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| **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.  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:**  Rule of Law; 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 (“B” Day)/Tuesday (“A” Day)** | | **Wednesday (“B”)/Thursday (“A”)** | | **Friday (“B” Day)** | |
| **Essential Question:**  - Why are natural rights considered “Enlightened” ideas? | | **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? | |
| **H.O.T. Questions:**  - Why was the Enlightenment so important?  - How do you know that our democratic ideals were influenced by John Locke and Montesquieu? | | **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:**  Direct students to our assignment for the day on Teams, where the first section will contain several EOC-style review/preview questions that will cover topics we will be reviewing over the next several classes. | | **Bell Ringer:**  Direct students to our assignment for the day on Teams, where the first section will contain several EOC-style review questions about Locke, Montesquieu, and their ideas about natural rights, as well as how these ideas have affected the United States. | | **Bell Ringer:**  Direct students to Teams, where they will answer several EOC- style questions about the Founding Documents and the Road to Revolution (i.e. the review lesson covered in the previous class). | |
| **Learner Outcome:**  Students will begin their EOC review by analyzing the concept of natural rights. They will apply the ideas of Locke and Montesquieu to the founding and creation of the United States. They will also evaluate the importance of the Enlightenment for our country and its ideals. | | **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 Preamble and structure of the Constitution and evaluate how it uses the Enlightenment ideas of separation of powers and checks & balances. | |
| **Whole Group:**  - We will begin class with our Bell Ringer questions. Give students about 5-10 minutes to answer them. Then we will discuss them with the class, with the teacher calling on students to answer the Qs and explain their reasoning. We will also discuss various strategies to process the questions and to eliminate incorrect answer choices.  - Direct students to the second part of the Word document on Teams, where we will have a variety of question types, including true/false, fill in the blank, multiple choice, and short answer. Go through a PowerPoint with the class that discusses the Enlightenment and the ideas of Locke and Montesquieu. Pause at points during the PowerPoint to allow students to answer the corresponding questions in their Word document. We will then go over those questions, asking for volunteers to share their answers and giving an opportunity for re-teaching and further explanation.  - About halfway through class, after completing the PowerPoint and corresponding questions, post the Evidence Based Writing question for students. Ask them to use what they already know, as well as the information we’ve just discussed in the PowerPoint, to write a paragraph answering the question. Give students about 20-25 minutes to complete this.  - As students begin to finish, introduce them to our final task, which is an iCivics-based project. There will be five iCivics review games posted for them, which will help them explore concepts on our EOC test in a fun, creative way. Students must choose three of these games to play and to complete for a project grade (they may play more for extra credit). Spend a few minutes walking the class through this assignment and how to complete it. Then release students to continue finishing their paragraphs (if they need extra time) or to begin playing one of the iCivics games to finish up class.  **Evidence Based Writing: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.**    How were our democratic ideals and government influenced by John Locke and Montesquieu? Give at least one example for each Enlightenment philosopher. | | **Whole Group:**  - 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.  - Post the “Founding Documents” review handout on Teams, which contains information about the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense. Students will go to a “notes” page with information to fill out based on their reading. Put students into Breakout Rooms on Teams to work together to fill out these handouts. Each student should take one column or one of the “Founding Documents” to answer questions about.  - When students have completed this activity, they will move to the next review activity, where 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. Cite evidence to explain these interactions.**    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 answers as a whole group, with the teacher calling on individual students for each question.  - As a whole group, the teacher will distribute a notes page about the Declaration of Independence. The teacher will utilize a PowerPoint displayed to the class that contains the language of the Declaration of Independence, as well as key points that students will write down in their notes. We will analyze the document together as a class, linking specific passages to the ideas of self-government, Locke’s ideas of natural rights, and Locke’s social contract. The teacher will pause at points during the PowerPoint and have students answer specific questions on their notes page.  - Next, students will receive a handout containing a “Scavenger Hunt” list of questions about the Constitution. They will use a PDF posted about the Constitution 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?”  - When students finish the Constitutional “Scavenger Hunt,” they will be given a short writing question to tie together the lesson:  **Evidence Based Writing: Analyze how two or more texts address similar themes and topics, citing evidence.**    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 review handout and paragraph will be graded as classwork. The iCivics games assigned will be due on May 5th/6th and will count together as a project grade. | | **Assessment:**  - The Bell Ringer, handouts, and writing assignment will be collected as classwork grades | | **Assessment:**  - The Bell Ringer and writing questions will allow the teacher to evaluate what the class has learned and what they are struggling with, with the opportunity for re-teaching. | |
| **Home Learning:**  - Finish any classwork that you need to complete.  - Begin working on our iCivics review games project. | | **Home Learning:**  - Finish any classwork that you need to complete.  - Work on our iCivics review games project. | | **Home Learning:**  - Finish any classwork that you need to complete.  - Work on our iCivics review games project.  - Study for review quiz next class. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; SS-1; ES-4; VV-4 | Teacher Made Questions  Prior Knowledge | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Provide important dates in writing  Break long assignments into small, sequential steps |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Teacher Made Questions  Prior Knowledge | P2 – CB-K/F; CT-504; JV-504; NW-K | Provide important dates in writing  Break long assignments into small, sequential steps |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Teacher Made Questions  Prior Knowledge | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Provide important dates in writing  Break long assignments into small, sequential steps |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Teacher Made Questions  Prior Knowledge | P8 – EF-V/K; YP-K | Provide important dates in writing  Break long assignments into small, sequential steps | P8 - SB | Flexible Grouping |