Civics Oct. Ch. 7-Creating a Republic gr. 8

Content Area: **Social Studies**
Course(s):
Time Period: **October**
Length: **5-6 weeks**
Status: **Published**

Enduring Understandings

The United States forefathers worked diligently to create a republic that represented the true feelings of the colonists, and could withstand the test of time.

Unit Overview

This unit is a study of the creation of the republic of the United States and the process and people involved in developing the governing laws and documents.

Essential Questions

Who was involved in the creation of the new United States of America?

What documents were produced during that time and what did they represent?

What process did the formation of the ruling documents go through, and why was it so important?

Instructional Strategies & Learning Activities

Day 1 9/30	Day 2 10/1	Day 3 10/2	Day 4 10/3	Day 5
Objective: to demonstrate knowledge of the American Revolution **Procedure:** 1. Complete C6 test 2. Silently read 7.1	**Objective:** to demonstrate note-taking skills; to understand the need for state constitutions; analyze the weaknesses of the Articles of Confederation; describe the process the Articles created for admitting new states; analyze why many Americans called for changes in the	**Objective:** to analyze the weaknesses of the Articles of Confederation **Procedure:** 1. students will discuss which they think is more important, state or federal government 2. Articles of Confederation activity: Students will be assigned	**Objective**: practice geography skills; respond to a primary source document; respond to critical thinking questions; **Procedure:** 1. review homework: Geography Skills questions p. 201 and 203 2. respond orally to An American Profile: Noah Webster primary source	**Objective:** pra skills; practice taking skills **Procedure:** 1. review hon Map Mystery 2. read 7.2 and Cornell notes **Assessment:** l

Assessment: C6 test **Homework:** finish reading 7.1	Articles **Procedure:** 1. Introduce Cornell Notes by completing 7.1 as guided practice. 2. Using lined paper and SMARTBoard template, demonstrate main ideas/terms/details noting the headings/terms in the textbook. **Assessment:** Cornell notes **Homework:** finish 7.1 Cornell Notes	a state. They will be given objects in a paper bag. They will visit other states (students) to try to buy and sell items in their bags. They will realize that they could not because the states' currencies were all different. 3. Review homework on board: 7.1 Cornell notes Students will make any needed corrections and additions **Assessment:** activity, homework notes, assessment questions **Homework:** complete Geography Skills questions on p. 201: Claims to Western Lands and p. 203 Northwest Territory questions	on p. 202 3. Life under the Articles of Confederation (exit slip for 7.1): speculate about how the U.S. government might be different today if the Articles were still in effect. In pairs, respond to: a. What problems might the government face? b. How could it solve them? c. Does a modern nation really need a chief executive? Why or why not? d. Could it do without a strong legislature? Why or why not? Share responses to pre-assess student understanding of chief executive and legislative roles in government. 4. Show photo of Shays' Rebellion marker (Ellie and Bob Brehme) 5. Complete Map Mystery **Assessment:** homework, pre-assessment critical thinking questions (exit slip), shared responses, map mystery **Homework:** finish map mystery	notes **Homework:** f Cornell notes

Date:	Day **7** 10/8	Day 8 10/9	Day 9 10/10	Day 10
	Objective: demonstrate knowledge of the Constitutional Convention; prepare for re-enactment of Constitutional Convention **Procedure:** 1. complete 7.2 quiz **2.** distribute Delegate Guidebooks 3. read aloud "Background to the Constitutional Convention" p. 10 of guidebook 4. students fill in dates and place for class convention (p. 12a of guidebook) 5. review convention vocabulary p. 12a 6. review basic structure of our government and conflicts that had to be resolved p. 13 of guidebook (remind students we learned this in 7.2)	**Objective:** demonstrate knowledge of the Constitutional Convention; prepare for the re-enactment of Constitutional Convention; conduct historical internet research **Procedure:** 1. Complete 7.1 Constitutional Convention quiz. 2. Class elects president of the convention (George Washington) and recording secretary (Major William Jackson) 3. assign delegate roles to students and distribute Biography/Viewpoint sheets 4. Show students how the "Topics for Debate" (p. 16 of Delegate Guidebook) and the Delegate Viewpoint sheet correspond. The viewpoint answers the questions posed in the Topics for Debate section. 5. Explain to students format of constitution and how to pronounce YEA and NAY. 6. Students make delegate nameplates with name and state represented to display on their desks. **Assessment:** election **Homework:** internet research your delegates: teachingamericanhistory.org/convention/Lloyd.html has an interactive scene at the signing of the Constitution	**Objective:** prepare for the re-enactment of Constitutional Convention **Procedure:** 1. Using "Topics for Debate", teacher models how students will record their delegates' opinions on these issues and support these opinions. 2. Distribute *Our United States Constitution: Created in Convention* books. Students will research and take notes on their delegates. **Assessment:** research, notes **Homework:** continue researching delegates	**Objective:** re-enactmen Constitution **Procedure:** 1. Continue reading/rese notes from *States Cons Created in* books. **Assessment** notes **Homework** notes for I. Confederati Legislative George Was have his ope prepared an Jackson mu to take note

	Assessment: 7.2 quiz **Homework:** Study Convention Vocab. quiz tomorrow			

Day 27 10/30	Day 28 10/31	Day 29 11/3	Day 30 11/4	Day 31-36 11/5-11/11
Objective: demonstrate knowledge of the Constitutional Convention **Procedure:** 1. complete Constitutional Convention test **Assessment:** test **Homework:** read 7.3 "Ideas Behind the Constitution"	**Objective:** analyze what American leaders learned from studying ancient Rome; identify the traditions of the freedom that Americans inherited from Great Britain and from their own colonial past; explain how Enlightenment ideas shaped the development of the Constitution **Procedure:** 1. Discuss whether the president of the U.S. could proclaim a monarchy and dismiss Congress and the Supreme Court. 2. Students brainstorm a list of laws they or their parents must obey. Discuss whether each is a federal, state, or local	**Objective:** examine the key issues in the debate between the federalists and the Antifederalists; determine how the Constitution was finally ratified; discuss how the Bill of Rights was added to the Constitution; practice note-taking skills **Procedure:** 1. review homework: 7.3 WS on Prezi 2. complete 7.3 entrance slip 3. read 7.4 "Ratification and the Bill of Rights" and write Cornell notes **Assessment:** homework, entrance slip, notes **Homework:** finish 7.4 Cornell notes	**Objective**: examine the key issues in the debate between the federalists and the Antifederalists; determine how the Constitution was finally ratified **Procedure:** 1. Using homework: 7.4 Cornell notes, complete the 7.4 Federalist vs. Antifederalist chart in pairs. Review chart answers on Smartboard. 2. complete 7.4 quiz **Assessment:** homework, chart, quiz **Homework:**none	**Objective:** an primary sourc documents; ur the document question analy process; creat statement, top statements, su details, counte conclusion; w argumentative revise and edi argumentative **Procedure:** 1. Distribute I Based Questic packet: DBQ4 Constitution: S be Approved? explain what a using "Getting Guidelines for p.viii of Walch Publishing Mi School Docun Assessment fo

	law. 3. Having read 7.3 "Ideas Behind the Constitution" for homework, complete 7.3 WS. **Assessment:** discussion, list **Homework:** finish 7.3 WS if not finished in class.			History. 2. Read Histor Background a guide students the directions 18. 3. Start part A students throu analysis of pri source docum answering as a questions that each primary s document. 4. Students co for/against T c help them dec whether they v support or wil support ratific the Constituti highlight the 3 reasons they v each side. 5. Students ch side they will this argument. 6. Students wi complete (fini homework) th organizer in pr for writing the argumentative developing the statement, top sentences, sup details, counte conclusion. 7. Using graph organizer, wri draft of argum essay. 8. With partne rough draft.

				9. Type essay 10. Peer revise draft 11. type final argumentative hand in **Assessment:** responses, T c graphic organi argumentative **Homework:** f writing and re completed in day

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
	Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.
9.4.8.GCA	Global and Cultural Awareness

	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.TL	Technology Literacy
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Technology and Design Integration

-use of Google Classroom

-iCivics

-Farcebook

Mt.Vernon.org

NPS.gov

Interdisciplinary Connections

CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.WHST.6-8.1.a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCSS.ELA-Literacy.WHST.6-8.1.b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-Literacy.WHST.6-8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-Literacy.WHST.6-8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CCSS.ELA-Literacy.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

-leveled delegates/topics for debate for the Constitutional Convention

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

-modified homework (Cornell Notes guided template)

-study guide for test and Constitutional Convention vocabulary

-modified tests/quizzes as needed per IEPs

-DBQ graphic organizers and guided instruction

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Convention participation

quizzes

Document Based Question essay

Cornell notes

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

See above imbedded in lesson plans.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

See above embedded in lesson plans.

Instructional Materials

See above, imbedded in lesson plans.

Standards

	Political and civil institutions impact all aspects of people's lives.
6.1.8.CivicsPI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
	Governments have different structures which impact development (expansion) and civic participation.
6.1.8.CivicsPI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
	Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.
6.1.8.CivicsPD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
	Social and political systems have protected and denied human rights (to varying degrees) throughout time.
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
	Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.
6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
	Chronological sequencing helps us understand the interrelationship of historical events.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.1.8.HistoryCC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

	Historical contexts and events shaped and continue to shape people's perspectives.
	Examining historical sources may answer questions but may also lead to more questions.
6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
	Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.
	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.HistoryCC.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
	Economic decision making involves setting goals and identifying the resources available to achieve those goals.
	Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.