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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.  \*\*SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels. | | | | **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; chamber; bill; law; sponsor; co-sponsor; committee; reconcile; amendment; conference committee; floor | |
| **Tuesday** | | **Friday** | |  | |
| **Essential Question:**  - What powers does the legislative branch have? | | **Essential Question:**  - How does the legislative branch function? | |  | |
| **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? | | **H.O.T. Questions:**  - How does a bill become a law?  - How does Congress work to ensure that only the best versions of bills are passed? | |  | |
| **Bell Ringer:**  What do you think “interstate commerce” means? What are some examples of things that it might apply to? | | **Bell Ringer:**  Ask students to create two bills that they would like to see passed into law. These bills may be about anything that they want within the limits of the law – they should be creative. | |  | |
| **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. | | **Learner Outcome:**  Students will trace the process of how a bill becomes a law. They will create their own sample bills and analyze how Congress works to filter out bills and to ensure that the “best,” or most acceptable to the whole, bills are passed. | |  | |
| **Whole Group:**  - Ask students what they think “interstate commerce” means. Have them brainstorm ideas and type them into our shared Bell Ringer Word doc on Teams, then discuss their answers.  - Distribute a 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? | | **Whole Group:**  - Distribute a notes page on Teams to students that contains several key words and definitions about the legislative branch, but which has certain blanks that students will need to fill in while the teacher is speaking. Review briefly that the main function of the legislative branch is to create laws, and that the Congress is divided into a House and a Senate. Also emphasize that in our previous activity about the parts of the Constitution, students learned that about 52% of the Constitution is devoted to Article I, setting up the legislative branch, making it the “most important” of the branches to the Founding Fathers, as it is the originator of all laws. Explain that bills have sponsors, co-sponsors, and amendments that are often added while in committees.  - Take about 30 minutes to display the iCivics game “LawCraft” and play through part of the game together with the class. In this game, we will together select a district to represent in the House, look at the demographics of the district and the issues that the voters care most about, and then attempt to create and pass bills that our district would support and that could make it through the House and the Senate. Throughout the game, the class will discover how bills will be amended, the debate that will go on in committees that can change or kill a bill, and the different compromises that are made to make a bill better and to turn an idea into a bill that is capable of being passed.  - Students will be called on during the game to make decisions for our representative; at other times, a poll on Teams may be used to decide what we should collectively do next in the game in order to keep the experience interactive with the class.  - Once the game has been played, discuss the experience with students. Ask them if making a potential law was an easy or difficult experience, and why they thought it might have been so.  - Close class by having students complete a short worksheet and reflection assignment on Teams, where they will answer several wrap-up questions about their experience, including the evidence based writing question below:  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    How does Congress work to ensure that only the “best” versions of bills are passed? Use examples from the LawCraft game to support your answer. | |  | |
| **Assessment:**  - The answers to the questions posed about Gibbons v. Ogden will be 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. | | **Assessment:**  - The iCivics game and discussion about it will serve as an informal assessment, and the questions about their experiences playing the Congressional game will serve as a formal assessment of what they learned, as well as a classwork grade. | |  | |
| **Home Learning:**  - Finish classwork. | | **Home Learning:**  - Finish classwork. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Bilingual Dictionaries  Games | P4 – GM-504 | Break long assignments into small, sequential steps  Emphasize content rather than spelling in writing communication | P4 – JG; LM | Problem Based Learning |