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| **Civics** | | | | | |
| **Social Studies Standards:**  SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.  SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights. | | | | **Vocabulary:**  Constitution; Articles of Confederation; debt; tax; trade; regulate; inclusion; unanimous; national government; federal government; Shays’ Rebellion; Constitutional Convention; Congress; Legislative Branch; Executive Branch; Judicial Branch; Anti-Federalist; Federalist; Anti-Federalist Papers; Federalist Papers; ratify; viewpoint; individual rights; compromise; ratification; James Madison; Alexander Hamilton; John Jay; John Hancock | |
| **Monday/Tuesday** | | **Wednesday/Thursday** | | **Friday** | |
| **Essential Question:**  - How did the weaknesses of the Articles of Confederation lead to the writing of the U.S. Constitution? | | **Essential Question:**  What led to the ratification of the Constitution? | | TEACHER WORK DAY 🡪 NO SCHOOL | |
| **H.O.T. Questions:**  - How did the weaknesses of the Articles of Confederation reflect the Founding Fathers’ desire for limited government?  - How did a weak national government negatively impact the United States? | | **H.O.T. Questions:**  - Why did the Federalists and Anti-Federalists disagree about the Constitution?  - How are the demands of the Anti-Federalists reflected in the Bill of Rights? | |  | |
| **Bell Ringer:**  Show students four classroom “rules” that aren’t very good. Ask students to think about how these rules could be improved. Choose two of the rules and re-write them so that they would lead to a more effective classroom. | | **Bell Ringer:**  Use Microsoft Forms to display several review EOC-style questions about the Declaration of Independence and Articles of Confederation lessons. | |  | |
| **Learner Outcome:**  Students will identify and analyze the weaknesses of the Articles of Confederation. They will connect the Articles to the Founding Fathers’ wish for limited government and evaluate the effect that a weak national government had on the United States. | | **Learner Outcome:**  Students will compare and contrast the viewpoints of the Federalists and Anti-Federalists about the Constitution. They will connect the weaknesses of the Articles of Confederation to ratification of the Constitution and evaluate how the Anti-Federalists’ concerns about the Constitution led to the Bill of Rights. | |  | |
| **Whole Group:**  - Go over Bell Ringer activity. Emphasize to students that 1st attempts at something don’t always lead to perfection, and sometimes things need to be edited and improved. Tell the class that this is what happened with our nation’s first attempt at forming a government: The Articles of Confederation.  - Play <https://www.youtube.com/watch?v=rPNKoDhTs00>, a one-minute quick lesson on the Articles of Confederation. Ask students to write down in the chat some of the weaknesses of the Articles of Confederation that they caught from the video. The video may be played again if students need to watch it one more time.  - Choose several of these weaknesses that students have come up with and display them on a PowerPoint slide for the class. Ask students to brainstorm ideas about why it might be difficult to run a country with these weaknesses in place. Discuss their responses and ideas with the class, and let students share their ideas with each other.  - Post a note-taking graphic organizer on Teams that students can use to take notes as we go through a PowerPoint that covers the Articles of Confederation, its weaknesses, and why it failed. Have students fill out their graphic organizers as we go through the PowerPoint. Most of the words will be written down for students, but they will be looking for key words to place in their notes pages in the Word doc that is posted.  - Direct students to an assignment with multiple choice lesson questions, and a writing prompt. Students will take the rest of the class period to answer these several questions (and to explain their answers), and to work on the writing prompt.  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    Why did the Articles of Confederation fail as a government system for the United States? Give at least 3 examples from your notes and from our discussion today to support your answer. | | **Whole Group:**  - Go over the Bell Ringer questions, using this as an opportunity to review key concepts and terms from the last two classes. Re-teach and review any key ideas that students have struggled with recalling or understanding.  - Segue into a quick discussion on why and how the Founding Fathers believed that they should change their government, and that this is how we got a Constitution. But not everyone agreed on what the Constitution should look like. Tell students that we’re going to focus today on the debate about the Bill of Rights. Go through a brief review of the Bill of Rights, including displaying the interactive flash game at: <http://billofrightsinstitute.org/engage/student-resources/playgames/life-without-the-bill-of-rights/> and demonstrate what life would be like without the Bill of Rights.  - Post a reading on Teams about Federalists and Anti-Federalists. Students will read through this handout and use Microsoft Word to highlight in yellow the viewpoints of the Federalists and highlight in blue the viewpoints of the Anti-Federalists. We will read the first paragraph together and demonstrate this as a class, then students will read individually and do this on their own for the next 10-15 minutes. Then we will share what students have done and discuss the major differences between the Federalists and Anti-Federalists.  - Page 2 of the Word doc will contain a graphic organizer that goes with the reading assignment, asking them to compare the Federalists with the Anti-Federalists. Students will complete this by using the reading to fill out the empty boxes in the organizer. Give students about 20 minutes to complete this activity, and then we will go over it together as a whole group.  - Save the final 10-15 minutes of class to walk students through their homework assignment: to sign up for the class on iCivics and to play the “Race to Ratify” review game. This game will put them into the shoes of a Federalist or Anti-Federalist who is trying to convince others to ratify (or not ratify) the Constitution. There will be a short assignment posted on Teams that asks them how they will have done in this game.  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**    Why did the Anti-Federalists oppose the Constitution? How did the Bill of Rights help to ease their fears about tyranny? Use evidence from the reading to support your response. | | TEACHER WORK DAY 🡪 NO SCHOOL | |
| **Assessment:**  - The graphic organizer, end-of-lesson questions, and paragraph will be turned in and graded as a classwork assignment. The whole-group discussion during our notes part of the lesson will allow for an informal assessment and re-teaching, if necessary. | | **Assessment:**  - The guided reading and Federalists/Anti-Federalists chart will count as a classwork grade and will show how well students have comprehended the material, allowing for future re-teaching, if necessary. The “Race to Ratify” game will allow students to role-play what they have just learned and will be combined with future iCivics games to count as a project grade. | | TEACHER WORK DAY 🡪 NO SCHOOL | |
| **Home Learning:**  - Finish writing assignment. | | **Home Learning:**  - Finish chart.  - Sign up for iCivics and play the “Race to Ratify” game (due next week). | |  | |
| **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 | Graphic Organizers  Focus on Key Words | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Provide key concepts or vocabulary prior to lesson presentation  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Graphic Organizers  Focus on Key Words | P2 – CB-K/F; CT-504; JV-504; NW-K | Provide key concepts or vocabulary prior to lesson presentation  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Graphic Organizers  Focus on Key Words | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Provide key concepts or vocabulary prior to lesson presentation  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Graphic Organizers  Focus on Key Words | P8 – EF-V/K; YP-K | Provide key concepts or vocabulary prior to lesson presentation  Emphasize content rather than spelling in writing communication | P8 - SB | Problem Based Learning |