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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.  SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government. | | | | | | **Vocabulary:** natural rights; the Enlightenment; John Locke; Montesquieu; separation of powers; social contract; English Bill of Rights; Magna Carta; liberty; limited government; Mayflower Compact; Thomas Paine | |
| **Tuesday (B)** | | | **Wednesday/Thursday** | | | **Friday (A)** | |
| **Essential Question:**  How did Enlightenment ideals influence the Founding Fathers’ beliefs about individual liberty and government? | | | **Essential Question:**  How did Enlightenment ideals influence the Founding Fathers’ beliefs about individual liberty and government? | | | **Essential Question:**  How did the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s “Common Sense” influence the colonists’ views of government? | |
| **H.O.T. Questions:**  -What is the relationship between John Locke and the founding of the United States?  -How would you interpret the Enlightenment values and ideas of John Locke? | | | **H.O.T. Questions:**  -What is the relationship between the Founding Fathers and Locke, Montesquieu, Hobbes, Rousseau, and the Enlightenment?  -How can you improve your performance in Civics class in order to meet your midyear and endyear goals? | | | **H.O.T. Questions:**  -What ideas justify the American colonists’ decisions about government and their society?  -What is your interpretation of these founding historical texts and their views on government? | |
| **Bell Ringer:**  As a human being, what do you think some of your essential rights should be? | | | **Bell Ringer:**  “To become truly great, one has to stand with people, not above them.” – What do you think of this quote from Montesquieu? | | | **Bell Ringer:**  Complete the “Big Idea” pre-learning chart posted on the board covering the terms: Rule of Law, Self-Government, Due Process, Limited Government, Rights. | |
| **Learner Outcome:**  Students will analyze Enlightenment ideas about liberty and government. They will cite evidence to connect John Locke to some of the issues that the American Founders faced. | | | **Learner Outcome:**  Students will analyze and compare several Enlightenment thinkers and their ideas about liberty and government, citing evidence to show a lineage between these ideas and the founding documents of the U.S. They will also construct plans to improve their performance | | | **Learner Outcome:**  Students will interpret historical documents and their ideas about government and society. They will also cite evidence to connect these ideas to those of the American colonists. | |
| **Whole Group:**  -Quiz on citizenship/values unit.  -Go over and grade quiz as a class.  -Reading on John Locke and his ideas.  *-P6 [Adv.]: Discuss Locke’s ideas in more depth, focusing on what they mean historically, for our country’s founding, and for us today.*  -Ask students to complete this reading in their groups and to take notes on the reading.  -Whole class discussion about their group writing exercise (see below).  -Students will complete handout based on reading to reinforce vocabulary and main ideas through the use of a puzzle and drawing.  **Evidence Based Writing: Write about the central message. Use evidence from the text as relevant details that support your answer.**  -For each section of the reading, what do you think is the central idea or most important point? Summarize each section in a sentence or two and give an example to support your answer.  *-P6 [Adv.]: Using the idea of the social contract in the reading and the bellringer activity on rights, create your own “social contract.”* | | | **Whole Group:**  -Spend first part of class focusing on their testing data; we will analyze their overall baseline performance, discussing what it means and strategies for improvement.  -Hold data chats with the students regarding their performance on the Baseline Exam.  -Reading on Enlightenment philosophes and their ideas: Montesquieu, Hobbes, Rosseau.  -Students will be divided into groups and assigned one of the main philosophes.  -Group activity asking students to view government and society from the position of one of these Enlightenment thinkers; given several topics that affected the Founding Fathers, how would their thinker argue for or against it? (Use “RACE” to complete this activity.)  -Whole class discussion about what each individual group came up with.  **Evidence Based Writing: Deliniate and evaluate the specific argument in a text and site evidence.**  -What are the main arguments of your Enlightenment thinker about government and society? How might they apply these ideas in practice to an issue that the Founding Fathers faced? Cite evidence from the reading to support your answer. | | | **Whole Group:**  -Short quiz on Enlightenment thinkers.  -Distribute reading packets on the founding documents.  -Short video on Magna Carta (from the British Library):  <https://www.youtube.com/watch?v=7xo4tUMdAMw>  -Students will work in groups to fill out chart that describes and interprets each of these founding documents.  -Each group will be asked to “teach” the class about a certain document in a short (i.e. 2 minute) presentation that goes over the chart.  -Writing activity interpreting the ideas of the Magna Carta and Thomas Paine.  **Evidence Based Writing: Site specific evidences when writing or speaking to support conclusions drawn from text.**  - What is your interpretation of the author’s argument? How do you think the American colonists interpreted these ideas? | |
| **Assessment:**  Quiz on citizenship/values unit to measure student learning and to determine what needs to be reinforced. Group writing activity and discussion will also allow student comprehension to be measured, with an opportunity to correct any misunderstandings and to explain certain ideas further. | | | **Assessment:**  Group writing activity and discussion will allow for student understanding and comprehension to be measured. Writing activity will be collected and graded, offering a chance to evaluate their analytical and writing skills. | | | **Assessment:**  Short quiz on Enlightenment unit to measure student learning. Students will have to “teach” the class, allowing for an oral evaluation with the opportunity to correct any misconceptions or to explain further any ideas. | |
| **Home Learning:**  Complete John Locke handout using classnotes and what we’ve learned in class. | | | **Home Learning:**  -Finish Enlightenment thinkers handout to reinforce vocabulary and major ideas.  -Play Kahoot game posted on Remind to reinforce lesson about the Enlightenment thinkers. | | | **Home Learning:**  -Complete Venn Diagram covering the “founding documents” views of government and society. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Discussion | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P1 - | | Choose an item. |
| P2 – YM | Discussion | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P2 - | | Choose an item. |
| P4 – DM; OP | Discussion | P4 – GD-K; AT-K; OW-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P4 - | | Choose an item. |
| P5 – AR | Discussion | P5 – IH-K; GA-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P5 - | | Choose an item. |
| P6 – FB | Discussion | P6 – GN-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P6 – BK | | Flexible Grouping |
| P7 – PA; ES | Discussion | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P7 - | | Choose an item. |
| P8 – KS; CS | Discussion | P8 – AC-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P8 – DA | | Flexible Grouping |