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| **Civics** | | | | | |
| **Social Studies Standards:**  SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen.  \*\*SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.  \*\*SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.  SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. | | | | **Vocabulary:**  citizen; citizenship; government; responsibilities; obligations; rights; “common good;” jury duty; selective service; voting; Bill of Rights; 1st Amendment; speech; religion; press; petition; assembly; searches and seizures; due process; cruel and unusual punishment; trial by jury; double jeopardy; eminent domain; equal protection under the law; pleading the 5th; right to bear arms; right to legal counsel; suffrage; enumerated rights | |
| **Monday** | | **Tuesday/Wednesday** | | **Thursday/Friday** | |
| **Essential Question:**  What are the obligations and responsibilities of citizens? | | **Essential Question:**  - How does the Constitution protect and limit rights? | | **Essential Question:**  - How does the Constitution protect and limit rights? | |
| **H.O.T. Questions:**  - How do responsibilities and obligations differ from each other?  - How can citizens help to make a better democratic society?  - How would you apply what you’ve learned to become a better citizen in your own life? | | **H.O.T. Questions:**  - How did the Bill of Rights originate?  - How does the 1st Amendment protect our freedom of expression? | | **H.O.T. Questions:**  - How do the Bill of Rights protect our other freedoms?  - What might our society look like without a Bill of Rights? | |
| **Bell Ringer:**  What duties and responsibilities do you have in your daily lives? (i.e. chores, rules to follow, etc) | | **Bell Ringer:**  Have students log into Nearpod and display an interactive PowerPoint slide with various scenarios that come from the previous two class periods about citizenship and its obligations/responsibilities. Work through this with students as a review for their quiz. | | **Bell Ringer:**  Display an interactive flash game from <http://billofrightsinstitute.org/engage/student-resources/playgames/life-without-the-bill-of-rights/> that explains what might happen if the Bill of Rights went away. Go through it with students and then ask them which of the rights contained in the flash game do they think is the most important, and why. | |
| **Learner Outcome:**  Students will compare duties and responsibilities of citizenship, connecting their importance to the concept of the common good. They will also connect citizenship to improving society and apply these concepts to their daily lives. | | **Learner Outcome:**  Students will analyze the origins and purpose of the Bill of Rights. They will also evaluate how the 1st Amendment protects freedom of expression and apply these protections to different scenarios. | | **Learner Outcome:**  Students will analyze the freedoms and protections found in the 2nd through 10th Amendments. They will predict what society might look like if these freedoms and protections did not exist. | |
| **Whole Group:**  - Discuss the Bell Ringer question, segueing into how we as citizens have obligations and responsibilities in society, as well.  - As a whole group, read together p. 124-127 in the textbook. This will be posted as a PDF for students to access. As we read, students will fill out a graphic organizer that will be posted for them to takes with. They will need to write down and categorize the duties and responsibilities of citizenship as we go through the reading about this topic.  - Play a short video about citizenship in daily life:  <https://www.youtube.com/watch?v=DhAV-Z7thbc>  Ask students: *What do you think the creator of the video wanted the viewer to know about citizenship? How do you know this*? Have them type their answers in the meeting chat, and call on students to share what they have written.  - Close class by putting students into their groups and having each group work together to think of one problem that exists in their communities (or states, or in our country – they should have the flexibility to come up with almost anything that could be considered a problem). Have them discuss this and work together to complete the evidence based writing question below as a Word doc within each group (one paragraph per group).  **Evidence Based Writing: What would be an effective solution for the conflict in the text? Use evidence to support your conclusion.**    Reflect on what we’ve learned about what it means to be a good citizen, as well as the obligations and responsibilities of citizens in the US. Think of some of the major problems that exist in your community. What are some actions that you and others could take to help solve this problem? Pick at least one obligation and one responsibility of citizenship that could help to tackle this issue. How would these actions demonstrate good citizenship? Be specific. | | **Whole Group:**  - Use the Bell Ringer to help students review for their upcoming quiz by guiding them through the different scenarios contained in the slides. Reteach concepts as necessary based on how students have answered.  - Direct students to the quiz on citizenship that will be found on the Assignments tab. This quiz will be hosted on Microsoft Forms, which will allow students to get immediate feedback as to what they get right and wrong. Give students about 15-20 minutes to complete the quiz, then go over it together as a class.  - Return to Nearpod, and display several slides for the students that contain information about the history of the Bill of Rights and the meaning of the five parts of the 1st Amendment. Emphasize that those who did not want a Bill of Rights thought that it wasn’t necessary, whereas those who did want a Bill of Rights in the 1780s and 1790s were scared of tyranny.  - Use Nearpod to walk students through several scenarios where students will determine what protection of the 1st Amendment applies in each case. Use the interactive aspects of Nearpod to gauge student learning and to emphasize any concepts that students seem to struggle with.  - Ask students to create a 1st Amendment visual “poster” on Teams. They will be given a Word doc on the assignments tab that contains each of the five parts of the 1st Amendment. They will be asked to re-write each part into their own words, and then to find images online that go with each part of the 1st Amendment (i.e. freedom of speech, freedom of religion, etc) and to copy and paste these images into the appropriate spaces in their digital poster, creating a 1st Amendment collage. Walk students through how to complete this, and then release them to complete it on their own.  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**  What are the defining characteristics of the First Amendment? Why are they important? What might happen if these five major rights were not protected? | | **Whole Group:**  - Discuss the Bell Ringer scenarios and question with the class, asking for student volunteers to share their responses.  - Have students read through a PDF copy of pg. 113-116 in their textbook, which discusses the Bill of Rights beyond the 1st Amendment. As students read, they should fill out a chart that will be provided for them on the Assignments tab which lists the different amendments of the Bill of Rights and contains pictures for each (that have been provided by the teacher). Students will use the reading to fill out what right each amendment protects, and what those protections mean. The teacher will model this for students, completing the 2nd Amendment box with them.  - The final question on the assignment will ask students to contemplate the same question in the Bell Ringer. Based on what they have now learned, which Amendment do they think is the most important, and what might happen if it did not exist?  - Once students have completed this assignment, go over it together with the class.  - Reserve the final 15 minutes of class for a Kahoot game about the Bill of Rights. Each question will have a scenario about the rights of citizens being protected. Ask students to select which amendment reflects each scenario. Use their collective answers to gauge student understanding and to re-teach during the game.  **Evidence Based Writing: What would happen if [...]? Use text-based evidence to support your claim.**    Which amendment of the Bill of Rights do you think is the most important? Why? Using evidence from our discussion and reading, what might society look like if that amendment did not exist? | |
| **Assessment:**  - The evidence based writing group assignment will be collected and graded as a classwork assignment and provide a written assessment of student comprehension of the obligations vs responsibilities of citizenship lesson. The class discussion earlier will also provide an informal assessment. | | **Assessment:**  - The quiz will serve as an assessment of student learning on the previous several lessons and will give opportunities for re-teaching and correcting deficiencies. The Nearpod activities and 1st Amendment collage will be graded as a classwork grade. | | **Assessment:**  - The Bill of Rights chart will be graded as a classwork assignment. The Kahoot game will provide an informal assessment to see how well students have learned and applied the rights found in the Bill of Rights. | |
| **Home Learning:**  - Study for quiz on citizenship and the rule of law next class. | | **Home Learning:**  - Finish 1st Amendment collage. | | **Home Learning:**  - Finish Bill of Rights chart. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; ES-4; VV-4 | Focus on Key Words  Multi-Sensory Approach | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Present information through multisensory approach  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Focus on Key Words  Multi-Sensory Approach | P2 – CB-K/F; CT-504; JV-504; NW-K | Present information through multisensory approach  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Focus on Key Words  Multi-Sensory Approach | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Present information through multisensory approach  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Focus on Key Words  Multi-Sensory Approach | P8 – EF-V/K; YP-K | Present information through multisensory approach  Emphasize content rather than spelling in writing communication | P8 - SB | Open-Ended Tasks |