

Humanitas 12<sup>th</sup> Grade Unit  
Government/Economics and English  
Berger and Falls

Civil Society: Individual vs. Community

Social Studies Standards:

**12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**

1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.
5. Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.
6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

**12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.**

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

## Social Studies Objectives:

Students will...

- Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers on the development of American government.
- Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights.
- Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.
- Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.
- Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
- Discuss the individual's legal obligations to obey the law.
- Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
- Describe the reciprocity between rights and obligations.

## English Language Arts Standards:

### 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

### 2.3 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies.
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalization about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

## English Language Arts Objectives:

Students will....

- show an ability to understand main ideas/messages in texts
- write a composition clearly explaining the significance of experiences/events/ideas in texts
- make connections between the events and ideas in literature and what they say about society and/or life
- support a thesis with both facts/text and an explanation of how the facts/text relate to bigger ideas about society and/or life

### Essential Questions:

1. What is the relationship between written ideas and society?
2. What is the proper balance between freedom and social order?
3. How do the concerns and choices of the individual, community and society work together or against each other to realize the values and principles of civil society?

### Texts:

#### English

- 1984 by George Orwell
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#### History

- Government in America: People, Politics, and Policy, Edwards III et al., 1999 (Chapters 1-4)
- The Federalist Papers: A Modern Translation in Parallel Text, Gilbert-Rolfe, 1999 (10, 51, 78)

### Culminating Interdisciplinary Assessment:

After watching the movie 1984, your little brother has been having nightmares. He calls you at college crying because he is afraid that the United States is run in a similar fashion and is paranoid about being watched and controlled. Write a letter to your brother comparing the government in 1984 to the American system that will serve to calm your brother's fears about living in America but, at the same time, point out similarities that are causes for our concern.

In your letter, make sure you...

- Address concerns/fears that you think your brother would have about living in a world like the one in the novel 1984.
- Explain the elements of a civil society, as expressed through the American experience.
- Draw clear connections between these two systems of government, pointing out their similarities and differences.
- Include references to Orwell's 1984 and primary sources such as readings from the Federalists Papers and appropriate text selection from both Social Studies and English.