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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.  SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.  SS.7.C.3.5 Explain the Constitutional amendment process. | | | | | | **Vocabulary:** Constitution; judicial review; Bill of Rights; First Amendment; Fifth Amendment; Eighth Amendment; Due Process of Law; Eminent Domain; Warrant; Separation of Church & State; James Madison; Bail; Thirteenth Amendment; Fourteenth Amendment; civil rights; voting rights; amendment process; caucus | |
| **Tuesday/Wednesday** | | | **Thursday/Friday** | | |  | |
| **Essential Question:**  - How does the Constitution protect and limit rights? | | | **Essential Question:**  - How can the Constitution be changed? | | | **Essential Question:** | |
| **H.O.T. Questions:**  - How did the Thirteenth and Fourteenth Amendments extend civil rights?  - How have various amendments extended the voting rights of Americans over time? | | | **H.O.T. Questions:**  - How are amendments proposed and ratified?  - Why is it important that we have a formal amendment process? | | | **H.O.T. Questions:** | |
| **Bell Ringer:**  - Review: What is the separation of church and state? How does this protect our right to religious freedom found in the 1st Amendment? | | | **Bell Ringer:**  - Review worksheet: Match each amendment to its correct description. | | | **Bell Ringer:** | |
| **Learner Outcome:**  Students will connect the concepts of voting rights and citizenship to constitutional amendments. They will analyze how the 13th and 14th Amendments protect the civil rights of minorities. | | | **Learner Outcome:**  Students will analyze the process of amending the Constitution. They will also evaluate the need for such as formal and difficult process, as envisioned by the Founding Fathers. | | | **Learner Outcome:** | |
| **Whole Group:**  \*\*\* Any students who missed the midyear assessment benchmark exam will be given a tablet at the beginning of class, be seated separately at the back of the classroom, and be allowed the entire period to work on the exam.  - The rest of the class will discuss briefly the bell ringer, as the teacher passes back the graded graphic organizer that covers the Bill of Rights. We will then go over the previous assignment as a class, looking at the Bill of Rights. The teacher will display the graphic organizer that students should have completed on the board and students will offer their answers. Together as a class, we will fill out our “official” Bill of Rights “guide.”  - The class will be divided into 8 groups. Each group will be assigned an amendment from the following choices:   * 13th, 14th, 15th, 17th, 19th, 23rd, 24th, 26th   - Each group will be assigned a copy of the text of their amendment. They will be asked to read the amendment and to answer several questions about it, including its content, the year it was ratified, and which group(s) benefited from the amendment.  - Each group will present their findings to the class; the class will fill out a chart in their notebooks that will allow them to have a “guide” to many of the other important constitutional amendments. The teacher will add any additional information that groups might have missed that students will need to know.  - Students will start working on a paragraph answering the “Evidence Based Writing” question below. They may finish this for HW if they do not finish in class.  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Which amendment do you think was the most important for advancing voting rights for various groups in this country? Make sure to identify which groups benefited from the amendment and to cite evidence to support your conclusion that this amendment was the *most* important one. | | | **Whole Group:**  - Students will begin class with a review worksheet that will offer a description of the different amendments we have discussed in the previous classes. They will be given about 10 minutes to work with each other and to use their notes to correctly identify which amendment corresponds to the given description. We will go over this worksheet together as a class, with students correcting their own papers. They will place them in their notebooks as a study guide for a future quiz on this topic.  - Group students into pairs or threes and distribute reading packet which contains Article V of the Constitution and a worksheet to complete.  - Play video clip: “How Do We Amend?”: <https://www.youtube.com/watch?v=c_wbxHmSQKc>  - Students will fill out page 1 of the handout based on questions asked about the video clip.  - Then students will work together to “translate” Article V of the Constitution into their own language, answering the questions of how amendments can be proposed and how amendments can be ratified.  - The second page of the packet will contain several additional questions asking students to think about why the Founding Fathers decided to create an amendment process, and why they made it difficult. There will also be several FSA-style questions that students will be asked to answer and to explain their answers for.  - Students will be asked to create a quick song/rap that will be used by other middle schoolers to explain the Constitutional Amendment process. In this song/rap, they must:   * Identify the correct sequence of the amendment process * AND use the correct vocabulary used in the process.   This final assignment will be assigned as HW, but students will have a chance to begin it in class.  **Evidence Based Writing: Why and how did....happen? Use evidence to support your answer.**  Why did the Founding Fathers create an amendment process that was difficult to complete? Why might they have wanted future generations to be able to change the Constitution, but to not be able to do so easily? Use evidence from our lesson to support your answer. | | | **Whole Group:** | |
| **Assessment:**  - The group work and class presentations will give the teacher an opportunity to measure student reading comprehension. The group work and bell ringer will be collected and graded to ensure that students are on task and understanding the lesson, and the final writing assignment will give students an opportunity to make an argument based on the evidence that they have learned in class. | | | **Assessment:**  - The packet distributed to students about the amendment process will be collected and graded as classwork. The bell-ringer handout will give the teacher a chance to see how much students have learned about the amendments and to correct any deficiencies. The homework assignment will allow students a creative way to express what they have learned, with the possibility for actually performing and even recording any song or rap that is of excellent quality for students to use as a study aid for the FSA. | | | **Assessment:** | |
| **Home Learning:**  - Finish “Evidence Based Writing” question. | | | **Home Learning:**  - Finish song/rap about the amendment process.  - Study for quiz on the constitutional amendments. | | | **Home Learning:** | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Small Groups | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Alert student several minutes before transition from one activity to another is planned | P1 - | | Choose an item. |
| P2 – YM | Small Groups | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Alert student several minutes before transition from one activity to another is planned | P2 - FV | | Open-Ended Tasks |
| P4 – DM; OP | Small Groups | P4 – GD-K; AT-K; OW-504 | | Alert student several minutes before transition from one activity to another is planned | P4 - | | Choose an item. |
| P5 – AR | Small Groups | P5 – IH-K; GA-504 | | Alert student several minutes before transition from one activity to another is planned | P5 - | | Choose an item. |
| P6 – FB | Small Groups | P6 – GN-504 | | Alert student several minutes before transition from one activity to another is planned | P6 – BK | | Open-Ended Tasks |
| P7 – PA; ES | Small Groups | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Alert student several minutes before transition from one activity to another is planned | P7 - | | Choose an item. |
| P8 AP; MU; KS; CS | Small Groups | P8 – AC-504 | | Alert student several minutes before transition from one activity to another is planned | P8 – DA | | Open-Ended Tasks |