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| **Law Studies** | | | | | |
| **Social Studies Standards:**  SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.  SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.  \*\*SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. | | | | **Vocabulary:**  Constitution; Executive Branch; Legislative Branch; Judicial Branch; Supreme Law of the Land; Separation of Powers; Checks and Balances; Federalism; Limited Government; Popular Sovereignty; Republicanism; Enlightenment; chamber; bill; law; sponsor; co-sponsor; committee; reconcile; amendment; conference committee; floor; Article I Section 8; Article I Section 9; unconstitutional; Gibbons v. Ogden; interstate commerce; “necessary and proper” clause | |
| **Wednesday** | | **Friday** | |  | |
| **Essential Question:**  - What powers does the legislative branch have? | | **Essential Question:**  - What powers does the legislative branch have? | |  | |
| **H.O.T. Questions:**  - How does Article I, Section 8, delineate the powers of Congress?  - Why is it important to have certain powers denied to Congress listed in the Constitution? | | **H.O.T. Questions:**  - Why is the Supreme Court’s ruling in *Gibbons v. Ogden* important?  - How does the commerce clause of Article I, Section 8, affect us today? | |  | |
| **Bell Ringer:**  Show a political cartoon that reflects what Congress can and cannot pass laws about. Ask students to analyze the cartoon and answer the following questions:   * What does the cartoon show? * What do you think the cartoon means? * What do you think is the perspective of the artist of the cartoon? | | **Bell Ringer:**  Briefly review for a quiz on the Preamble and “Big Ideas” of the Constitution. | |  | |
| **Learner Outcome:**  Students will analyze the powers given to and denied to Congress. They will evaluate sample cases/scenarios and apply the powers of Congress found in Article I, Section 8 (and the powers denied to Congress in Article I, Section 9) to these cases to decide if they are constitutional or unconstitutional. | | **Learner Outcome:**  Students will analyze the importance of the 1824 *Gibbons v. Ogden* case. They will apply what they have learned about Article I, Section 8, to help decide the case, and they will evaluate how the idea of “interstate commerce” and Congressional regulation of it affects us today. | |  | |
| **Whole Group:**  - Give students a few minutes to work on the Bell Ringer. Before discussing it with them, ask if any students watched the election results. Briefly show them the Electoral College map that we went over last class, but this time, it will be filled out with current voting results. Ask students what they see and what its implications are. Then return to the Bell Ringer and call on students to give their answers.  - Spend about 5-10 minutes going over the “Big Ideas” of the Constitution activity from the previous class. Tell students that they will have a quiz on this at the beginning of the next class.  - Show the class the Schoolhouse Rock “I’m Just a Bill” video on YouTube as a way to remind them of the legislative process: <https://www.youtube.com/watch?v=FFroMQlKiag>  - Direct students to a PDF posted on Microsoft Teams for them that contains the legislative process, as well as parts of Article 1, Section 8 and 9. Tell the class that we need to review and learn what types of bills Congress can pass – and that this is found in Article 1, Section 8, and Article 1, Section 9.  - Distribute a graphic organizer to students containing several key elements of Article 1, Sections 8 and 9. Put the students into groups on Teams and ask them to work together in their groups to put the language of the Constitution into simpler, easy-to-understand terms.  - Once students have finished this activity, go over it with them. Discuss some of the implications of what these clauses actually mean (including interstate commerce and the “necessary and proper” clause).  - Post another handout to students in their Group Channels on Teams containing a set of scenarios. Ask them to work through the scenarios and determine whether the situations contain legal or illegal acts of Congress, and to explain their reasoning by going back to Article I, Section 8, and Article I, Section 9. At the end of class, go over these scenarios as a whole group.  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**    Given a specific scenario, does this situation contain a law that is capable of being passed by Congress, or is it unconstitutional? How do you know this? Refer back to Article I, Sections 8-9 for evidence. | | **Whole Group:**  - Post the quiz on Microsoft Forms and direct students to it. They will have about 15 minutes to complete it.  - Ask students what they think “interstate commerce” means. Have them brainstorm ideas and type them into the meeting chat on Teams.  - Distribute another scenario to students, similar to the ones worked on during the previous class, but this one is much longer and in more detail. Do not tell students that this scenario is actually from the *Gibbons v. Ogden* court case. Direct students to make annotations as they read on Microsoft Word, where they should highlight in red the words or phrases that they do not understand, and highlight in yellow the key ideas of the reading. Read this together with the students, and demonstrate the annotations for the first paragraph or two before releasing students to annotate their copies on their own.  - Go over what students annotated and the facts of the case, answering any questions that students have about key words or the important facts. Ask students to answer several important questions about the case, including whether they believe that Congress has the power to pass a law regulating steamboat monopolies or whether the state of New York’s law about getting expensive permits to operate on a river shared between New York and New Jersey would be considered legal. Have them decide whether Article 1, Section 8 gives Congress the power to pass a law about whether New York can issue expensive permits in this situation. Discuss their answers.  - Once students have decided whether this law would be allowed or not based on Article 1, Section 8, disclose that they were actually looking at a key Supreme Court case from 1824: Gibbons v. Ogden. Direct students to a short reading posted on Teams that recaps the Supreme Court’s decision in the case, and a series of questions that students will answer about the case and how it might affect their lives today. End class by discussing their answers.  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**    How did the Supreme Court justify its ruling in Gibbons v. Ogden? Use Article 1, Section 8 for evidence. How might this ruling affect our lives today? For example, do you ever buy things that were made in other states? If you had a successful invention and wanted to sell it around the country, would you face different sets of trade requirements in each state? | |  | |
| **Assessment:**  - The scenario activity will serve as a formal assessment of how well students can apply parts of the Constitution to various events and will also serve as a classwork grade. | | **Assessment:**  - The quiz on the Preamble and “Big Ideas” of the Constitution will demonstrate how well students have learned the previous lessons and will serve as a quiz grade. The answers to the questions posed about Gibbons v. Ogden will be collected and graded as classwork. The annotations and discussion about the reading will serve as an informal assessment and give the teacher an opportunity to check for understanding, to explain anything students struggle with, and to ensure that students are focusing on the important points of the case. | |  | |
| **Home Learning:**  - Study for quiz on the Preamble & Big Ideas of the Constitution. | | **Home Learning:**  - Finish classwork. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Bilingual Dictionaries  Focus on Key Words | P4 – GM-504 | Give directions in small steps & few words as possible  Emphasize content rather than spelling in writing communication | P4 – JG; LM | Problem Based Learning |