**Government Unit 2: Freedom vs Security in American History**

Standard 4.2.c Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities.

This assignment is designed to take a historical look at the competition between freedom and security in the United States. Your task is to choose a topic from the list below and research the Constitutional amendment or question involved.

* Espionage Act (1917) and and Sedition Act (1918)
* McCarthy Congressional hearings
* WWII Internment camps
* 1968 Democratic Convention (police response)

You will then fill out the thesis organizer in as much detail as possible, writing a thesis statement that answers the question, **“In your scenario, was the United States government justified in limiting personal rights for national security?”** Once you come up with your three subtopics and thesis, you will need to choose your strongest subtopic and write ONE body paragraph using the guidelines below. This is NOT an entire essay written into one paragraph, it is one body paragraph that would appear in an essay (that you do not have to write).

**Parts of a Body paragraph**

* **Topic Sentence**: States the main argument you’ll make in the paragraph (one of your subtopics)
* **Point**: Makes a point that helps your argument
* **Evidence**: Uses specific evidence that helps make your point (names, events, dates, data, laws, etc.)
* **Analysis**: Shows how your point helps your argument
* **Conclusion**: Shows how your body paragraph reinforces your thesis statement.

**Your thesis and paragraph will serve as your assessment for this standard. You must demonstrate understanding of how the US attempted to balance personal freedoms with national security in a specific historical context. Your paragraph must be in final draft form, proofread and polished.**

**DUE: Thursday, Oct. 3.**

**Rubric: Freedom vs Security in American History**

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| **CATEGORY**  | **Advanced 10/9**  | **Proficient 9/8**  | **Partially-Proficient 8/7**  | **Not Proficient-6 or below**  | **Score** |
| **Quality of Information**  | Information clearly relates to the main topic. It includes several supporting details and/or examples.  | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.  | Information relates to the main topic. No details and/or examples are given.  | Information has little or nothing to do with the main topic, or an insufficient amount of information is written.  |  |
| **Thesis**  | Main point is identified correctly, three subtopics are thoroughly summarized in thesis, and thesis is constructed correctly.  | Main point is identified, three subtopics are explained, and thesis is constructed adequately.  | Main point is somewhat clear, three subtopics are listed.  | Main point is unclear and subtopics are inadequate or nonexistent.  |  |
| **Paragraph Construction**  | All five parts of paragraph are included. Paragraph is well-written, free of errors, and the question is answered thoroughly and accurately.  | All five parts of paragraph are included. Paragraph contains very few errors, and the question is answered adequately.  | Some parts of paragraph are included. Multiple errors are present, and the question is not answered adequately.  | Question is not answered and required parts of the paragraph are missing.  |  |

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|  | **Colorado State Standard** | **Advanced** | **Proficient** | **Not Yet** |
| 4.2c | **Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security**, individual rights and common good, and rights and responsibilities. |  |  |  |

**Thesis Organizer**

**“In your scenario, was the United States government justified in limiting personal rights for national security?”**

**Step One**

**Brainstorm:** List everything you know and research related to the question.

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**Step Two**

**Organize & create subtopics:** Organize your brainstorm list into 3 subtopics and write details about each.

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| **Subtopic 1: ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  | **Subtopic 2: \_\_\_\_\_\_\_\_\_\_\_\_** |  | **Subtopic 3:\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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**Step Three**

**Take a position:** Decide how to organize your subtopics into a position. There are two options (your thesis should reflect this *form*, not this exact fill-in-the-blank sentence.

1. One-sided:

 The US government was \_\_X\_\_ in limiting \_\_\_\_X\_\_\_\_\_ because \_\_S1\_\_, \_\_S2\_\_, and \_\_S3\_\_.

1. Two-sided: (with emphasis on one side over the other)

 Although \_\_S1\_\_, the US government was \_\_X\_\_ in limiting \_\_\_X\_\_ because \_\_S2\_\_ and \_\_S3\_\_.

***Reminder:***  A thesis is a guiding statement that lays out the writer’s position and subtopics.

A thesis statement must:

1. Take a position (it must be debatable)
2. Fully address the question, including the rights involved and time period
3. Provide 3 subtopics

Thesis statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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