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| **Name:** Amy White | **Date****(s): 18 days** | **Time:** 11:00-12:20 |
| **School:** Cawood | **Grade:** 8th | **Subject:** U.S History |
|  |  | **# of IEP’s: 6** |

**Kentucky Core Academic Standard (KCAS)**:

* SS 8.1: Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.
* SS 8.2: Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.
* SS-08-1.2.2: Students will explain the reasons why the powers of the state and national/federal governments are sometimes shared and sometimes separate (federalism) and give examples of shared and separate powers.

**Student Friendly Learning Target(s):**

I can explain how conflict and compromise are important aspects of our government.

I can describe the accomplishments and weaknesses of the Articles of Confederation.

I can explain the reasons for separation of powers for state and federal government

**Specific Lesson Outline:**

**Day 1-2:**

**Prior to class; have student throw everything out of in-class folder**

**Day 1. Bellringer: *Imagine we are planning a mandatory class fieldtrip to Universal Studios, a Caribbean Cruise, or New York City. Which fieldtrip would you want to go on? Why? Do you think we could get the entire class to agree? If so, how?***

* Random Share
* Discuss methods of deciding (vote, debate, etc). Does everyone get to go on the trip they want? How important would compromise be?
* Tell students they are going to learn how the U.S. government was created, and how conflict and compromise are important aspects of how our government works.

**Day 2: Bellringer: *Write about a time you disagreed with someone. What was the disagreement? How did you solve it?***

* Partner Share/Volunteer Whole Group Share

**2. Articles of Confederation 2 Constitution Handout**

* Pass out article to students
* Whole group read first page of handout about Articles
* Pass out T/F cards explain we are going to do a quick comprehension review
* Articles Comprehension Quiz Review: Students hold up T/F to quiz questions (correct misunderstandings)
* Read 2nd page of handout
* Go over Virginia/New Jersey Plans, Branches of Govt, and Constitution Solution (Compromise) with PP
* 2nd Comprehension Quiz Review: Students hold up T/F to quiz questions (correct misunderstandings)

**3. Whole Group and Partner Practice**

* Pass out **Wanted a Just Right Government Worksheet**
* Partners do top portion of worksheet
* Random Stick share
* Do Veen Diagram as class

**4. Cause and Effect Race**

* Pass out Cause and Effect Handout, Cut-outs, and scissors
* Students work with table partner, use reading to put cut-outs in right place
* Raise hand when you think your right, Teacher will check, first three partner groups win candy
* GO over answer as class students glue to handout

**5. Exit Slip:**

* On a sheet of half paper students write a response to the following question. Must be at least 5 sentences long.

***How was compromise important in creating our government? What disagreements did Americans have? How did they solve them?***

**Day 3:**

**1. Bellringer: *Why do you think the states decided to form a Union instead of just staying completely independent?***

* **Random Share**
* **Watch short video** [**https://www.youtube.com/watch?v=KsasRqBW0\_A**](https://www.youtube.com/watch?v=KsasRqBW0_A)

**2. Articles of Confederation Partner Work**

* Pass out and read Articles of Confederation as a class
* Assign Partners a question or two to answer
  + Cut out questions and allow partners 5 minutes to answer
* Give students time to answer question
* Partners share answer in order, teacher compliments with PP
* Students fill in Articles Organizer, teacher add info as necessary
* Collect

**3. Exit Slip:**

**What were some of the problems with the Articles? What improvements would you suggest?**

**Day 4-5: Problems with the Articles**

**8th Grade: 1. Bellringer: *Watch the video about the Articles and describe what economic problems they had under the Articles?***

[**https://www.youtube.com/watch?v=EFIkxQdZMZ0**](https://www.youtube.com/watch?v=EFIkxQdZMZ0)

**2. Textbook Partner Read**

* Pass out Governing a New Nation WS and have table partners get textbooks
* Have students read about **Settling the Western Land** p.206-207
* Partners fill in organizer **What did it do?**
* Share
* Discuss **Why it’s important**; add to organizer
* Have students read about **Growing Problems** p. 208-209 and **fill in organizer**
* Share
* **Watch short video** about Shay’s Rebellion have students write a **summary** of the event <https://www.youtube.com/watch?v=hCBaTV_sKvM>
* **Partner discussion**: *what did Shay’s Rebellion demonstrate about the strengths or weaknesses of the United States government*
* Volunteer share/ students add to WS

**3. Exit Slip**

* Students write letter to Congress about problems with Articles
* Must include three reasons and at least one suggestion for improvement

**3. Introduce Articles Simulation**

* During the remaining class time, distribute the State ID name placards and "State Delegate" cards, and explain the role playing activity that will take place on the following day.
* In this role playing activity, students will be delegates from the states to Congress. Divide students into at least 7 groups. It is not necessary to have the same number of students in each group - there should be at least 2 and no more than 7 in each group, however.
* Each group will represent a delegation from a particular state, as indicated on their "State Delegate" card. Each student should be given a "State Delegate" card, which indicates which state he or she represents, something about the state, and the particular interests the delegate represents.
* Also, give each state delegation their state ID name placard so that the other students know who they are representing.

**Day 6-7:**

**Bellringer: *Do you think it was easy to get 9 out of 13 states to agree (vote) on something? What differences in states might cause them to disagree?***

* Random share

**2. Articles Simulation**

* Students should group together with other delegates from their respective states.
* A presiding officer for the Congress should be selected through nomination and vote—each state group having only one vote.
* Then the presiding officer should announce the resolution for debate (as selected by the teacher from the list provided on pages 5-7 of the Text Document for Activity Two).
* Each state should meet for 5 minutes to discuss and prepare a short speech (1 minute) in support of or against the resolution. This speech should include reasons why other states ought to support or oppose the resolution.
* The presiding officer should oversee these deliberations.
* After this debate has concluded, the presiding officer will call for a vote. These basic concepts should be kept in mind:
* Each state delegation casts one vote, determined by the majority within each group.
* If the majority of delegates from a state do not agree with a resolution, they may attempt to block passage by "requesting" a letter from their state legislature recalling them all back to their state.
* In this case they do not get to vote on the resolution, but two-thirds of the state delegations—whether they are "present" or not - must still approve the resolution in order for it to pass.
* 5 of 7 states (or two-thirds, if more than 7 states are in play) must agree in order to pass a resolution to make a treaty, raise money, or borrow money. 4 of 7 states (or a simple majority, if more than 7 states are in play) must agree for all other resolutions.
* All requisitions for funds will be paid by the states in proportion to one of the following (depending on which resolution is introduced):
* Land Value (as indicated on State Delegate Cards).
* Population (as indicated on State Delegate Cards)
* Annual State Wealth (as indicated on State Delegate Cards)
* Further resolutions can be introduced and debated at the teacher's discretion, depending on time.
* After the final vote on each resolution, the teacher should read the consequences of the vote (included in the List of Possible Resolutions for Debate on pages 5-7 of the Text Document for Activity Two). For example, if the resolution was to raise money to pay the army, and the resolution passed, Rhode Island might refuse to pay; if it doesn't pass, there might be a mutiny among the army.

**3. Exit Slip:**

This activity will be followed by a written assignment in which students should analyze why the voting outcomes occurred as they did. What arguments were effective? Which states joined to support or to oppose? What could have been done or said to alter the outcome? Students might also write about how difficult it was to get a resolution passed by Congress under the Articles of Confederation.

**Day 8: Articles of Confederation Quiz (Ch 7.1 Section 1 Quiz)**

**Day 9: Constitutional Convention**

**1. Bellringer: NONE SUBSTITUTE**

**2. Partner Review**

* Table Partners read Ch. 7 Section 2 The Constitutional Convention (p.212-217) and answer questions about the reading
* Pass out Constitutional Convention WS
* Table partners get textbook (1 per partner)
  + Dismiss rows 1, 3, and 5
  + Allow students without table partner to find someone to work with (may work alone if they choose)
* Collect WS at end of class
* Have students return textbooks

**Day 10-11: Federalists v. Anti-Federalists**

***Bellringer: What do you think is wrong with politics today? What political changes do you think need to be made in the United States?***

* Random share

**1. Go over Constitutional Convention WS**

* Students may fill in answers for partial credit (may adjust depending on how many students finished WS with sub)

**2. John Jay/Elbridge Gerry Convo Skit**

* Pass out conversation to all students
* students read with table partner; each students taking a role
* Take 2 volunteers to act out the conversation in front of the class
* Have table partners answer questions

**3. Federalist v. Anti-Federalists Arguments**

* **Pass out Federalists v Anti-Federalists Arguments and WS to students**
* **Have partners translate one Anti-Federalist and one Federalist Argument into their own words**
  + Pass out numbers pieces of paper 1-6
  + Have students sit with students with same number
  + May work together to translate their arguments
* **Whole group share**
  + Each group share their translation
  + Groups copy from PP/discuss

**Day 12: Federalist v. Anti-Federalist**

**1. Bellringer: *Read the necessary and proper clause below. With your table partner discuss and write what you think it means (in your own words).***

* Give partners time to read, discuss, and write
* Volunteer share
* Watch video modify/share
* ***How do you think Federalists and Anti-Federalists felt about the necessary and proper clause?***

**2. Arguments Match:**

* Have students locate their argument, write their name on it, read their argument, and decide who thought it F or A
* Discuss each, share and move if necessary

**3. Student Practice**

* Pass out new Federalist and Anti-Federalist WS with students translated arguments
* Use arguments to answer questions, can discuss with table partner
* DON’T FORGET WHY
* Would you ratify? Three reasons
* Catchy Slogan:
* Raise hands: *Would Ratify? Would Not Ratify*? –**Share**
* Volunteer share bumper stickers

**Commerials ?????**

**Day 13-14: Constitution/Bill of Rights**

**Day 1 Bellringer: *Where the government gets its instructions. How do Congress, the President, and federal judges know what to do?***

**Day 2. Bellringer: *The Constitution passed after 10 months of arguing between Federalists and Anti-Federalists. What compromise do you think made Anti-Federalist approve, or ratify the Constitution?***

* Whole group share

**2. Anatomy of Constitution**

* DISTRIBUTE one reading packet to each student.
* READ through the first two paragraphs on page one with the class.
* PROJECT the Breaking it Down: The Preamble projection master. Walk through the Preamble line by line with the class. The students should add the annotations to their reading.
  + Also note that people living in the 1700s had different rules about capitalization than we do today.
* READ the rest of page one, continuing through page three with the class. Explain that you will go into greater detail on the amendment process on the next page.
* READ the information about the amendment process on page four and take the students through the various paths to the addition of an amendment to the Constitution.
* DISTRIBUTE the tent foldable activity page and show the class how to fold it correctly.
* PROJECT the Whose Job Is It ? Active Review projection master, revealing one at a time.
* ASK students to show the correct branch on their tent and note the correct answer on the projection. If you see areas of confusion, stop and clarify as needed.

**3. Student Practice**

* DISTRIBUTE the worksheet pages to the class.
* ASSIGN students to complete the worksheet activities. Review answers if you wish.
* CLOSE by asking students to silently recall one purpose of the U.S. government, based on the Preamble. Call on students until all 6 goals discussed in the lesson have been named- without looking at the packet.

**Day 2:**

**4.**

**Day 15: Make-up Work?**

**1. Bellringer: Are you missing any work?**

* Teacher goes over missing assignments, hands out make-up work
* Will accept no later than Friday

**2. Review**

* Pass out Review Topics
* Have students use WS to begin a study guide for test

**Day 16**

**1*. Bellringer: Write everything you know about the Articles of Confederation and the Constitution***

* Random share

**2. Trash Ball Review/ Quizlet**

* Trash ball directions:

Work in rows, share maps, use worksheets

Each group starts with 10 Xs

If your group gets a question right can erase another team’s X

If your team gets question right, may try to answer bonus (if question has one)

If your group gets question wrong goes to next group

If your group runs out of Xs you must answer a question right and make a basket to earn 2 Xs

Group with most Xs at the end of the game wins

**3. Essay Options**

* Share essay options and expectations with students

**Day 17: Assessment**

**1. Study for 10-15 minutes**

* Students have look over WS with table partner

**2. Assessment**

* Go over directions and expectations
* Students complete SILENTLY

**3. Word Search silently when complete**

* Students who complete by tomorrow get candy

**Materials/Resources Needed:**

Wanted a Just Right Government Reading and WS, T/F cards, Cause and Effect WS and cutouts, Articles of Confederation Outline and Questions, Simulation materials, Governing a New Nation WS, PP with links

**Technology Needed:**

Smart board

**Modifications for Individual Student Needs:**

Whole group reading, partner work, modified readings

**Homework/Practice:**

Wanted a Just Right Government Reading and WS, T/F cards, Cause and Effect WS and cutouts, Articles of Confederation Outline and Questions, Simulation, Governing a New Nation WS, Articles of Confederation Exit Slip, Governing a New Nation WS, Constitution Convention WS, John Jay and Elbridge Gerry Convo with Questions, Federalists v. Anti-Federalists arguments with Questions, Exit Slip, PP with links

**Assessment:**  **Formative**  **Summative**

Formative: bellringers, WS, discussions, simulation, Exit Slips

Summative: Quiz, Assessment