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| **Law Studies** | | | | | |
| **Social Studies Standards:**  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.  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. | | | | **Vocabulary:**  Constitution; Bill of Rights; Preamble; We the People; Union; Establish Justice; Domestic Tranquility; Common Defense; General Welfare; Liberty; Posterity; Ordain; Articles I-VII; Executive Branch; Legislative Branch; Judicial Branch; Amendment Process; Ratification; Supreme Law of the Land; Separation of Powers; Checks and Balances; Federalism; Limited Government; Popular Sovereignty; Republicanism; Enlightenment | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - How does the Constitution serve as the foundation for law in the United States? | | **Essential Question:**  - How does the Constitution serve as the foundation for law in the United States? | | **Essential Question:**  - How does the Constitution serve as the foundation for law in the United States? | |
| **H.O.T. Questions:**  - How does the Preamble to the Constitution emphasize that power in the United States comes from the citizens?  - How does the Preamble delineate the purposes of government? | | **H.O.T. Questions:**  - How is the Constitution structured to divide up power in the government?  - How do the different parts of the Constitution reflect the “big ideas” of the Enlightenment? | | **H.O.T. Questions:**  - Why did the Founding Fathers create a republic rather than a democracy?  - How does the Electoral College work? | |
| **Bell Ringer:**  Ask students to think about how they would create a society if they were stranded on an island somewhere. Pose several questions to them about how they would organize society. | | **Bell Ringer:**  Display a political cartoon about the Constitution and ask students to analyze it. They should answer the following questions:   * What do you see in the image? * What do you think it means? * What do you think is the author’s purpose in creating it? | | **Bell Ringer:**  Display a quote from the Federalist Papers that argues for republicanism instead of democracy. Ask students to analyze it. | |
| **Learner Outcome:**  Students will analyze the Preamble of the Constitution and evaluate how it emphasizes that power comes from the people. They will also identify the purposes of government as stated in the Preamble and apply them to sample scenarios. | | **Learner Outcome:**  Students will analyze the structure of the Constitution and how it divides power between different parts of government. They will also connect the “big ideas” of our government to specific passages within the Constitution. | | **Learner Outcome:**  Students will evaluate the Founding Fathers’ inclination toward republicanism over democracy, especially when it comes to creating laws and electing the President. They will also analyze the function of the Electoral College. | |
| **Whole Group:**  - For the Bell Ringer, students will answer the following questions:   1. How will you make sure everyone sticks together and works towards the common goal of getting rescued? (form a more perfect union) 2. How will you make sure that anyone who feels unfairly treated will have a place to air complaints? (establishing justice) 3. How will you make sure that people can have peace and quiet? (ensuring domestic tranquility) 4. How will you make sure that group members will help if outsiders arrive who threaten your group? (providing for the common defense) 5. How will you make sure that the improvements you make on the island (such as shelters, fireplaces and the like) will be used fairly? (promoting the general welfare) 6. How will you make sure that group members will be free to do what they want as long as it doesn't hurt anyone else? (securing the blessing of liberty to ourselves) 7. How will you make sure that the rules and organizations you develop protect future generations? (securing the blessing of liberty to our posterity)   - Once students have had time to answer these questions, ask the class to share and discuss their answers.  - Display the questions again, and give students a list of the words listed in parenthesis behind each question (these words will not actually be on the original handouts posted to students for the Bell Ringer, of course). Ask students to match up the purposes of government in the Preamble to the questions that they have just answered. Go over this matching activity, and discuss the meaning of each element of the Preamble and how these purposes of government reflect the different purposes for law in this country.  - Display the Preamble on the board and read through it in full with students. Discuss what they believe “We the People” to mean, and who it includes.  - Post on Teams a chart containing the elements of the Preamble. Students may work in groups on Teams to put these purposes of government into their own words. They will also be asked to find online and copy into the chart a visual representation of the different functions of government (or what might happen if that part of government disappeared).  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**  Exit Ticket: Which element of the Preamble do you think is the most important? Why? Make sure to support your answer with evidence from our discussions and from the Preamble itself. | | **Whole Group:**  - Discuss student answers to the Bell Ringer.  - Display a PowerPoint that contains several slides discussing the “Big Ideas” found in the Constitution:   * limited government * republicanism * checks and balances * federalism * separation of powers * popular sovereignty   Discuss what students think these ideas mean, and then give the class a definition of each one. Students should take notes on this.  - Put students into different groups on Teams. In each group, students will work together on a shared Word doc to complete several activities:  1) A “mapping” handout. Using a link to an online copy of the Constitution, ask students to put the Constitution into a word processing program and to do a word count on each part of the Constitution. Have them compute the percentages (i.e. divide by 4379) of each section of the Constitution, and ask them to map this on their handout. Ask students which branches or parts of the Constitution that they think the Founding Fathers thought were the most important and how we can tell this based on how much attention that the Framers devoted to these sections.  2) Using the same online copy of the Constitution, have students search for three examples of each big idea within the Constitution. They will cite the corresponding article, section, and clause, and they will put these ideas into their own words.  3) Show several further political cartoons regarding these six “Big Ideas” of the Constitution. Ask students to analyze the cartoon, its meaning, and what big idea(s) of government are reflected by it.  - Students should divide up this work between themselves in their groups. Allow about 15 minutes at the end of class to come back together as a whole group to discuss their responses, especially to the mapping activity and the political cartoons.  **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or that is evident in an analysis of the picture.**  Analyze the political cartoon by answering the following questions:   * What do you see in the image? * What do you think it means? * What do you think is the author’s purpose in creating it? * How does it reflect one of the “Big Ideas” of the Constitution? | | **Whole Group:**  - Ask students to reflect upon one of the “Big Ideas” of the Constitution from last class: Republicanism. Share with the students that many of the Founding Fathers were distrustful of democracy (i.e. ordinary people having power) and that they preferred republicanism (i.e. elected people who have a stake in society making policy). Show them several quotes from the Federalist Papers where Madison and Hamilton argue against democracy and for republicanism.  - Present two arguments to students:   * Public policy (i.e. laws and actions of the government) should reflect the opinion of voters. * Public policy should be created by officials who are most informed about the issues involved.   - Have students think back to our previous lessons on the purposes of government. Using what they learned from those lessons, from today’s lesson, and from what they already know, ask them to choose a side and write a paragraph explaining and defending their position. Give students about 30 minutes to complete this activity.  - In the last half of class, demonstrate how the Founding Fathers put the idea of republicanism into electing a president through the Electoral College. Discuss with students how the Electoral College works to select a president (based on the voting in each state). Ask students to brainstorm some ideas about what might be positives and negatives about this system versus a popular vote system.  - Direct students to <https://www.270towin.com/>, which contains an interactive electoral map for the 2020 presidential election. Demonstrate for students how to use the map and show them what the projected results could be based on the current polls for next Tuesday’s election.  - Then give students about 5-10 minutes to play with the interactive map on their own to try to create an election that would be very close in the Electoral College (or as close to 269-269 as they can get). Have them screenshot their maps and post them into Teams to share with the class.  - Close class by linking students to an online political party/voting survey. Have students go through the issues and select their responses and see which party/candidate they would most identify with. Create a poll on Teams for them to anonymously share their results.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**  Do you believe that our country should more reflect the ideas of republicanism, or the ideas of democracy? Choose one of the two options on public policy and argue for it in a paragraph. Make sure to support your argument with evidence and reasoning from our previous lessons. | |
| **Assessment:**  - The chart and images will serve as a formal assessment to measure student writing and comprehension of the lesson, as will the exit ticket, which will be submitted for a classwork grade. | | **Assessment:**  - The group assignment will be graded as a classwork grade. | | **Assessment:**  - The writing assignment will be graded as a classwork grade and will give students the opportunity to practicing the argumentative skills that they learned from our debate last week. This will also give the teacher a change to offer feedback and suggestions to further improve those skills. | |
| **Home Learning:**  - Finish chart. | | **Home Learning:**  - None. | | **Home Learning:**  - Study for quiz.  - Watch the election results on Tuesday. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Bilingual Dictionaries  Multi-Sensory Approach | P4 – GM-504 | Provide key concepts or vocabulary prior to lesson presentation  Use of Manipulatives | P4 – JG; LM | Flexible Grouping |