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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.  SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights. | | | | | | **Vocabulary:** liberty; limited government; Founding Fathers; taxation; natural rights; tyranny; preamble; debt; Articles of Confederation; Shays’ rebellion; Constitutional Convention; Great Compromise; individual rights; Three-Fifths Compromise; ratify; Federalists; Anti-Federalists; Federalist Papers | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday (A)** | |
| **Essential Question:**  - How did the weaknesses of the Articles of Confederation lead to the writing of the U.S. Constitution? | | | **Essential Question:**  - How did the weaknesses of the Articles of Confederation lead to the writing of the U.S. Constitution? | | | **Essential Question:**  - What led to the ratification of the Constitution? | |
| **H.O.T. Questions:**  - What effect did a weak national government have on the various states of the United States in the 1780s?  - How did the Articles of Confederation reflect the Founding Fathers’ desire for limited government? | | | **H.O.T. Questions:**  - What strengths and weaknesses did the Articles of Confederation possess?  - How did the Articles of Confederation reflect the Founding Fathers’ desire for limited government?  - What effect did a weak national government have on the United States? | | | **H.O.T. Questions:**  - What disagreements did delegates to the Constitutional Convention have, and how did they resolve them through compromises?  - What is the relationship between the Federalists, the Anti-Federalists, and the Bill of Rights? | |
| **Bell Ringer:**  - Study your notes and the study guide for the test. | | | **Bell Ringer:**  - Review: What were three grievances of the colonists in the Declaration of Independence? Why did the colonists view these as violations of their rights? | | | **Bell Ringer:**  - What is the oldest building that you can think of? How do you think such a structure can exist for so long?  *[We will compare this to the U.S. Constitution, which (at 230+ years old) is the oldest written constitution still in effect in today’s world.]* | |
| **Learner Outcome:**  Students will evaluate their knowledge of the previous unit by taking the chapter test. They will also evaluate their strengths and weaknesses. They will link the ideas behind the Articles of Confederation to the concerns of the Founding Fathers about limited government | | | **Learner Outcome:**  Students will assess the Articles of Confederation and evaluate their strengths and weaknesses. They will link the ideas behind the Articles of Confederation to the concerns of the Founding Fathers about limited government, and predict how the problems of the Articles would impact the writing of the Constitution. | | | **Learner Outcome:**  Students will investigate various viewpoints of Americans in the 1780s. They will connect these positions to the compromises of the Constitutional Convention and the writing of the Bill of Rights. | |
| **Whole Group:**  - The teacher will (quickly) answer any last-minute questions from students.  - Test on unit covering Enlightenment Thinkers, Founding Documents, the Road to Revolution, and the Declaration of Independence.  - After the test, read p. 35-37 in the textbook collectively as a class, taking notes on important concepts.  - Students will work independently or in small groups to complete questions 2-4 in the textbook on page 37.  **Evidence Based Writing: What are the important features or characteristic of ...? Use evidence to support your answer.**  -What was the overall problem with the Articles of Confederation? Give specific examples that illustrate this problem.  -[P6: Adv]  **Evidence Based Writing: Predict what will happen next and cite evidence to support your logical inferences.**  Predict how you think the Constitution might have fixed this problem. | | | **Whole Group:**  - Spend ~15 minutes reviewing the test from the previous class, answering any questions that students might have had about the material  - Distribute graphic organizer handout for students to take notes on during the reading and PowerPoint.  [If not done previously] - Read p. 35-37 in the textbook collectively as a class, taking notes on important concepts.  - Teacher will pause the whole group reading at periodic times to ask questions and to elaborate on specific points not covered by the textbook, such as Shays’ Rebellion. These will be on a PowerPoint slide that accompanies the reading.  [If not done previously] - Students will work independently or in small groups to complete questions 2-4 in the textbook on page 37.  - Work in class on project.  **Evidence Based Writing: Write to explain a historical figure or character's mood referencing historica evidence.**  -PROJECT: Students will be assigned a state and given an information packet about the United States in the 1780s. They will be asked to use this information to create a chart about the state that discusses size, population, debt, and other issues that would come up at the Constitutional Convention. Based on this evidence, how would the delegates from their state feel about and choose to vote on the Virginia Plan vs. the New Jersey Plan debate? | | | **Whole Group:**  - Read pg. 43-48 together as a class.  - Students will be asked to present their projects (i.e. to roleplay as their state and put forth their state’s views) as we cover the various issues of the Constitutional Convention, particularly the Great Compromise which set up a bicameral legislature with an upper house (the Senate) where states had equal representation and a lower house (the House of Representatives) where states had representation based on population.  - Distribute graphic organizer/chart about the Federalists/Anti-Federalists’ viewpoints for students to fill out.  **Evidence Based Writing: What are the defining characteristics of...? Use evidence to support your claim.**  - What are the defining characteristics of the Federalists and Anti-Federalists? Use the graphic organizer to complete this assignment. | |
| **Assessment:**  The test will allow for the teacher to determine how well students have learned the concepts in the previous unit, as well as to see what areas might need remedial instruction and how groups can be differentiated based on what students have learned. | | | **Assessment:**  Textbook questions and writing activity will be collected and graded as classwork. | | | **Assessment:**  Graphic organizer will be collected as a classwork grade. Students will participate in our short mock-Constitutional Convention, utilizing the information collected in their projects. The teacher will be able to monitor participation to determine how well students have learned and applied content information. | |
| **Home Learning:**  -Work on writing assignment (if not done in class). | | | **Home Learning:**  -Finish projects and bring them to our next class  -Watch Articles of Confederation review video (~2 minutes): <https://www.youtube.com/watch?v=rPNKoDhTs00> | | | **Home Learning:**  -Pretend you are an Anti-Federalist. Choose one of the ideas in Bill of Rights and create an Instagram post which advocates for it. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Recap of Key Points | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Allow extended time frames to complete assignments, projects and tests | P1 - | | Choose an item. |
| P2 – YM | Recap of Key Points | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Allow extended time frames to complete assignments, projects and tests | P2 - | | Choose an item. |
| P4 – DM; OP | Recap of Key Points | P4 – GD-K; AT-K; OW-504 | | Allow extended time frames to complete assignments, projects and tests | P4 - | | Choose an item. |
| P5 – AR | Recap of Key Points | P5 – IH-K; GA-504 | | Allow extended time frames to complete assignments, projects and tests | P5 - | | Choose an item. |
| P6 – FB | Recap of Key Points | P6 – GN-504 | | Allow extended time frames to complete assignments, projects and tests | P6 – BK | | Research and Independent Study |
| P7 – PA; ES | Recap of Key Points | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Allow extended time frames to complete assignments, projects and tests | P7 - | | Choose an item. |
| P8 KS; CS | Recap of Key Points | P8 – AC-504 | | Allow extended time frames to complete assignments, projects and tests | P8 – DA | | Research and Independent Study |