**5 W’s of the U.S Constitution**

|  |  |
| --- | --- |
| **Who?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **What?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **When?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Where?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Why?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Why?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Key Principles of the Constitution**

**Popular Sovereignty:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Republicanism:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Limited Government:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Separation of Power:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Checks and Balances:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Federalism:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Individual Rights:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Bill of Rights:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Historical/Contemporary Events and Public Policies**

# The Modern Civil Rights Movement, 1954-1964: <https://www.nps.gov/subjects/civilrights/modern-civil-rights-movement.htm>

1. Women’s Suffrage: <https://www.britannica.com/topic/woman-suffrage>

1. Japanese Internment - Executive Order 9066: <https://www.britannica.com/topic/Executive-Order-9066>

1. The Voting Rights Act of 1965: <https://www.history.com/topics/black-history/voting-rights-act>

1. The 15th Amendment: <https://www.history.com/topics/black-history/fifteenth-amendment>

 **The Westward Expansion Research handout**

**Inquiry Question #1: *In what ways did the Westward Expansion impact geography, Indigenous***

 ***Peoples, or government support?***

**Research Links:** [**Westward Expansion (1801-1861) |:** The American Experience in the Classroom](https://americanexperience.si.edu/historical-eras/expansion/)

**Westward expansion: social and cultural development:** [**https://www.khanacademy.org/humanities/us-history/the-gilded-age/american-west/v/westward-expansion-social-and-cultural-development#:~:text=Westward%20expansion%20in%20the%2019th%20century%20transformed%20the,also%20saw%20significant%20cultural%20shifts%20and%20environmental%20changes**](https://www.khanacademy.org/humanities/us-history/the-gilded-age/american-west/v/westward-expansion-social-and-cultural-development#:~:text=Westward%20expansion%20in%20the%2019th%20century%20transformed%20the,also%20saw%20significant%20cultural%20shifts%20and%20environmental%20changes)**.**

**The Impact of Westward Expansion:** <https://video.search.yahoo.com/search/video;_ylt=AwrOoXshlTFl_.ETUVD7w8QF;_ylu=c2VjA3NlYXJjaARzbGsDYXNzaXN0;_ylc=X1MDOTY3ODEzMDcEX3IDMgRmcgNtY2FmZWUEZnIyA3NhLWdwLXNlYXJjaARncHJpZANXWTNyVmhZM1JQdVdGb3BzUzN2SlZBBG5fcnNsdAMwBG5fc3VnZwMxBG9yaWdpbgN2aWRlby5zZWFyY2gueWFob28uY29tBHBvcwMxBHBxc3RyA3lvdXR1YmUgdmlkZW8gdS5zLiBjb25zdGl0dXRpb24gYW5kIHdlc3R3YXJkIGV4cGFudGlvbgRwcXN0cmwDNTQEcXN0cmwDNTQEcXVlcnkDeW91dHViZSUyMHZpZGVvJTIwdS5zLiUyMGNvbnN0aXR1dGlvbiUyMGFuZCUyMHdlc3R3YXJkJTIwZXhwYW5zaW9uBHRfc3RtcAMxNjk3NzUwNDQxBHVzZV9jYXNlAw--?p=youtube+video+u.s.+constitution+and+westward+expansion&ei=UTF-8&fr2=sa-gp-search&fr=mcafee&type=E211US714G0#id=7&vid=a675532abe189d1f7473658f05d6978c&action=view>

**[Westward](https://r.search.yahoo.com/_ylt%3DAwrOoXuZ_TFlAcgXo9D8w8QF%3B_ylu%3Dc2VjA2NkLWF0dHIEc2xrA3NvdXJjZQR2dGlkAwRydXJsA2h0dHBzOi8vd3d3LnlvdXR1YmUuY29tL3dhdGNoP3Y9VHJ1OVN1M05VVHM-/RV%3D2/RE%3D1697803801/RO%3D10/RU%3Dhttps%3A//www.youtube.com/watch%3Fv%3DTru9Su3NUTs/RK%3D2/RS%3DF4SejUS2PhBkODRfB2qWPEla9xs-)** [**Expansion**: **Economic Development [APUSH Review Unit**](https://r.search.yahoo.com/_ylt%3DAwrOoXuZ_TFlAcgXo9D8w8QF%3B_ylu%3Dc2VjA2NkLWF0dHIEc2xrA3NvdXJjZQR2dGlkAwRydXJsA2h0dHBzOi8vd3d3LnlvdXR1YmUuY29tL3dhdGNoP3Y9VHJ1OVN1M05VVHM-/RV%3D2/RE%3D1697803801/RO%3D10/RU%3Dhttps%3A//www.youtube.com/watch%3Fv%3DTru9Su3NUTs/RK%3D2/RS%3DF4SejUS2PhBkODRfB2qWPEla9xs-)**:** <https://video.search.yahoo.com/search/video?fr=mcafee&ei=UTF-8&p=youtube+video+u.s.+constitution+pdf&type=E211US714G0#id=3&vid=becbc95a983cb6430c39d0f9d4ac9bf1&action=click>

**Westward Expansion videos**

**<https://video.search.yahoo.com/search/video;_ylt=AwrOoXshlTFl_.ETUVD7w8QF;_ylu=c2VjA3NlYXJjaARzbGsDYXNzaXN0;_ylc=X1MDOTY3ODEzMDcEX3IDMgRmcgNtY2FmZWUEZnIyA3NhLWdwLXNlYXJjaARncHJpZANXWTNyVmhZM1JQdVdGb3BzUzN2SlZBBG5fcnNsdAMwBG5fc3VnZwMxBG9yaWdpbgN2aWRlby5zZWFyY2gueWFob28uY29tBHBvcwMxBHBxc3RyA3lvdXR1YmUgdmlkZW8gdS5zLiBjb25zdGl0dXRpb24gYW5kIHdlc3R3YXJkIGV4cGFudGlvbgRwcXN0cmwDNTQEcXN0cmwDNTQEcXVlcnkDeW91dHViZSUyMHZpZGVvJTIwdS5zLiUyMGNvbnN0aXR1dGlvbiUyMGFuZCUyMHdlc3R3YXJkJTIwZXhwYW5zaW9uBHRfc3RtcAMxNjk3NzUwNDQxBHVzZV9jYXNlAw--?p=youtube+video+u.s.+constitution+and+westward+expansion&ei=UTF-8&fr2=sa-gp-search&fr=mcafee&type=E211US714G0>**

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 **Research Notes:**

**Impact on geography:**

**Impact on Indigenous Peoples:**

 **Impact on government support:**

 **Response to Inquiry Question #2 Rubric**

 **Level of Assessment**  **Criteria**   **Point Value**

|  |  |  |
| --- | --- | --- |
| Exceeds Expectations | The response is a strong, accurate, and very well-written argument that fully answers the question. It provides a well-established, research-based explanation of the relationship between the evidence and the claim, and it provides two or more examples of strong research-based evidence to support the claim. |   4 + pts. |
| Meets Expectations | The response is a full, accurate, and well- written argument that answers the question and provides a clear relationship between the evidence and the claim. The claim is developed by using a line of reasoning based on one example of strong, research-based evidence.  |   3 pts. |
| Approaches Expectations | The response provides a written argument that somewhat addresses the question. Evidence is provided to support the claim, but the relationship between the evidence and the claim is lacking a clear connection. |  2 pts. |
| Fails to Meet Expectations | The response does not fully or clearly address the question and does not provide sufficient evidence to support the claim being made. | 0 - 1 pt. |