

EVIDENCE OF UNDERSTANDING

GOVERNMENT



The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.

We appreciate our sponsors:



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GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:

- Resources are now an Open Education Resource (OER) “book” format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students’ mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. **This is a major change.**
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE OKLDR



The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.



Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just “skim the surface” learning.



Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the “supplies box.”



In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

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As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

THE POWERS OF GOVERNMENT

TYPES OF GOVERNMENT



USG.1.1 Compare the essential characteristics of limited versus unlimited governments.

USG.1.2 Compare historic and contemporary examples of unlimited governments to examples of limited systems.



Evidence of Understanding

Students will demonstrate their understanding of characteristics of limited versus unlimited governments by providing specific examples of each.



Digital Tools

- *Mind Mapping Application* - Venn Diagram, ReadWriteThink, Popplet, Padlet, Simple Mind + Mind Mapping, Post-It
- *Game Website* - Quizlet, Match the Memory, Drimify



In Practice

- Students will brainstorm on a mind mapping application about what they already know about types of governments and limited vs unlimited governments.
- Students will create a game using an online website.
- Students will connect a limited or unlimited government to a form of government and/or country that has that government (for example: Limited Government, Democracy, the United States of America).

TRIBAL GOVERNMENT



USG.3.3 Summarize and explain the relationships and the responsibilities among national, state, tribal, and local governments.

USG.3.4 Explain that tribal sovereignty is a tribal nation's inherent power to self-govern, such as challenges made regarding the Major Crimes Act.

USG.3.5 Analyze how the Commerce Clause established the initial constitutional relationship between the Indian tribes and the United States government.



Evidence of Understanding

Students will demonstrate understanding of tribal governments and their relationship to other governments by creating a virtual gallery walk with specific topical information using a digital tool.



Digital Tools

- *QR Code Generator* - [QR Code Generator](#), [QR Stuff](#)
- *QR Code Reader* - [Scan](#)
- *AR Creator* [Zappar](#), [ARmakr](#)
- *Augmented Reality App* - [Solar System Builder AR](#), [HP Reveal](#)



In Practice

- Students will be given a specific topic of information to become an expert over.
- Students will create a QR code or AR image and link their notes/information that they learned about the specific topic that they were given.
- Students will go on a digital gallery walk to learn about the topics that other students had in the classroom.

UNITED STATES CONSTITUTION



USG.2.1 Summarize the major documents contributing to the formation of constitutional government in the United States, including the Magna Carta, the Mayflower Compact and the English Bill of Rights.

USG.2.2 Identify the central ideas and importance of the concept of inalienable rights, including life, liberty and the pursuit of happiness, the social contract, and the grievances stated in the Declaration of Independence and reflected in the Constitution of the United States.

USG.2.3 Evaluate the necessity of a written constitution to set forth enumerated powers, to organize government, and to distribute powers among the three branches of government, the states, and the people.

USG.2.5 Analyze the constitutional amendment process including the 27 amendments to the Constitution of the United States.

USG.4.1 Explain the purposes of government expressed in the Preamble and how the Constitution of the United States preserves the core principles of American society.



Evidence of Understanding

Students will exhibit their understanding of the United States Constitution by collecting pictures and briefly describing the major documents that helped form the constitutional government. They will then create a promotional video encouraging the founding fathers to ratify the United States Constitution.



Digital Resources

- *Video Editor* - [Clips](#), [WeVideo](#), [iMovie](#)
- *Search Engine* - [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), [KidRex](#)
- *Photo Editor* - [Pic Collage](#), [Adobe Spark](#), [Canva](#), [Piktochart](#)



In Practice

- Students will collect pictures using a search engine application of the Magna Carta, Mayflower Compact, English Constitution, and United States Constitution.
- Students will use a photo editor application to add a brief description of those documents.
- Students will create a promotional video encouraging the founding fathers to support the ratification of the United States Constitution using a video editor application.

FEDERALISM



USG.1.3 Compare the advantages and disadvantages of the ways governmental power is distributed, shared and structured in unitary, federal and confederal systems in terms of effectiveness, prevention of abuse of power and responsiveness to the popular will.

USG 1.4 Compare the role of government in market and command economic systems.

USG.2.4 Compare the points of view toward the structure and powers of government as expressed in the Federalist Papers, authored by Madison, Hamilton and Jay, as well as the writings of the Anti-Federalists.

USG.3.1 Examine the American system of federalism and evaluate the changes that have occurred in the relationship between the states and the national government over time.

USG.3.2 Analyze the system of federalism including the

- A. enumerated(express)powers
- B. implied powers
- C. powers denied to the national government
- D. reserved powers to the states
- E. concurrent powers.



Evidence of Understanding

Students will demonstrate their understanding of federalism by determining whether statements are Federalist or Anti-Federalist by sorting the statements using a mind mapping application.



Digital Resources

- *Mind Mapping* - [Padlet, Post-It](#)
- *Interactive poster* - [Glogster, Thinglink](#)



In Practice

- Students will be given a list of statements which they will add to their mind mapping application.
- Through that mind mapping application, students will sort each statement under Federalist or Anti-Federalist category.
- Students will choose which side they support and create a poster using an interactive application.

SEPARATION OF POWERS



USG.3.6 Explain how power is separated as well as shared under the American system including the

- A. system of separation of powers
- B. system of checks and balances
- C. principle of judicial review.

USG.4.2 Examine the structure, functions, and authority exercised by the executive, legislative, and judicial branches of government.

- A. Identify the constitutional qualifications for holding public office and the terms of office, including the composition of Congress, the Supreme Court, and the executive branch.
- B. Explain the steps of the legislative process, including the role of Congress and the president.
- C. Explain the role of the executive branch, including the function of the bureaucracy in implementing public policy.
- D. Identify the issues and describe the significance of landmark Supreme Court decisions including *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *United States v. Nixon* (1974), *Bush v. Gore* (2000), and *Citizens United v. F.E.C.* (2010)
- E. Examine how government exercises its authority in real world situations including current issues and events.



Evidence of Understanding

Students will show evidence of understanding by constructing cartoons that show the functions of the three branches of government using a story telling application.



Digital Resources

- *Mind Mapping* - Post-It
- *Story Telling Application* - Puppet Pals, Powtoon, Make Meme, Toontastic 3D



In Practice

- Students will use the Post-It application to list and organize the characteristics and responsibilities of each branch of government.
- Students will create a cartoons showing the characteristics and responsibilities of each branch of government.

CIVIC RESPONSIBILITY

INDIVIDUAL RIGHTS



USG.3.7 Evaluate the importance of the rule of law on the purposes and functions of government; explain how the rule of law provides for the protection of individual liberties, including due process and equality under the law.

USG.3.8 Analyze the concept of popular sovereignty, including the government's responsibility to legitimize majority rule while protecting minority rights.

USG.3.9 Analyze the rights and liberties guaranteed to all citizens in the Bill of Rights and how they are protected at the state level through the doctrine of incorporation using the 14th Amendment.

USG.3.10 Analyze historic and contemporary examples of landmark Supreme Court decisions which have addressed and clarified individual rights under the First Amendment, including

- A. *Gitlow v. New York* (1925)
- B. *West Virginia v. Barnette* (1943)
- C. *Engel v. Vitale* (1962)
- D. *Tinker v. Des Moines* (1969)
- E. *Texas v. Johnson* (1989)

USG.3.11 Analyze historic and contemporary examples of landmark Supreme Court cases which have specified individual rights of due process under the Constitution, including:

- A. *Mapp v. Ohio* (1961)
- B. *Gideon v. Wainwright* (1963)
- C. *Miranda v. Arizona* (1966)

D. Roe v. Wade (1973)

E. Furman v. Georgia (1972).



Evidence of Understanding

Students will demonstrate understanding of individual rights through reporting on supreme court cases and amendments.



Digital Resources

- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Video Editor* - Clips, Do-Ink, WeVideo, iMovie



In Practice

- Students will research their assigned court cases and use a word processing application to write a news report expressing both sides of the case in an objective manner.
- Students will record a news segment using a video editor application based off of their written report.

NATURALIZATION



USG.5.2 Explain the naturalization process under the laws of the United States.



Evidence of Understanding

Students will be able to demonstrate the process of becoming a US citizen by creating a video from the point of an immigrant explaining the naturalization process.



Digital Resources

- *Story Telling Application* - [Book Creator](#), [Pages](#), [Write About This](#), [Google Docs](#)
- *Graphic Organizers Application* - [Graphic Organizer](#), [Inspiration Maps](#)



In Practice

- Students will create a graphic organizer using a graphic organizer application to outline the naturalization process.
- Students will create a video using a storytelling application explaining the naturalization process from the point of view of an immigrant. They must also include why they wanted to become a citizen and what they can now do as US citizen.

CIVIC DUTIES



USG.5.1 Define civic virtue and explain the individual's duty and responsibility to participate in civic life by voting, serving on juries, volunteering within the community, running for office, serving on a political campaign, paying state and federal taxes prior to the April 15th annual deadline, and respecting legitimate authority.

USG.5.3 Analyze how our system of government provides citizens opportunities to monitor and influence the actions of the government and hold elected officials accountable.



Evidence of Understanding

Students will demonstrate their understanding of civic duties by producing a presentation using a video editor application or presentation application to share with peers/lower grade levels which will cumulate in a Civics Responsibility Day.



Digital Resources

- *Video Editor* - [Clips](#), [WeVideo](#), [iMovie](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft Powerpoint](#), [Haiku Deck](#)



In Practice

- Students will be split into groups and then assigned different topics under civic responsibilities (voting, juries, paying taxes, etc.)
- Students will create presentation to share with other students in the school district (students and grade levels of teacher's choice) using a video editor application or presentation application. They will teach the selected students about how the different civic responsibilities work and why they are important using their presentation.
- Students will then organize a Civics Responsibility Day where the selected students participate in each activity (paying taxes, serving on a jury, voting, etc.)

GOVERNMENT'S ROLE

POLITICAL PARTIES



USG.5.4 Analyze factors affecting the political process and their role in government, including the role of political parties, interest groups, mass media, public opinion, and campaign funding.

USG.5.5 Explain the steps of the electoral process including the components of local and national campaigns, the nominative process, and the Electoral College.



Evidence of Understanding

Students will demonstrate their understanding of of the political process and their role in government as well as the electoral process by participating in a class debate using a debate/discussion application.



Digital Resources

- *Debate/Class Discussion*- [Kialo](#), [Debate Island](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft Powerpoint](#), [Haiku Deck](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- *Mind Mapping Application* - [Venn Diagram](#), [ReadWriteThink](#)



In Practice

- Students will be split into two debate teams.
- Students will research their side of the topic and record their research using a word processor application or mind mapping tool.
- Students will put together a presentation which supports their point of view and present to the class using a presentation application.
- Students will debate their point of view using a debate/discussion application with the teams debating their pros and cons.

ECONOMICS



USG.6.1 Examine the budget process including significant policy issues and examples of economic trade-offs that occur when addressing competing public needs.

USG.6.2 Examine how the government influences the economy using fiscal and monetary policy.



Evidence of Understanding

Students will demonstrate their understanding of the budget process and policies by compiling a mock budget for the President of the United States, and then hold a class discussion of the effects of that budget on the economy.



Digital Resources

- *Spreadsheet* - Numbers, Google Sheets, Microsoft Excel
- *Video Editor*- Clips, WeVideo, iMovie
- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Mind Mapping Application* - Popplet, Post-It



In Practice

- Students will use a mind mapping application to help collect and organize information to aid in compiling a federal budget for the President of the United States.
- Students will use a spreadsheet application to write their final budget.
- Students will construct a presentation using a presentation application to help sell their budget to the President of the United States.
- Students will turn in a final report summarizing their process of coming up with their budgets by using a word processor application.

POLICY



USG.6.3 Explain the role of the national government in formulating and carrying out domestic policy.

USG.6.4 Evaluate the role of the national government in formulating and carrying out foreign policy, national defense, and participation in international alliances and organizations.



Evidence of Understanding

Students will be able to identify the roles of the national government in domestic and foreign policies by using a video editor app or a word processing tool.



Digital Resources

- *Video Editor* - Clips, iMovie, WeVideo
- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Mind Mapping Application* - Post It



In Practice

- Students will use a video editor application, word processor tool, or animation application to describe the different roles of the government in formulating and carrying out domestic and foreign policies.
- Students will use the Post-It app to list and organize the roles with each member of the class.

RESOURCES

TEACHER RESOURCES

- [US Government Resources and Documents](#) (Oklahoma Council for the Social Studies resource)
- [Tribal Sovereignty in U.S. Gov't](#) (OCSS resource)
- [Ersi GeoInquiries for Government](#)
- [iCivics](#)
- [Bill of Rights Institute](#)
- [Center for Civic Education](#)
- [Engaging Congress](#)
- [Case Maker](#)

STUDENT RESOURCES

- [Online Constitution](#)
- [Bill of Rights Institute](#)
- [Ducksters](#)
- [Ben's guide to the U.S. Government](#)
- [Eagle Eye Citizen](#)
- [Case Maker](#)