|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Civics** | | | | | |
| **Social Studies 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. | | | | **Vocabulary:**  Enlightenment; Montesquieu; separation of powers; checks and balances; John Locke; liberty; social contract; life; property; natural rights; Magna Carta; Mayflower Compact; English Bill of Rights; Thomas Paine; Common Sense; limited government; self government; due process; rights; rule of law; grievances; British policies; independence; legislatures, liberty; boycott; oppression; taxation; oppression; Acts of Parliament; colony; consent  of the governed; repeal; tariff; taxation without representation; quartering | |
| **Monday/Tuesday** | | **Wednesday/Thursday** | | **Friday** | |
| **Essential Question:**  - How did Enlightenment ideals influence the Founding Fathers’ beliefs about individual liberty and government? | | **Essential Question:**  - How did Enlightenment ideals influence the Founding Fathers’ beliefs about individual liberty and government? | | **Essential Question:**  - Why did the American colonists declare independence from Great Britain? | |
| **H.O.T. Questions:**  - Why is the idea of natural rights important?  - How did Locke’s idea of the “social contract” influence the Founding Fathers?  - How did Montesquieu’s separation of powers impact the structure of our government? | | **H.O.T. Questions:**  - How did the ideas found in the Magna Carta, Mayflower Compact, English Bill of Rights, and Common Sense influence and justify the American colonists’ decisions about government and society?  - How are the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense similar to and different from each other? | | **H.O.T. Questions:**  - What ideas formed the arguments for the colonists’ desire for independence?  - How did British policies cause colonial grievances about rights, liberty, and self-government? | |
| **Bell Ringer:**  Direct students to the “Assignments” tab on Teams, where they will find a data chat form and the scores from the Baseline Exam listed by ID number. Spend about 10 minutes with the whole group directing students to fill out their data chat forms and goals for future benchmark testing. | | **Bell Ringer:**  Display a scenario to students:  *Imagine you are on a cruise with a group of 20 friends when all of a sudden the boat is lost in a storm. You finally spot land in the distance and the group makes its way towards it. As you get closer, you quickly realize there is no civilization on the island. Hungry and exhausted, everyone begins to argue. You all decide that rules have to be made for everyone’s protection and benefit*.   1. What rules do you think you and your friends would make? Come up with at least 3. 2. Would you make these rules before or after you arrive onto the island? Why? 3. Would there be a single leader or group of leaders? How would you choose them? Explain. | | **Bell Ringer:**  Display EOC review questions to students about the Enlightenment and Founding Documents lessons. | |
| **Learner Outcome:**  Students will identify the Enlightenment ideas of natural rights, social contract, and separation of powers. They will evaluate the influence of these ideas on the Founding Fathers and connect them to the creation and structure of the American government. | | **Learner Outcome:**  Students will compare and contrast the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense. They will link the ideas and purpose of each document to the ideas of the American colonists about government and society. | | **Learner Outcome:**  Students will connect British policies to colonial grievances and trace this causal relationship through the Declaration of Independence. They will also analyze how colonial responses reflected the underlying themes of rights, liberty, and representation. | |
| **Whole Group:**  - Spend about 10 minutes showing students how to fill out the data chat forms found on the Assignments tab. Students will fill out their name, their score on the baseline (found in a PDF posted with student ID numbers and scores), and their goals for future benchmark testing. Any students who are having difficulties completing this will be invited to a smaller group call later in the class so that the teacher can walk them through it separately in more detail.  - Show students a Nearpod set of slides that discuss the Enlightenment, John Locke, and Montesquieu, as well as their important ideas. The teacher will walk the students through these slides, and each group of slides will have a quick “reading check” question or two embedded into them for students to answer as we move through the class material.  - Display definitions of “social contract” and “natural rights” when discussing Locke and take time to discuss these with students, as well as to show them the “L” hand signal that will help students link Locke to the rights of life and liberty (as well as property). Also display the “M” hand signal for Montesquieu to help students connect Montesquieu to the separation of powers into three branches.  - At the end of the Nearpod, students will spend about 5-10 minutes answering several questions to sum up the lesson, including the Evidence Based Writing question below. Go over student responses.  - In the final 20 minutes or so of class, direct students to <https://imgflip.com/memegenerator> and instruct them to use the online meme generator to create two memes about the topics and the key vocabulary words which we have learned about in class. The teacher will demonstrate how to do this and show students how to save/screenshot their memes, and the students will be directed to post them on a special “Memes” channel on Teams. When students submit the memes, they must write a sentence explaining their choice of picture and wording and how it relates to the lesson.  **Evidence Based Writing: Delineate and evaluate the specific argument in a text. Cite evidence to support your answer.**  How would the idea of separation of powers help to protect the rights of people and the rule of law? Use evidence from our lesson today to help answer this question. | | **Whole Group:**  - Give students about 10 minutes to answer the Bell Ringer question, then discuss their answers as a whole group. See if there is any consensus on how the class would govern/create rules, or if there is a wide variety in their responses.  - Display a PowerPoint slide for the students that contains several key terms, such as limited government, self-government, rights, and rule of law. Define these key terms and have students take notes on these vocab words.  - Post the “Colonial Influences” handout on Teams and begin reading through it with students. Read the first section together as a whole group, and then continue with the section on the Magna Carta.  - Play short video on Magna Carta (from the British Library):  <https://www.youtube.com/watch?v=7xo4tUMdAMw> and then discuss how the Magna Carta demonstrated the ideas of limited government and the rule of law. Show students the chart that they will be filling out together in their groups, and demonstrate for the class how to fill out the Magna Carta section of it.  - Release students to their groups and start individual group calls which each of the four groups. In groups, students will complete the reading about the remaining three key documents and fill out their charts that ask questions about each document, such as when it was written, who it was written by, what its purpose was, and how it influenced the views of the American colonists. They will also tie the key vocabulary words to their documents. As students work in groups, the teacher will move from call to call to offer assistance and supervision, as needed.  - Get back together as a whole group with about 15-20 minutes left in class, and call on students to share their answers about the Mayflower Compact, English Bill of Rights, and Common Sense with the class. Put the correct answers into a shared document that will be posted for them as notes, and direct them to download a copy of this document for them to have easy access to it.  - Post several questions as a survey (using Microsoft Forms) as a lesson close to see how well students have retained and comprehended the information learned in this lesson.  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**  What was the purpose of each “Founding Document,” and how did it influence the Founding Fathers? Link the ideas in our key terms for the day to each of the documents. | | **Whole Group:**  - Go through the Bell Ringer questions with the students and discuss the correct answers, re-teaching any concepts or ideas that the class as a whole answered incorrectly.  - Post a reading on Teams which discusses the Road to Revolution, from the French and Indian War through the Stamp Act, Quartering Act, Intolerable Acts, and so forth, all the way through the grievances that led to the start of the Revolutionary War and the Declaration of Independence. Begin to read this together with the class and explain each of the key events, as well as how these British policies affected the colonists and motivated them to declare independence.  - As we read together as a class, have students go to the Assignments tab on Teams and begin to fill out the cause-and-effect chart posted which will help students to organize the British policies and the colonial reactions to them.  - Release students to complete the reading and the rest of the chart on their own. Give students about 30-40 minutes to do so.  - Once students have completed the chart, go over it together as a class, calling on students to share their answers and explaining important vocabulary and ideas along the way.  - As a lesson close, direct students to <https://imgflip.com/memegenerator> and ask them to create another meme, this time about an event on the Road to Revolution. They will post this meme on the “Memes” channel of Teams, along with a sentence explaining their choice of picture and wording, as well as how it relates to the lesson.  **Evidence Based Writing: Write to explain a historical figure or character's mood, referencing historical evidence.**    Why were the colonists angry at the policies of Great Britain during the 1760s and 1770s? How did the colonists think that these policies took away their rights? Use details from our reading today and previous lessons to explain your answer. | |
| **Assessment:**  - The Nearpod activities and memes together will make up a classwork grade and will show the teacher how well students can recall and apply the key ideas of the Enlightenment that influenced our Founding Fathers. | | **Assessment:**  - The group chart about the “Founding Documents” will serve as a classwork grade and will show how well students have read and understood the lesson for the day. The lesson close survey questions will provide an informal assessment for the teacher to evaluate what ideas might need to be reviewed or retaught in a future class. | | **Assessment:**  - The cause-and-effect chart and meme will together make up a classwork grade and will show the teacher how well students can recall and apply the key ideas of the Road to Revolution lesson. The Bell Ringer will serve as an informal assessment of how well students recall the previous two lessons, with an opportunity to re-teach key ideas. | |
| **Home Learning:**  - Finish memes. | | **Home Learning:**  - Finish any missing assignments that you may have. | | **Home Learning:**  - Study for quiz on the Enlightenment and Founding Documents. | |
| **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 | Modeling  Comprehension Check | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Emphasize content rather than spelling in writing communication  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Modeling  Comprehension Check | P2 – CB-K/F; CT-504; JV-504; NW-K | Emphasize content rather than spelling in writing communication  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Modeling  Comprehension Check | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Emphasize content rather than spelling in writing communication  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Modeling  Comprehension Check | P8 – EF-V/K; YP-K | Emphasize content rather than spelling in writing communication  Provide positive reinforcement for following rules or directions | P8 - SB | Open-Ended Tasks |