1980
 - [Martin Luther King Jr. – Letter from a Birmingham Jail](#)*
 - [Brown v. Board of Education](#)
 - [Civil Rights Act of 1964](#)
 - [Voting Rights Act of 1965](#)
 - [Equal Rights Amendment](#)
 - [25th Amendment](#)
- After Period 9 – 1980-Today
 - [Amanda Gorman – The Hill We Climb](#)*
 - [Obergefell v. Hodges](#)
 - [Citizens United v. Federal Election Commission](#)