

Founding Principles Framework

A Tool to Support North Carolina High School Course 4209

American History: Founding Principles, Civics and Economics (AHFPCE)

Disclaimer: *This Cluster is a part of a Founding Principles Framework developed by the North Carolina Department of Public Instruction (NCDPI) and North Carolina teachers currently teaching the course American History: Founding Principles, Civics, and Economics (AHFPCE). Curriculum for this course is not provided by NCDPI. This Founding Principles Framework is intended to serve as a “framework” and resource to help guide social studies educators in the development of strongly aligned curriculum, classroom instruction, and resources for the AHFPCE course.*

CLUSTER 1 The Founding Principles of the United States Government	
DESCRIPTION	<p>The focus of CLUSTER 1 for the <i>American History: Founding Principles, Civics and Economics (AHFPCE)</i> course strongly focuses on the concepts of government and the power, authority, ideas, rights, and principles for which the United States was founded. CLUSTER 1 of this course is intended to provide the background to help students understand the fundamental principles on which the nation of the United States was founded. We have taken the standards that tightly align to the early foundations of United States government and grouped them together to provide a framework for which any local district, school, or classroom teacher may design a curriculum to yield deliberate emphasis on building knowledge and understanding of colonial awareness of self-government, the demand and fight for independence, the origins of an official United States government, and the beginning debates for creating a government upon which citizens and individuals living in the United States will depend on for their freedoms and rights, from 1789 to present day.</p> <p>As students study the eras of colonial settlement through the post-revolutionary America, they should analyze, evaluate, make comparisons between historical, contemporary, and current-day events, issues, and debates. Because this is a “living course” and students along with every citizen of the U.S. live this course each day, the “framework” of Cluster 1 has been compiled with the intent that once the course is over students have acquired a key knowledge and understanding of the creation of the U.S., and its two hundred plus years survival as a democratic nation. For this to occur it is important to understand that this Cluster is not about definitions and terminology. It’s not about identifying and checking off the teaching of the 13 colonies, the Revolutionary War, George Washington, Thomas Jefferson, the Declaration of Independence, and U.S. Constitution. This Cluster is about having an accurate and meaningful understanding of the core principles of U.S. government, the “founding principles” identified by the N.C. General Assembly, key democratic ideals of the U.S., philosophies, values, and beliefs that shaped early American government, and documents essential to the founding of the U.S. government. This Cluster also intends that students have a strong understanding of:</p> <ul style="list-style-type: none"> A. The motivations for why and how the U.S. evolved from colonial possessions to free, independent states governed by a strong central government. B. The power and authority the federal government has to govern as well as its limits, and the many on-going debates of power, authority, and federalism. C. The belief the U.S. government operates based on the idea of <i>consent of the</i>

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	<p><i>governed</i>, and the granting of fundamental individual rights and freedoms to its citizens.</p> <p>The national Center for Civic Education states, “The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy.” The purpose of Cluster 1 is to lay a foundation from which this goal can evolve. In aligning Cluster 1 closely to both the “founding principles” legislation and the N.C. Essential Standards, students’ study of Cluster 1 should allow them to examine deeply and <u>continuously revisit</u> questions such as:</p> <ol style="list-style-type: none"> 1) What purposes should government serve? 2) What are the essential characteristics of limited and unlimited government? Should they change with the times or remain constant? 3) What values and principles are basic to American constitutional democracy? 4) How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution? 5) Is federalism critical to a healthy American democracy? 6) What are property rights and how much power and authority does government have when making decisions about the property rights of citizens? 7) What civic dispositions or traits are important to the preservation and improvement of American constitutional democracy? 8) How are the “public and private collective” doing in upholding the principles upon which the United States was founded? <p>Although the Clusters may be utilized in any order which pleases a classroom teacher, the teaching and learning framed around Cluster 1 should provide a strong and meaningful segue into the study of Cluster 2.</p> <p>Educational research continues to support the reality that it is not only the mastering of content, but also what students should be able to do with that content. The content of Cluster 1 is inseparable from the cognitive and disciplinary skills students need to acquire to be informed, active, and engaged citizens. For example, for citizens to be able to think critically about <i>a government, its structure and function, the individual’s personal and public voice in politics and government, and the relationship all levels of U.S. government play on a global stage</i> they must understand the history and its contemporary relevance, as well as a set of tools or considerations useful in making relevant connections. Cluster 1 establishes the foundation. Keeping this in mind, curriculum developed using Cluster 1 should ask students to evaluate, take, and defend positions, explain the meaning and importance of the U.S. Constitution, evaluate historical and contemporary government and political decisions, events, policies, communications, etc. using such criteria as logical validity, factual accuracy, emotional appeal, distorted evidence, and appeals to bias or prejudice.</p>
ALIGNMENT TO THE FOUNDING PRINCIPLES ACT	<p>This section identifies <u>9 “founding principles”</u>, underlined and in bold print, that tightly align to the intent of study for Cluster 1, which is the foundations of American Government. These 9 principles have been identified from the total list of 13 “founding principles” outlined in the</p>

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	<p>legislation of the Session Law 2015-291 Senate Bill 524.</p> <ul style="list-style-type: none"> a. <u>The Creator-endowed inalienable rights of the people.</u> b. Structure of government, separation of powers with checks and balances. c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u> k. Constitutional limitations on government power to tax and spend and prompt payment of public debt. l. Strong defense and supremacy of civil authority over military. m. Peace, commerce, and honest friendship with all nations, entangling alliances with none.
<p>ALIGNMENT TO THE STANDARDS</p>	<p>The following clarifying objectives have been identified as the objectives that best align to Cluster 1, which has a scope that encompasses the teaching of the causes, events, leadership, and historical figures responsible for leading to, the development of, and the participation in the establishment evolution of the governments of the United States.</p> <p>The teaching of the causes, events, decisions, and historical figures responsible for the eventual founding of the nation should encompass each of these clarifying objectives identified for Cluster 1. Although many of the clarifying objectives listed as essential to the study of Cluster 1 will also be essential to the teaching of other clusters, it is critical that the foundation for the students’ learning progression for the course be established by Cluster 1.</p> <ul style="list-style-type: none"> 1. FP.C&G.1.1 Explain how the <u>tensions</u> over <u>power</u> and <u>authority</u> led America’s founding fathers to develop a constitutional <u>democracy</u> (e.g., mercantilism, salutary neglect, taxation and representation, boycott and protest, independence, American Revolution, Articles of Confederation, Ben Franklin, George Washington, John Adams, Sons of Liberty, etc.). 2. FP.C&G.1.2 Explain how the Enlightenment and other contributing <u>theories</u> impacted the writing of the Declaration of Independence, the US Constitution and the Bill of Rights to help promote <u>liberty</u>, <u>justice</u> and <u>equality</u> (e.g., natural rights, classical theories of government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.). 3. FP.C&G.1.3 Evaluate how debates on <u>power</u> and <u>authority</u> between Federalists and Anti-Federalists have helped shape <u>government</u> in the United States over <u>time</u> (e.g., Hamilton, Jefferson, Madison, Federalist Papers, strong central government, protection of individual rights, Elastic Clause, Bill of Rights, etc.)

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4. **FP.C&G.1.4** Analyze the principles and ideals underlying American democracy in terms of how they promote freedom (i.e. separation of powers, rule of law, limited government, democracy, consent of the governed / individual rights –life, liberty, pursuit of happiness, self- government, representative democracy, equal opportunity, equal protection under the law, diversity, patriotism, etc.).
5. **FP.C&G.1.5** Evaluate the fundamental principles of American politics in terms of the extent to which they have been used effectively to maintain constitutional democracy in the United States (e.g., rule of law, limited government, democracy, consent of the governed, etc.).
6. **FP.C&G.2.3** Evaluate the U.S. Constitution as a “living Constitution” in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence (e.g., precedents, rule of law, judicial review, supremacy, equal protections, “establishment clause”, symbolic speech, due process, right to privacy, etc.).
7. **FP.C&G.2.6** Evaluate the authority federal, state and local governments have over individuals’ rights and privileges (e.g., Bill of Rights, Delegated Powers, Reserved Powers, Concurrent Powers, Pardons, writ of habeas corpus, Judicial Process, states’ rights, Patriot Act, etc.).
8. **FP.C&G.2.7** Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, healthcare, etc.).
9. **FP.C&G.2.8** Analyze America’s two-party system in terms of the political and economic views that led to its emergence and the role that political parties play in American politics (e.g., Democrat, Republican, promotion of civic responsibility, Federalists, Anti-Federalists, Influence of third parties, precincts, “the political spectrum”, straight ticket, canvass, planks, platform, etc.).
10. **FP.C&G.3.4** Explain how individual rights are protected by varieties of law (e.g., Bill of Rights, Supreme Court decisions, constitutional law, criminal law, civil law, Tort, Administrative law, statutory law and international law, etc.).
11. **FP.C&G.3.7** Summarize the importance of the right to due process of law for individuals accused of crimes (e.g., habeas corpus, presumption of innocence, impartial tribunal, trial by jury, right to counsel, right against self-incrimination, protection against double jeopardy, right of appeal).
12. **FP.C&G.3.8** Evaluate the rights of individuals in terms of how well those rights have

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	<p>been upheld by <u>democratic government</u> in the United States.</p> <p>13. FP.C&G.4.2 Explain how the <u>development</u> of America’s <u>national identity</u> derived from <u>principles</u> in the Declaration of Independence, US Constitution and Bill of Rights (e.g., inalienable rights, consent of the governed, popular sovereignty, religious and political freedom, separation of powers, etc.).</p>
GENERALIZATIONS	<p>As you noticed above, the concepts in each clarifying objective listed above have been identified for the reader by underlining them. Many of those concepts have been used to help write the generalizations outlined in this section. So, why are the generalizations important? First, the generalizations are important because under the conceptual framework of the NC Essential Standards for Social Studies we recognize that the generalizations articulate the enduring understandings we want students to realize because of studying a topic. Second, we know that the language of social studies is anchored in individual concepts and conceptual understanding. Third, we know that with concept-based curriculum, we use two or more concepts to come up with broad statements about relationships that can be applied in multiple situations, addressing multiple topics.</p> <p>These generalizations listed for Cluster 1 are, of course, not all the generalizations that can be applied to the study of the Cluster. We indeed, recognize that there are infinite generalizations that can be created to support Cluster 1 and that many teachers may elect to write their own generalizations. The generalizations we have provided represent essential understandings we hope students will acquire as they engage in the study of Cluster 1. These generalizations were selected because they represent major historical or political understandings associated with the founding and development of the United States as well as with the historical, contemporary, and current observance of some of the most fundamental principles of U.S. government.</p> <p>Additional generalizations may be found in the unpacking documents aligned to the standards identified in this cluster.</p> <ol style="list-style-type: none"> 1. Opposing <u>perspectives</u> relating to <u>power</u> and <u>authority</u> may lead to <u>conflict</u> within and among <u>nations</u> and can guide the <u>actions</u> of a nation’s <u>government</u> or result in the development of new <u>governments</u>. 2. <u>Civil disobedience</u> often results from the <u>belief</u> of the <u>individual</u> that the <u>government</u> has a <u>responsibility</u> to protect the rights of <u>individuals</u> within the <u>community</u> or <u>society</u>. (<i>Frequent and free elections in a representative government, rule of law, federalism, due process, Structure of government, separation of powers with checks and</i>

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	<p><u>balances</u>)</p> <ol style="list-style-type: none"> 3. A <u>nation</u> may agree on <u>values</u> and <u>principles</u> philosophically, but disagree on the practical <u>application</u> of those same <u>values</u> and <u>principles</u>. 4. Democratic <u>freedom</u> requires the active <u>participation</u> of a nation's <u>citizens</u>. 5. The <u>interpretation</u> and <u>application</u> of a nation's founding <u>ideals</u> and <u>principles</u> may change over <u>time</u>. (<i>US Constitution, Bill of Rights</i>) 6. Democratic <u>governments</u> often struggle to <u>maintain</u> a <u>balance</u> between the <u>need</u> for <u>authority</u> and the <u>need</u> to limit <u>authority</u>. (<i>Structure of government, rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility</i>) 7. <u>Government responses</u> to contemporary <u>issues</u> can create or defuse <u>controversy</u> depending upon the political, economic, social, or cultural <u>agenda</u> of <u>groups</u> or <u>organizations</u>. 8. The interpretation of a nation's <u>founding documents</u> may limit the <u>role</u> and <u>reach</u> of government in order to protect <u>individual rights</u>. (<i>Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights</i>) 9. <u>Governments</u> have a <u>responsibility</u> to ensure that <u>citizens</u> are aware of their <u>rights</u>, and <u>limitations</u> on their <u>rights</u>, in order to ensure <u>fair</u> and equal <u>treatment</u> under the <u>law</u>. (<i>Rule of law, equal justice under the law, private property rights, due process, individual rights as set forth in the Bill of Rights, individual responsibility</i>) 10. <u>Citizen participation</u> often results in a <u>government</u> which is more responsive to the <u>needs</u> and <u>interest</u> of the <u>people</u>. 11. Multiple <u>perspectives</u> on <u>power</u> and <u>authority</u> often guide the <u>actions</u> of a <u>nation's</u> <u>government</u>. 12. <u>Decisions on power</u> and <u>authority</u> have shaped the <u>government</u> and <u>society</u> over <u>time</u>.
EXAMPLES OF IMPLEMENTING CLUSTER 1 IN THE CLASSROOM	
UNIT EXAMPLES	<p>Click the links below to access some example curriculum developed using the standards, generalizations, and components from the Founding Principles and Student Citizen Act as guiding elements.</p> <p><u>Curriculum Units Aligned to CLUSTER 1</u></p>

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	<ul style="list-style-type: none"> ● A Concept Based Unit “Foundations of American Government” – (This Unit and its six lessons allow for instruction that encompasses the following objectives of Cluster 1 - CE.C&G.1.1, CE.C&G.1.2, CE.C&G.1.3, CE.C&G.1.4, and CE.C&G.4.2) https://drive.google.com/drive/folders/0B3J9-zhzKbU_NmIIQmNOYnNucTg <ol style="list-style-type: none"> 1. A Lesson Plan – Why Have Governments 2. A Lesson Plan – Power in Transition From Monarchy to Democracy 3. A Lesson Plan - When a Government Abuses It’s Power 4. A Lesson Plan – Power From the Consent of the Governed 5. A Lesson Plan – Government Power: From Too Much to Too Little 6. A Lesson Plan – Power of Compromise ● A Concept Based Unit - “Awareness, Action, and Participation” - (This Unit and its six lessons allow for instruction that encompasses the following objectives of Cluster 1 - FP.C&G.1.1, FP.C&G.1.2, FP.C&G.1.3, FP.C&G.1.4, FP.C&G.1.5, FP.C&G.2.3, FP.C&G.2.6, FP.C&G.2.7, FP.C&G.3.4, FP.C&G.3.7, FP.C&G.3.8, FP.C&G.4.2)
LESSON PLAN EXAMPLES	<p><u>Lesson Plans Aligned to CLUSTER 1</u></p> <ul style="list-style-type: none"> ● A Lesson Plan - What Fundamental Ideas About Government Do Americans Share? - by the Center for Civic Education - http://www.civiced.org/resources/curriculum/independence-day-lesson ● A Lesson Plan - 9/11 and the Constitution - by the Center for Civic Education http://www.civiced.org/resources/curriculum/911-and-the-constitution
FOUNDING PRINCIPLES MODULES	<p><u>Bill of Rights Classroom Instructional Modules Aligned to CLUSTER 1</u></p> <ul style="list-style-type: none"> ● Bill of Rights Modules on the NCDPI Social Studies Wiki <ol style="list-style-type: none"> 1. Bill of Rights Module 1 - Individual Responsibility Module 2. Bill of Rights Module 3 - Founding Principles: Representative Government 3. Bill of Rights Module 7 - Private Property 4. Bill of Rights Module 9 - Individual Rights as Set Forth in the Bill of Rights Module
EXAMPLES OF INQUIRY	<p>INQUIRY EXAMPLE #1</p> <p style="text-align: center;">The Federal Government and Your Rights to Communicate</p> <p>This inquiry example is based on the identified elements of CLUSTER 1. <u>Inquiry(ies) Aligned to CLUSTER 1</u></p> <ol style="list-style-type: none"> 1. An Inquiry Based Lesson – <i>The Federal Government and Your Rights to Communicate</i> (See Below)

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(This Unit and its six lessons allow for instruction that encompasses the following objectives of Cluster 1 - **FP.C&G.1.3**, **FP.C&G.1.4**, **FP.C&G.2.6**, **FP.C&G.2.7**, **FP.C&G.3.4**)

The Inquiry Question

Should the federal government have unlimited authority to monitor and control an individual's personal information and what and how they communicate?

Inquiry Connections to the Founding Principles

- a. The Creator-endowed inalienable rights of the people
- f. Private property rights
- i. Individual rights as set forth in the Bill of Rights
- j. Individual responsibility

Inquiry Alignment to the Objectives of Cluster 1

1. **FP.C&G.1.3** Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape government in the United States over time (e.g., Hamilton, Jefferson, Madison, Federalist Papers, strong central government, protection of individual rights, Elastic Clause, Bill of Rights, etc.)
2. **FP.C&G.1.4** Analyze the principles and ideals underlying American democracy in terms of how they promote freedom (i.e. separation of powers, rule of law, limited government, democracy, consent of the governed / individual rights –life, liberty, pursuit of happiness, self- government, representative democracy, equal opportunity, equal protection under the law, diversity, patriotism, etc.).
3. **FP.C&G.2.6** Evaluate the authority federal, state and local governments have over individuals' rights and privileges (e.g., Bill of Rights, Delegated Powers, Reserved Powers, Concurrent Powers, Pardons, writ of habeas corpus, Judicial Process, states' rights, Patriot Act, etc.).
4. **FP.C&G.2.7** Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, healthcare, etc.).
5. **FP.C&G.3.4** Explain how individual rights are protected by varieties of law (e.g., Bill of Rights, Supreme Court decisions, constitutional law, criminal law, civil law, Tort, Administrative law, statutory law and international law, etc.).

Generalization(s) Aligned to this Inquiry

1. Opposing perspectives relating to power and authority may lead to conflict within and among nations and can guide the actions of a nation's government or result in

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the development of new **governments**.

2. A **nation** may agree on **values** and **principles** philosophically, but disagree on the practical **application** of those same **values** and **principles**.
3. Democratic **governments** often struggle to **maintain** a **balance** between the **need** for **authority** and the **need** to limit **authority**. (*Structure of government, rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility*)

Inquiry Description

Teachers experienced in the art of teaching using inquiry understand that inquiry-based learning is more than asking students what they want to know about a topic, issue, or event. They understand that inquiry-based learning is about triggering curiosity. This inquiry is posed to trigger student curiosity about U.S. government authority when it comes to an individual's right to privacy, their right to feel secure in the expression of first amendment rights, and their right to feel protected from government abuse and infringement upon personal rights and freedoms. Because the intent of this inquiry is that students connect the historical foundations of the U.S. government to how the founding principles of government have been used over time and how they might apply to their present-day lives; it is not recommended that this inquiry be used with students until these historical foundations have been taught.

This inquiry assumes the acquisition of background knowledge about the abuses of government in both Europe and the colonies, the ideals, values, and beliefs upon which the colonists rebelled and declared their independence, and the fundamental principles upon which the United States was founded and continues to operate. Teachers choosing to incorporate this inquiry into their instructional plan should do so with the understanding that students should have already been exposed to lessons and assessment that have built their knowledge about colonial settlement in the 13 colonies, the laws, acts, and regulations passed by European authorities upon the colonists in North America, and how the abuses that colonial Americans felt they experienced at the hands of the European government authority impacted the articulation of beliefs and practice outlined in many of the founding documents of this nation.

Staging the Inquiry

Introduce this inquiry by doing the following:

Discuss the concept of privacy by pairing students together and giving each pair, a situation describing a current event or situation involving a question of privacy in the following areas (internet, email, social media, U.S. postal mail, telephone/cell phone, personal residence, school locker, hospital/medical records, voting, private conversation, written information about an individual, spoken information about an individual, and personal computer).

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	<p><u>The Compelling and Supporting Questions</u></p> <p>This inquiry exemplar is built around one compelling question and six supporting questions. The section immediately following these questions demonstrates how each of the six supporting questions can be used to give students practice with making real-world connections to the application of various “founding principles” aligned to Cluster 1. Each supporting question has a suggested task and one or more sources to help the student analyze or investigate information as they perform the task.</p> <p>The Compelling Question:</p> <p><i>As a means of providing for national security, should the Federal government have unlimited authority to monitor your social media activity, have access to your e-mail accounts, library records, and other personal information?</i></p> <p>Supporting Questions:</p> <ol style="list-style-type: none"> 1. In what ways did the British government’s needs to maintain order and security clash with the American colonists’ needs to protect their individual rights and practice of self-government? 2. What actions taken by the British parliament and the English officials in the colonies demonstrate actions the American colonists viewed as abuses? 3. What have been some historical issues involving first amendment freedoms, privacy, individual rights, and government power and authority? 4. What types of laws have been passed in response to issues of free speech and free press and individual privacy? How have the following two issues been handled legislatively and judicially, in the past 75 years? 5. What power or authority does the Federal government have over communication in the United States (e.g., speech, press, expression, internet, telephone, etc.)? 6. If the U.S. government were to exhibit total control over the internet, communications, cellular phone use, and other forms of communication what are at least two Constitutional principles you believe would be violated? Explain. What are two countries the U.S. government would be behaving similarly in exhibiting this total control? 	
	<p><u>Supporting Question 1</u></p> <ol style="list-style-type: none"> 1. In what ways did the British government’s needs to maintain order and security clash with the American colonists’ needs to protect 	<p><u>Supporting Question 2</u></p> <ol style="list-style-type: none"> 2. What actions taken by the British parliament and the English officials in the colonies demonstrate actions the American colonists viewed as abuses?

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	<p style="text-align: center;">their individual rights and practice of self-government?</p> <p>Student Task Create a chart listing 1) Ways the British tried to maintain order, control, and security in the colonies and 2) Why the American colonists saw each thing you list as a violation of their rights and freedoms.</p> <p>Sources American Civil Liberties Union</p> <ul style="list-style-type: none"> Your rights to privacy https://www.aclu.org/your-right-privacy 	<p>Student Task Using the Declaration of Independence, develop a flow chart listing at least 10 grievances and what the American colonists felt were the causes of or reasons for those grievances.</p> <p>Sources</p> <ul style="list-style-type: none"> The Declaration of Independence Video “What Caused the American Revolution” The Gilder Lehrman Institute of American History. (Teachers will need to have a login to access this resource. Teachers may get a FREE login by subscribing. Here is the quick link to subscribe Click here . American Revolutionary War Pamphlets - Digital Exhibition produced by Alison Conner, 2013
	<p>Supporting Question 3 3. What have been some historical issues involving first amendment freedoms, privacy, individual rights, and government power and authority?</p> <p>Student Task Create three timelines representing each of the following windows of time: 1) 1700 -1820 2) 1820 -1920 3) 1920 – Present. Each timeline should illustrate at least one issue or event involving a first amendment freedom, at least one issue involving privacy, one issue involving individual rights, and at least one event or issue involving a question of government power and authority when it comes to individual rights. Annotate the events you document on each timeline.</p> <p>Sources</p> <ul style="list-style-type: none"> American Civil Liberties Union <ul style="list-style-type: none"> Your rights to privacy https://www.aclu.org/your-right-privacy 	<p>Supporting Question 4 4. What types of laws have been passed in response to issues of free speech and free press and individual privacy? How have the following two issues been handled legislatively and judicially, in the past 75 years?</p> <ol style="list-style-type: none"> issue of first amendment rights of speech and press versus government authority issue of privacy versus government authority <p>Student Task</p> <ol style="list-style-type: none"> List one legislative quote and one judicial quote made by an official about a major issue, debate, or case concerning first amendment rights of speech or press that has occurred within the last 75 years. Then describe how each relates to the intent of either the Creator-endowed inalienable rights of the people, individual rights as set forth in the Bill of Rights, or both. List one legislative quote and one judicial quote made by an official about a major issue, debate, or case concerning individual rights privacy that

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	<p>privacy</p> <ul style="list-style-type: none"> ● A Right To Privacy History Privacy Torts and the First Amendment http://www.shmoop.com/right-to-privacy/fourth-amendment-students.html <ul style="list-style-type: none"> ○ The Fourth Amendment & Students http://www.shmoop.com/right-to-privacy/fourth-amendment-students.html ● New York Times Articles <ul style="list-style-type: none"> ○ How Privacy Vanishes Online http://www.nytimes.com/2010/03/17/technology/17privacy.html ○ Major Ruling Shields Privacy of Cellphones Supreme Court Says Phones Can't Be Searched Without a Warrant http://www.nytimes.com/2014/06/26/us/supreme-court-cellphones-search-privacy.html?_r=0 	<p>has occurred within the last 75 years. Then describe how each relates to the intent of either the Creator-endowed inalienable rights of the people, individual rights as set forth in the Bill of Rights, or both.</p> <p>Sources</p> <ul style="list-style-type: none"> ● Administrative Office of the United States Courts “What Does Free Speech Mean?” http://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/what-does ● A Right To Privacy History Privacy Torts and the First Amendment http://www.shmoop.com/right-to-privacy/fourth-amendment-students.html ● Los Angeles Times Articles <ul style="list-style-type: none"> ● Current and pending case “Supreme Court case pits privacy rights against Internet data brokers” http://www.latimes.com/nation/la-na-supreme-court-data-privacy-20151102-story.html
	<p>Supporting Question 5</p> <p>5. What power or authority does the Federal government have over communication in the United States (e.g., speech, press, expression, internet, telephone, etc.)?</p> <p>Student Task List the authority the federal government has in the area of communications. Then write a brief paragraph describing what the federal</p>	<p>Supporting Question 6</p> <p>6. If the U.S. government were to exhibit total control over the internet, communications, cellular phone use, and other forms of communication what are at least two Constitutional principles you believe would be violated? Explain. What are two countries the U.S. government would be behaving similarly in exhibiting this total control?</p> <p>Student Task Prepare a point – counterpoint paper debating the dynamics of a U.S. government totally controlling all forms of communications of its citizens.</p>

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	<p>government does not have explicit authority over when it comes to communications.</p> <p>Sources</p> <ul style="list-style-type: none"> Department of Homeland Security/Civil Rights and Civil Liberties The Communications Act of 1934 https://it.ojp.gov/PrivacyLiberty/authorities/statutes/1288 	<p>Sources</p> <ul style="list-style-type: none"> The Constitution The Bill of Rights Washington Post Article: How Government is Trying to Control What you Think, Is this New Propaganda? https://www.washingtonpost.com/posteverything/wp/2015/09/24/the-new-propaganda-how-the-american-government-is-trying-to-control-what-you-think/?utm_term=.7982bbf76154 Congress.Gov H.R.2048 - USA FREEDOM Act of 2015 https://www.congress.gov/bill/114th-congress/house-bill/2048/text The Atlantic Article "Defining the 'We' in the Declaration of Internet Freedom" http://www.theatlantic.com/technology/archive/2012/07/defining-the-we-in-the-declaration-of-internet-freedom/259485/ The First Amendment Center - Internet & First Amendment overview (The First Amendment Center serves as a forum for the study and exploration of free-expression issues, including freedom of speech, of the press and of religion, and the rights to assemble and to petition the government.) http://www.firstamendmentcenter.org/internet-first-amendment-overview
	<p><u>Summative Performance Assessment</u></p> <p>Give the following to the student as their instruction and description of the assignment they are to perform and be assessed for knowledge and understanding after having been taught and engaged in the inquiry above.</p> <ul style="list-style-type: none"> <u>The Summative Assessment</u> You are a member of congress. You know that the Department of Homeland Security has implemented strong privacy as well as civil rights and civil liberties standards into all its cybersecurity programs and initiatives. You however, must decide what to do about a proposal to allow the federal government to be able to obtain information from personal cellular and internet accounts of citizens as a part of random national security checks. The proposal wants the government to have the authority to be able to have complete access, at any time, to individual citizen accounts and conversations, no matter what. You must prepare a report detailing your position on the proposal. What will your position be on this proposal, on 	

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what founding principles, values, and beliefs do you base your position, and how does your position maintain a balance for the need for government to have authority to obtain this information and the need to ensure the Constitutional protection of individual rights?

- **Extension Opportunities**

Create a teacher made classroom Blog or Online Forums/Discussion Boards using an online Web 2.0 tool such as [Class Blogmeister](#), [Collaborative Classroom](#), [Chalkup](#), etc. Post the following two short articles “[Keep it Secret. Keep US Safe](#)” and “[New Perspectives Symposium: Inventing the Surveillance Society](#)” into the blog and have students respond to the following question “**WHAT DO YOU THINK ABOUT THE STORY?**” Require each student who decides to do the extension to respond to at least 1 person. Make it fun and make only one Blog or Forum and have all classes respond into the one Blog or Forum.

Resources for the Extension:

1. *October 23, 2013 by Laurel Belman. (n.d.). Keep It Secret. Keep US Safe. Retrieved February 07, 2017, from <http://invention.si.edu/keep-it-secret-keep-us-safe>*
2. *8, 2. D. (n.d.). New Perspectives Symposium: Inventing the Surveillance Society. Retrieved February 07, 2017, from <http://invention.si.edu/new-perspectives-symposium-inventing-surveillance-society>*

Why should teachers consider having students engage in extension assignments or tasks?

Extension is needed for growth. Extension activities extend the learning of the lesson. Extension activities can be done in small groups or by a single student. For gifted students extension can and should be challenging. For struggling students extension can and should reinforce skills.(2014)

Citation Source: Enrichment vs. Extension In the Regular Classroom. (2014, April 04). Retrieved February 07, 2017, from <https://ramblingsofagiftedteacher.wordpress.com/2014/04/04/enrichment-vs-extension-in-the-regular-classroom/>

Taking Informed Action (TIA)

Based on the Inquiry Design Model (IDM) teachers focus on three components when planning a TIA for students - **1)** The understanding (connection to a generalization), **2)** how it will be assessed, and **3)** the action. The following is a suggestion for a TIA assignment after the completion of this *Inquiry*.

1. **Understand:**

Research the internet for propaganda posters for both sides of the privacy issue.

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Copy and save at least 3 propaganda posters that support the side you favored in the proposal you wrote for your summative performance assessment.

- **Connected to Generalization: Democratic governments often struggle to maintain a balance between the need for authority and the need to limit authority.**

2. Assess:

Summarize why the propaganda posters you have chosen to support your proposal and why there are effective propaganda tools and why they may or may not have effects that might be dangerous to citizens.

3. Act:

Blogs may be used to promote awareness about political and social issues. It is simply information sharing about any subject or can be simply to engage in the passion for writing. Collaborate with class members to start a class blog focused on finding, exposing, and discussing media images, commercials, PSA announcements, video trailers, etc. you feel have the potential to threaten the privacy rights of Americans in one of these areas - social media, phone, email.

Resources Teachers Can Use to Help Teach This Inquiry

1. **The Learning Network** - The Learning Network is a blog that provides daily resources for teaching and learning with The New York Times, including lesson plans, questions for writing and discussion, quizzes, monthly contests and more. Each resource is connected to an "op ed" article appearing in the New York Times.

- a. Article The Internet vs. the First Amendment

http://www.nytimes.com/learning/teachers/featured_articles/19990429thursday.html

- b. Lesson Plans by The Learning Network: Teaching and Learning with the New York Times

<http://learning.blogs.nytimes.com/?s=The+Internet+vs.+the+First+Amendment>

- c. Teaching About Cybersecurity: Taking Steps to Improve Online Safety and Prevent Data Breaches

<http://learning.blogs.nytimes.com/?s=cybersecurity+and+privacy>

- d. Cyberwar: How Digital Threats Are Redefining National Security

<http://learning.blogs.nytimes.com/2013/04/16/cyberwar-how->

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[digital-threats-are-redefining-national-security/#more-129846](http://www.shmoop.com/public/about_us/digital-threats-are-redefining-national-security/#more-129846)

2. **Shmoop** - Shmoop is a digital resource with a section for educators that provides resources for teaching civics, literature, and other topics. Shmoop features educational materials to help teens understand a variety of topics, including U.S. history and civics. The site's real strength is in its presentation. Instead of just offering endless pages of content, Shmoop breaks subjects down in fun ways. The site's learning resources are legitimate and the site prides itself in having Ph.D. and Masters students from schools like Stanford and Harvard write much of the conversational content, which is peppered with pop culture references. http://www.shmoop.com/public/about_us/

Artifacts Students Can Use to Investigate the Inquiry

1. American Bar Association Briefs
 - a. Cell Phones Are Essential Tools of Self-expression and Modern Journalism
http://www.americanbar.org/content/dam/aba/publications/supreme_court_preview/briefs-v3/13-132and13-212_amicus_pet_press_photog.authcheckdam.pdf
2. American Civil Liberties Union
 - Your rights to privacy <https://www.aclu.org/your-right-privacy>
3. A Right To Privacy History
 - Privacy Torts and the First Amendment
<http://www.shmoop.com/right-to-privacy/fourth-amendment-students.html>
 - The Fourth Amendment & Students <http://www.shmoop.com/right-to-privacy/fourth-amendment-students.html>
4. New York Times Articles
 - How Privacy Vanishes Online
<http://www.nytimes.com/2010/03/17/technology/17privacy.html>
 - *Major Ruling Shields Privacy of Cellphones* Supreme Court Says Phones Can't Be Searched Without a Warrant
http://www.nytimes.com/2014/06/26/us/supreme-court-cellphones-search-privacy.html?_r=0

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5. Video "What Caused the American Revolution" [The Gilder Lehrman Institute of American History](#). (Teachers will need to have a login to access this resource. Teachers may get a FREE login by subscribing. Here is the quick link to subscribe [Click here](#) .
6. American Revolutionary War Pamphlets - [Digital Exhibition produced by Alison Conner, 2013](#)
7. Administrative Office of the United States Courts
 - "What Does Free Speech Mean?" <http://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/what-does>
8. Los Angeles Times Articles - Current and pending case "*Supreme Court case pits privacy rights against Internet data brokers*"
<http://www.latimes.com/nation/la-na-supreme-court-data-privacy-20151102-story.html>
9. Department of Homeland Security/Civil Rights and Civil Liberties - The Communications Act of 1934
<https://it.ojp.gov/PrivacyLiberty/authorities/statutes/1288>
10. The National Archives - The Declaration of Independence -
<https://www.archives.gov/founding-docs/declaration-transcript>
11. The National Archives - The Constitution -
<https://www.archives.gov/founding-docs/constitution-transcript>
12. The National Archives - The Bill of Rights -
<https://www.archives.gov/founding-docs/bill-of-rights-transcript>
13. Washington Post Article: How Government is Trying to Control What You Think, Is this New Propaganda?
https://www.washingtonpost.com/posteverything/wp/2015/09/24/the-new-propaganda-how-the-american-government-is-trying-to-control-what-you-think/?utm_term=.7982bbf76154
14. Congress.Gov - H.R.2048 - USA FREEDOM Act of 2015
<https://www.congress.gov/bill/114th-congress/house-bill/2048/text>
15. The Atlantic Article - "Defining the 'We' in the Declaration of Internet Freedom"
<http://www.theatlantic.com/technology/archive/2012/07/defining-the-we-in-the-declaration-of-internet-freedom/259485/>

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	<p>16. The First Amendment Center - Internet & First Amendment overview (The First Amendment Center serves as a forum for the study and exploration of free-expression issues, including freedom of speech, of the press and of religion, and the rights to assemble and to petition the government.) http://www.firstamendmentcenter.org/internet-first-amendment-overview</p> <p>INQUIRY EXAMPLE #2</p> <p><u>The Inquiry Question</u> Is the act of civil disobedience ever justified in a democratic society?</p> <p><u>Inquiry Connections to the Founding Principles</u></p> <ul style="list-style-type: none"> a. The Creator-endowed inalienable rights of the people c. Frequent and free elections in a representative government f. Private property rights i. Individual rights as set forth in the Bill of Rights j. Individual responsibility <p><u>Inquiry Alignment to the Objectives of Cluster 1</u></p> <ol style="list-style-type: none"> 1. FP.C&G.1.1 Explain how the tensions over power and authority led America’s founding fathers to develop a constitutional democracy (e.g., mercantilism, salutary neglect, taxation and representation, boycott and protest, independence, American Revolution, Articles of Confederation, Ben Franklin, George Washington, John Adams, Sons of Liberty, etc.). 2. FP.C&G.1.2 Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution, and the Bill of Rights to help promote liberty, justice and equality (e.g., natural rights, classical theories of government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.). 3. FP.C&G.1.4 Analyze the principles and ideals underlying American democracy in terms of how they promote freedom (i.e. separation of powers, rule of law, limited government, democracy, consent of the governed / individual rights – life, liberty, pursuit of happiness, self- government, representative democracy, equal opportunity, equal protection under the law, diversity, patriotism, etc.). 4. FP.C&G.2.7 Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, healthcare, etc.). 5. FP.C&G.3.8 Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the United States.
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Cluster 1 Generalization(s) Aligned to this Inquiry

1. Civil disobedience often results from the belief of the individual that the government has a responsibility to protect the rights of individuals within the society. (Frequent and free elections in a representative government, rule of law, federalism, due process, Structure of government, separation of powers with checks and balances)
2. Democratic freedom requires the active participation of a nation's citizens.
3. Citizen participation often results in a government which is more responsive to the needs and interest of the people.

Purpose of this Inquiry

The intent of this inquiry is to have students analyze the importance of active civic participation, particularly civil disobedience, when they are concerned that the government is not being responsive to their voice.

This inquiry is intended to be taught in conjunction with the colonists' movement towards revolution. Students will examine historical, as well as modern day acts of civil disobedience as they delve into the question "Is the act of civil disobedience ever justified in a democratic society?" and come up with a response(s) supported with examples and information from their learning and the resources each supporting question will ask them to consider. Students will examine historical, as well as modern day acts of civil disobedience with the purpose of comparing and contrasting citizens' actions towards a lack of government responsiveness. Students will then analyze the information they have collected to answer the inquiry question.

Staging the Inquiry

Introduce this inquiry by doing the following:

Allow students 5-7 minutes to free write about an issue that they feel strongly about. This could be gun control, abortion, climate change, etc. Then discuss with students whether they would be willing to break a law in protest of a law against the issue.

The Compelling and Supporting Questions

This inquiry exemplar is built around one compelling question and four supporting questions. The section immediately following these questions demonstrates how each of the four supporting questions can be used to give students practice with making real-world connections to the application of various "founding principles" aligned to Cluster 1. Each supporting question has a suggested task and one or more sources to help the student analyze or investigate information as they perform the task.

Compelling Question

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	<p>Is the act of civil disobedience ever justified in a democratic society?</p> <p><u>Supporting Questions</u></p> <ol style="list-style-type: none"> 1. Are there certain qualities and characteristics typically desired of citizens living in countries that practice democracy found in the US? 2. What is civil disobedience and how might it be carried out? 3. In what ways did the events leading to tensions between the colonists and Great Britain exemplify what history has come to see as demonstrations of civil disobedience? 4. What are some historical and contemporary reasons that citizens have felt the need to protest government or government decisions? 	
	<p>Supporting Question 1</p> <ol style="list-style-type: none"> 1. Are there certain types of citizens needed in a democratic society? <p>Student Task Identify activities performed by “good” citizens. Read the essay, “What types of citizen does a democracy need?” Categorize your list of activities as either personally responsible, participatory or justice oriented citizens.</p> <p>Sources The DBQ Project: Mini-Qs in Civics https://www.dbqproject.com/product-category/mini-qs/civics/</p>	<p>Supporting Question 2</p> <ol style="list-style-type: none"> 1. What is civil disobedience and how might it be carried out? <p>Student Task Using the video resource on Civil Disobedience develop a visual organizer that illustrate at least 4 types of civil disobedience and at least 6 examples of civil disobedience being carried out in the U.S. between 1800 and present day. DO NOT USE ANY EXAMPLE USED IN THE VIDEO. For example, your visual might illustrate the “sit-in” as a type of civil disobedience, but you cannot use the Greensboro Sit-Ins as one of your examples of how sit-ins have been used in the U.S.</p> <p>Sources http://study.com/academy/lesson/what-is-civil-disobedience-definition-actsexamples.html Note: This source requires an account and a login.</p>
	<p>Supporting Question 3</p> <ol style="list-style-type: none"> 1. What actions of Great Britain led to the colonist’s agreement to a revolution? <p>Student Task Create a timeline of no less than 10</p>	<p>Supporting Question 4</p> <ol style="list-style-type: none"> 1. What are some historical and contemporary reasons that citizens have felt the need to protest government or government decisions? <p>Student Task After choosing a historical figure that participated</p>

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	<p>events that caused tensions between the colonists and Great Britain. Qualify each event by providing a description of how the event was a demonstration of civil disobedience.</p> <p>Sources http://www.historyisfun.org/wpcontent/uploads/2014/03/RoadtoRevolution.pdf</p>	<p>in civil disobedience from a provided list of choices, research the figure and answer the following questions:</p> <ol style="list-style-type: none"> 1. What were they protesting? 2. How did they break the law? 3. Why did they choose to break the law? 4. What impact did their actions have? 5. How does their action(s) show civil disobedience? 6. Was their act of civil disobedience justifiable in a democratic society? <p>Now choose, from a teacher provided list, a contemporary figure, or group, that has recently participated in civil disobedience and answer the same questions. (modified from a PBS lesson plan)</p> <p>Sources http://d3i6fh83elv35t.cloudfront.net/newshour/extra/wpcontent/uploads/sites/2/2014/03/civildisquotes2.pdf</p>
	<p><u>Summative Performance Assessment</u></p> <p>Give the following to the student as their instruction and description of the assignment they are to perform and be assessed for knowledge and understanding after having been taught and engaged in the inquiry above. The assessment aligns to the following generalization:</p> <ol style="list-style-type: none"> 1. Civil disobedience often results from the belief of the individual that the government has a responsibility to protect the rights of individuals within the society. <u>(Frequent and free elections in a representative government, rule of law, federalism, due process, Structure of government, separation of powers with checks and balances)</u> <p><u>The Assessment:</u></p> <p>You will participate in a debate. You must be prepared to debate either side of the argument, “Civil disobedience is never justified in a democratic society.” Prior to the debate, you must turn in a written opening statement, 3 debate points and 3 counter points. Your argument (opening statement) should be based on evidence (debate points) from prior tasks and inquiry questions. Remember that you are making an argument and supporting your points with evidence. It is also important that you think about the opposing argument and be prepared to counter that argument with evidence.</p> <p><u>Additional Resources Teachers Can Use to Help Teach This Inquiry</u></p> <ul style="list-style-type: none"> • The DBQ Project: Mini-Qs in Civics <ol style="list-style-type: none"> 1. http://study.com/academy/lesson/what-is-civil-disobedience-definition- 	

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	<p>actsexamples.htm</p> <ol style="list-style-type: none"> http://www.historyisfun.org/wpcontent/uploads/2014/03/RoadtoRevolution.pdf http://d3i6fh83elv35t.cloudfront.net/newshour/extra/wpcontent/uploads/sites/2/2014/03/civildisquotes2.pdf
<p>ADDITIONAL RESOURCES</p>	<p>Websites</p> <ul style="list-style-type: none"> • “Believing Game Activity” This could be used as a hook or introduction activity: http://www.morningsidecenter.org/teachable-moment/lessons/teaching-critical-thinking-believing-game-doubting-game • Walden and “Civil Disobedience” Teacher’s Guide: Great source to expand the inquiry but requires an account. https://www.teachervision.com/religion-and-philosophy/walden-civildisobedience-teachers-guide • Teaching Tolerance: The Non-Violence lesson in this resource would be a great addition to the inquiry if you wanted to take more time with it. http://www.tolerance.org/sites/default/files/kits/A Time for Justice Teachers Guide.pdf <p><u>The Founding Principles Modules created by the National Bill of Rights Institute</u></p> <p>Module 1: Individual Responsibility Module 2: Inalienable Rights Module 3: Representative Government Module 4: Separation of Powers and Checks and Balances Module 5: Federalism Module 6: Rule of Law Module 7: Private Property Module 8: Due Process Module 9: Individual Rights Module 10: Equal Protection</p> <p><u>Video Resources Specifically Cataloged for Civic Education</u></p> <ul style="list-style-type: none"> • The YouTube Channel of the Center for Civic Education – This is the official YouTube channel of the Center for Civic Education. It is a nonprofit educational organization devoted to promoting an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries. Teachers using this resource will find videos about topics important to the study of civics and government. Key to this resource is the ability to find in-depth videos about the fundamental principles of democracy and representative government. https://www.youtube.com/user/DigitalCivics/videos?nohtml5=False <ul style="list-style-type: none"> ○ An example of a video resource aligned to Cluster #1 is “The Philosophical Foundation of Representative Democracy” - https://www.youtube.com/watch?v=-DUGc9x_d1E

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	<p><u>Ideas for Taking Informed Action</u></p> <ul style="list-style-type: none">• Practicing Citizenship: Taking Informed Action. (2016, October 25). Retrieved February 07, 2017, from http://www.c3teachers.org/practicing-citizenship-taking-informed-action/ C3 teacher Carly Muettertides, a high school teacher in Kentucky summed up the TIA in simple but very clear and understandable language. Carly states that Taking Informed Action (TIA) occurs at the end of an inquiry, but that doesn't mean you should consider leaving it off. Participating in a TIA activity allows students to deepen their understanding of the connections between our topic and their lives.(2016)• Taking Informed Action Forum Posts http://www.c3teachers.org/category/taking-informed-action/
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