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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; tyranny; debt; Articles of Confederation; Shays’ Rebellion; Constitutional Convention; Great Compromise; Three-Fifths Compromise; ratify; Federalists; Anti-Federalists; Federalist Papers; Bill or Rights; James Madison | |
| **Monday (B)** | | | **Tuesday/Wednesday** | | | **Thursday/Friday** | |
| **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? | | | **Essential Question:**  - What led to the ratification of the Constitution? | |
| **H.O.T. Questions:**  - What effect did a weak national government have on the United States and on the people living in it?  - How did the Articles of Confederation reflect the Founding Fathers’ desire for limited government? | | | **H.O.T. Questions:**  - Why did the Founding Fathers want to revise the Articles of Confederation?  - 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? | | | **H.O.T. Questions:**  - What is the relationship between the Federalists, the Anti-Federalists, and the Bill of Rights?  - Why did the Federalists push for a stronger central government?  - How are the demands of the Anti-Federalists reflected in the Bill of Rights? | |
| **Bell Ringer:**  - Prepare for pop quiz on Articles of Confederation | | | **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.]* | | | **Bell Ringer:**  - What would life be like without the Bill of Rights? Distribute tablets and have students visit <https://billofrightsinstitute.org/engage/student-resources/play-games/life-without-the-bill-of-rights/> to engage in an interactive activity. | |
| **Learner Outcome:**  Students will evaluate the weaknesses of the Articles of Confederation. They will assess the implementation of the Articles and how this weak form of government caused hardship for many Americans, such as farmers who were in debt after the Revolutionary War. | | | **Learner Outcome:**  Students will assess the need for a revised national government, and they will investigate various viewpoints of Americans in the 1780s. They will connect these positions to the compromises of the Constitutional Convention and the debates which ultimately led to ratification of the Constitution. | | | **Learner Outcome:**  Students will analyze the position of the Federalists and Anti-Federalists, connecting their arguments to the ratification of the Constitution and the adoption of the Bill of Rights. | |
| **Whole Group:**  *- [P5 + P6] = Spend ~10 minutes reviewing notes that students should have taken from presentations in previous class.*  *- [P7 + P8] = Finish group presentations on the Articles of Confederation reading from previous class, with students taking notes on the presentations*  - Writing quiz on the Articles of Confederation notes from previous class; open notes and open book. Question:  Why did the Articles of Confederation fail as a government system for the United States? Use RACE to answer this question, and give at least 3 examples from your notes and from the book to support your answer.  - Discuss student answers to writing quiz question.  - Watch short video clip (~3 minutes) on Shays’ Rebellion: <https://www.youtube.com/watch?v=M6JV4JL3xeI>  - Spend ~30 minutes of class time to discuss mini-project and to allow students to work on it (see “Evidence Based Writing” for description).  - Spend last ~15 minutes of class discussing student exams and the corrections that they should make.  **Evidence Based Writing: Write to explain a historical figure or character's mood referencing historical evidence.**  - Mini-project assignment:  Pretend that you are a Virginia farmer living under the Articles of Confederation. Create an Instagram post with a picture, extended caption, and hashtags that explains some of the problems of the Articles of Confederation. How has government under the Articles of Confederation impacted your life and your community? What are some problems you might face?  *- [P6: Adv]*  **Evidence Based Writing: Predict what will happen next and cite evidence to support your logical inferences.**  *-Project assignment includes the above, and an additional Q:*  *Predict how you think the Constitution might have fixed these problems.* | | | **Whole Group:**  - While students are completing the bell ringer, they will be assigned a state for the opening of the lesson. They will be given a slip of paper which contains basic information on the state in the 1780s – where it is located (i.e. North, Middle, South), population (i.e. large or small), and whether it contains large populations of slaves. Students will be asked to move around the room and to group themselves based on issues presented to them that the Constitutional Convention tackled, such as the question over representation (i.e. the New Jersey Plan vs. the Virginia Plan). Students will be given a few minutes to debate among themselves and to decide on a position, then will be told what happened historically so that we can compare. This should take no more than about 15-20 minutes.  - Distribute graphic organizer/chart about the Constitutional Convention debates for students to fill out.  - Read pg. 43-48 together as a class, with students taking notes by filling out their graphic organizers. Teacher will model how students should fill out the organizer, with students taking the lead after the first several entries.  - Students will finish the lesson by completing p.48, #1A, 2B, 3A as classwork.  **Evidence Based Writing: Why and how did....happen? Use evidence to support your answer.**  - How did the Constitution strengthen the national government? Identify three ways in which it did so and explain why these changes were important to the new country. | | | **Whole Group:**  - Bell ringer activity that may take ~15 minutes: Students will, in their pairs/groups, be differentiated and assigned to a particular amendment in order to understand the significance of our constitutionally-protected rights. They will explore how life might change without the basic right guaranteed by the amendment.  - Pass out iCivics handout “Federalists & Anti-Federalists.”  - We will read the handout together as a class, with students highlighting and taking notes on key ideas and phrases.  - Complete iCivics worksheet asking students to identify various positions of the Federalists and Anti-Federalists regarding the Constitution.  - Work on Instagram Mini-Project #2 in class: students will be asked to pretend that they are an Anti-Federalist, and to complete a picture, extended caption, and hashtags that explains their reaction against the Constitution. They will choose one of the ideas in the Bill of Rights and create an Instagram post that advocates for it.  **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? | |
| **Assessment:**  The quiz will assess whether students have understood the most important concept of the lesson, and to show the teacher how closely students have been taking notes and reading the material. | | | **Assessment:**  Classwork assignment will be collected and graded. The teacher will also check the graphic organizers as students fill them out during the reading. | | | **Assessment:**  Federalist/Anti-Federalist worksheet will be collected and graded. The teacher will walk around the room and ensure that students are taking notes and will help students to complete the worksheet and the project. | |
| **Home Learning:**  - Finish Articles of Confederation Instagram post for Wednesday’s class  - Begin test corrections: due on Friday. | | | **Home Learning:**  - Finish test corrections  - Finish any classwork not completed in class | | | **Home Learning:**  - Finish Anti-Federalist Instagram post. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Role Playing | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Emphasize content rather than spelling in writing communication | P1 - | | Choose an item. |
| P2 – YM | Role Playing | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Emphasize content rather than spelling in writing communication | P2 - | | Choose an item. |
| P4 – DM; OP | Role Playing | P4 – GD-K; AT-K; OW-504 | | Emphasize content rather than spelling in writing communication | P4 - | | Choose an item. |
| P5 – AR | Role Playing | P5 – IH-K; GA-504 | | Emphasize content rather than spelling in writing communication | P5 - | | Choose an item. |
| P6 – FB | Role Playing | P6 – GN-504 | | Emphasize content rather than spelling in writing communication | P6 – BK | | Research and Independent Study |
| P7 – PA; ES | Role Playing | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Emphasize content rather than spelling in writing communication | P7 - | | Choose an item. |
| P8 KS; CS | Role Playing | P8 – AC-504 | | Emphasize content rather than spelling in writing communication | P8 – DA | | Research and Independent Study |