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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.  SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.  SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.  SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.  SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances. | | | | | | **Vocabulary:** John Locke; Baron de Montesquieu; Enlightenment; natural rights; separation of powers; checks & balances; social contract; liberty; Magna Carta; English Bill of Rights; Mayflower Compact; Common Sense; Thomas Paine; limited government; self-government; Declaration of Independence; Boston Massacre; Boston Tea Party; Stamp Act; Intolerable Acts; Constitution; Executive; Legislative; Judicial; Preamble | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday** | |
| **Essential Question:**  - How did previous ideas about government and society impact the American colonists? | | | **Essential Question:**  - How have Enlightenment ideas influenced the Declaration of Independence and the Constitution? | | | TEACHER PLANNING DAY | |
| **H.O.T. Questions:**  - How did the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense affect the American colonists’ views on government?  - How did English policies lead the colonists toward declaring independence? | | | **H.O.T. Questions:**  - How does the Declaration of Independence justify breaking away from Britain?  - How is the Constitution set up using Enlightenment ideas and principles? | | |  | |
| **Bell Ringer:**  Pass out handout with several FSA style questions regarding Locke, Montesquieu, and Enlightenment ideas. | | | **Bell Ringer:**  Pass out handout with FSA style questions about the Founding Documents and the Road to Revolution (i.e. the lesson covered in the previous class). | | |  | |
| **Learner Outcome:**  Students will review by connecting the ideas of self-government, limited government, and the social contract found in the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense to the American colonists’ views on government. They will also evaluate English policies during the Road to Revolution and how they led the American colonists to break away from England. | | | **Learner Outcome:**  Students will review by linking the ideas of self-government and the social contract to the writing of the Declaration of Independence. They will also analyze the structure of the Constitution and evaluate how it uses the Enlightenment ideas of separation of powers and checks & balances. | | |  | |
| **Whole Group:**  - Begin class by passing back the tests from Thursday and Friday (except in Period 1, which has already graded the tests). Students will examine their tests to see how they did, and as a class, we will go over the test, discussing why answer choices are correct or incorrect.  - Take several minutes to discuss the Bell Ringer questions, calling on students to explain their answers and asking questions about connecting the ideas of Locke and Montesquieu to American government.  - Pass out “Founding Documents” review handout which contains information about the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense. Students will receive a “notes” page with information to fill out based on their reading. Students may work together in groups to fill out these handouts.  - When students are done, they will receive a “Road to Revolution” handout and timeline to complete. They will use the reading to find the relevant information to put on the timeline that describes events from the Stamp Act of 1765 through the writing of the Declaration of Independence in 1776. Students will be asked to find the event and to explain (briefly) why the event angered the colonists based on how they viewed the role of government.  - As an exit ticket, students will apply what they have learned to answer the following question in several sentences:  **Evidence Based Writing: Analyze how and why individuals, events and ideas develop and interact over the course of the text and cite evidence.**  Why did the American colonists believe that the British were violating their rights? Pick at least one colonial document and one event to use as examples. | | | **Whole Group:**  - Begin by going over the Bell Ringer questions as a review of the previous review class. Students will be asked to explain the correct and incorrect answers both individually and then as a whole group, with the teacher calling on individual students for each question. It should take students 5-10 minutes to finish the questions and then another 10 minutes to go over the questions as a whole group.  - The teacher will introduce the day’s topic of the Declaration of Independence and the structure of the Constitution by asking students to brainstorm what they remember about each document. Students will be given several minutes to write down (in bullet point form) their ideas, and then we will share as a class.  - The teacher will pass out a graphic organizer covering the Declaration of Independence, focusing heavily on the preamble (intro) and the grievances of the colonists. Students will have about half an hour to fill out their graphic organizer, using p. 38-41 in the textbook to find the correct answers. The teacher will work with any groups who are struggling with this assignment or who are struggling to stay on task.  - Next, students will receive a handout containing a “Scavenger Hunt” list of questions about the Constitution. They will use their textbooks (p. 54-69) in order to find the correct information about the Constitution. These questions will include things such as, “Which branch does Article I set up?” and “How long is a Presidential term?” The first group that finishes and answers every question correctly will receive a small prize.  - If students finish the Constitutional “Scavenger Hunt” in class, they will be given an opportunity to begin the homework assignment, which is a short paragraph designed to tie together the lesson:  **Evidence Based Writing: Analyze how two or more texts address similar themes and topics and cite evidence.**  Homework: How have Enlightenment ideas influenced the Declaration of Independence and the Constitution? Pick at least one example from each document and connect them to an Enlightenment thinker. | | |  | |
| **Assessment:**  - The handouts and writing assignment will be collected as classwork grades. The handouts will be quickly graded and returned to students in the following class. Any students who have not yet completed the test will do so in this class period. | | | **Assessment:**  - The Bell Ringer and classwork assignments (graphic organizer and “Scavenger Hunt”) will allow the teacher to evaluate what the class has learned and what they are struggling with, with the opportunity for re-teaching. They will be collected in class as a classwork grade. The writing assignment will be collected the following Tuesday as a homework grade, and it will allow the teacher to see how students have tied together these important points, as the FSA questions will often ask them to do. | | |  | |
| **Home Learning:**  - Play “Responsibility Launcher,” “Race to Ratify,” and “Represent Me!” on iCIvics as review games (due Sunday).  - Finish any missing classwork. | | | **Home Learning:**  - Play “Responsibility Launcher,” “Race to Ratify,” and “Represent Me!” on iCIvics as review games (due Sunday).  - Write “Evidence Based Writing” paragraph. | | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Note Taking  Review Material Frequently | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Provide positive reinforcement for following rules or directions | P1 - | | Choose an item. |
| P2 – YM | Note Taking  Review Material Frequently | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Provide positive reinforcement for following rules or directions | P2 - FV | | Flexible Grouping |
| P4 – DM; OP | Note Taking  Review Material Frequently | P4 – GD-K; AT-K; OW-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Provide positive reinforcement for following rules or directions | P4 - | | Choose an item. |
| P5 – AR; EG | Note Taking  Review Material Frequently  Bilingual Dictionaries | P5 – IH-K; GA-504 | | Provide positive reinforcement for following rules or directions | P5 - | | Choose an item. |
| P6 – FB | Graphic Organizers  Vocabulary Notebook | P6 – GN-504, LC-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Use short, distinctive directions & have students paraphrase what is said | P6 - | | Choose an item. |
| P7 – PA; ES | Note Taking  Review Material Frequently | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Provide positive reinforcement for following rules or directions | P7 - | | Choose an item. |
| P8 AP; KS; CS | Note Taking  Review Material Frequently  Bilingual Dictionaries | P8 – AC-504 | | Provide positive reinforcement for following rules or directions | P8 – DA | | Flexible Grouping |