|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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; Grievances; tyranny; Boston Massacre; Boston Tea Party; Stamp Act; Intolerable Acts; Articles of Confederation; 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 founding of the United States? | | | 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 did the colonists incorporate their experiences against England into the Articles of Confederation, causing it to be weak? | | |  | |
| **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). Students will have about 10-15 minutes to answer these questions. | | |  | |
| **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 how the Road to Revolution led to a weak first attempt at a national government. | | |  | |
| **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:**  - We will begin class by passing out a packet which contains the Bell Ringer questions and the graphic organizers/worksheets for the day. Students will work on the Bell Ringer questions as a review of the previous review class. Students will be asked to explain why they chose the answers that they did for each question on the Bell Ringer handout. Students will have about 10-15 minutes to answer these six questions. Then we will go over their answers as a whole group, with students explaining the correct answers and fixing any incorrect answers that they have on their papers.  - The teacher will continue to review the previous lesson of the Enlightenment and the Road to Revolution, and will use this to introduce the day’s topic of the Declaration of Independence and the Articles of Confederation. The teacher will present this in a new way, tying this to what we have learned about public policy and multiple perspectives. The teacher will lead a class discussion about how we can solve problems in our community, and we will link this into how the colonists went about “solving problems” that they had against the king.  - We will segue into page 3 of the handout, which contains a summary of the important points of the Declaration of Independence. There is a word bank of 10 key words that will fill out this summary. We will work together on the first paragraph, and then students will have 5-10 minutes in groups to finish this before we reconvene as a class to go over their responses.  - Next, we will move onto page 4 of the review handout, which contains a graphic organizer about the grievances of the colonists against the king. Students will have about 20 minutes to “translate” each grievance into their own words (i.e. to simplify them) and to state why these grievances angered the colonists. They will be asked to use the language of the Enlightenment for this section (i.e. to focus on concepts like natural rights, self-government, limited government, etc).  - Finally, students will move onto page 5 of the review handout and will connect some of these grievances to the weaknesses of the Articles of Confederation. They will use the textbook pages 34-37 to review the weaknesses of the Articles, and they will choose four grievances that link with these weaknesses. The teacher will work with any groups who are struggling with this assignment or who are struggling to stay on task.  - If students finish the handout 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 Articles of Confederation? 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 assignment 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 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  Focus on Key Words | 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 |