

P.Cert. Ch. 7-Creating a Republic gr. 8

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

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.

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.

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
<p>Objective: to demonstrate knowledge of the American Revolution</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Complete C6 test 2. Silently read 7.1 		<p>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</p>		<p>Objective: to analyze the weaknesses of the Articles of Confederation</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. students will discuss which they think is more important, state or federal government 2. Articles of Confederation activity: Students will be assigned 		<p>Objective: practice geography skills; respond to a primary source document; respond to critical thinking questions;</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. review homework: Geography Skills questions p. 201 and 203 2. respond orally to An American Profile: Noah Webster primary source on 		<p>Objective: practice skills; practice note-taking skills</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. review homework: Map Mystery 2. read 7.2 and Cornell notes <p>Assessment: 1</p>

<p>Assessment: C6 test</p> <p>Homework: finish reading 7.1</p>	<p>Articles</p> <p>Procedure:</p> <ol style="list-style-type: none"> 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. <p>Assessment: Cornell notes</p> <p>Homework: finish 7.1 Cornell Notes</p>	<p>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.</p> <p>3. Review homework on board: 7.1 Cornell notes Students will make any needed corrections and additions</p> <p>Assessment: activity, homework notes, assessment questions</p> <p>Homework: complete Geography Skills questions on p. 201: Claims to Western Lands and p. 203 Northwest Territory questions</p>	<p>p. 202</p> <p>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:</p> <ol style="list-style-type: none"> 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? <p>Share responses to pre-assess student understanding of chief executive and legislative roles in government.</p> <p>4. Show photo of Shays' Rebellion marker (Ellie and Bob Brehme)</p> <p>5. Complete Map Mystery</p> <p>Assessment: homework, pre-assessment critical thinking questions (exit slip), shared responses, map mystery</p> <p>Homework: finish map mystery</p>	<p>notes</p> <p>Homework: f Cornell notes</p>
--	---	--	---	--

Date:	Day 7 10/8	Day 8 10/9	Day 9 10/10	Day 10
	<p>Objective: demonstrate knowledge of the Constitutional Convention; prepare for re-enactment of Constitutional Convention</p> <p>Procedure:</p> <ol style="list-style-type: none"> complete 7.2 quiz distribute Delegate Guidebooks read aloud "Background to the Constitutional Convention" p. 10 of guidebook students fill in dates and place for class convention (p. 12a of guidebook) review convention vocabulary p. 12a review basic structure of our government 	<p>Objective: demonstrate knowledge of the Constitutional Convention; prepare for the re-enactment of Constitutional Convention; conduct historical internet research</p> <p>Procedure:</p> <ol style="list-style-type: none"> Complete 7.1 Constitutional Convention quiz. Class elects president of the convention (George Washington) and recording secretary (Major William Jackson) assign delegate roles to students and distribute Biography/Viewpoint sheets 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. Explain to students format of constitution and how to pronounce YEA and NAY. Students make delegate nameplates with name and state represented to display on their desks. <p>Assessment: election</p> <p>Homework: internet research your delegates: teachingamericanhistory.org/convention/Lloyd.html has an interactive scene at the signing of the Constitution</p>	<p>Objective: prepare for the re-enactment of Constitutional Convention</p> <p>Procedure:</p> <ol style="list-style-type: none"> Using "Topics for Debate", teacher models how students will record their delegates' opinions on these issues and support these opinions. Distribute <i>Our United States Constitution: Created in Convention</i> books. Students will research and take notes on their delegates. <p>Assessment: research, notes</p> <p>Homework: continue researching delegates</p>	<p>Objective: prepare for re-enactment of Constitutional Convention</p> <p>Procedure:</p> <ol style="list-style-type: none"> Continue reading/research notes from <i>Our United States Constitution: Created in Convention</i> books. <p>Assessment: notes</p> <p>Homework: notes for I. A Confederation; Legislative Branch; George Washington must have his oper prepared and Jackson must take notes.</p>

and conflicts that had to be resolved p. 13 of guidebook (remind students we learned this in 7.2)			
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
<p>Objective: demonstrate knowledge of the Constitutional Convention</p> <p>Procedure:</p> <ol style="list-style-type: none"> complete Constitutional Convention test <p>Assessment: test</p> <p>Homework: read 7.3 “Ideas Behind the Constitution”</p>	<p>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</p> <p>Procedure:</p> <ol style="list-style-type: none"> Discuss whether the president of the U.S. could proclaim a monarchy and dismiss Congress and the Supreme Court. Students brainstorm a 	<p>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</p> <p>Procedure:</p> <ol style="list-style-type: none"> review homework: 7.3 WS on Prezi complete 7.3 entrance slip read 7.4 “Ratification and the Bill of Rights” and write Cornell notes 	<p>Objective: examine the key issues in the debate between the federalists and the Antifederalists; determine how the Constitution was finally ratified</p> <p>Procedure:</p> <ol style="list-style-type: none"> Using homework: 7.4 Cornell notes, complete the 7.4 Federalist vs. Antifederalist chart in pairs. Review chart answers on Smartboard. complete 7.4 quiz <p>Assessment: homework, chart, quiz</p>	<p>Objective: analyze primary source documents; understand the document’s question analysis process; create statement, topic statements, supporting details, counter conclusion; write argumentative revise and edit argumentative</p> <p>Procedure:</p> <ol style="list-style-type: none"> Distribute Learning Based Question packet: DBQ4 Constitution: Should it be Approved? explain what a using “Getting Guidelines for

	<p>list of laws they or their parents must obey. Discuss whether each is a federal, state, or local law.</p> <p>3. Having read 7.3 “Ideas Behind the Constitution” for homework, complete 7.3 WS.</p> <p>Assessment: discussion, list</p> <p>Homework: finish 7.3 WS if not finished in class.</p>	<p>Assessment: homework, entrance slip, notes</p> <p>Homework: finish 7.4 Cornell notes</p>	<p>Homework: none</p>	<p>p.viii of Walch Publishing Middle School Document Assessment for History.</p> <p>2. Read Historical Background and guide students the directions 18.</p> <p>3. Start part A students through analysis of primary source documents answering as a questions that each primary source document.</p> <p>4. Students compare for/against Text to help them decide whether they will support or will support ratification of the Constitution highlight the 3 reasons they will support each side.</p> <p>5. Students choose side they will support this argument.</p> <p>6. Students will complete (finish homework) the organizer in preparation for writing the argumentative developing the statement, topic sentences, supporting details, counter conclusion.</p> <p>7. Using graphic organizer, write draft of argument</p>
--	--	---	------------------------------	--

				<p>essay.</p> <p>8. With partner rough draft.</p> <p>9. Type essay</p> <p>10. Peer revise draft</p> <p>11. type final argumentative hand in</p> <p>Assessment: responses, T graphic organizational argumentative</p> <p>Homework: writing and re completed in day</p>
--	--	--	--	---

Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Technology Integration

-use of Google Classroom

-iCivics

-Facebook

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.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.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.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.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.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.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.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

-leveled delegates/topics for debate for the Constitutional Convention

Modifications & Accommodations

-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

Convention participation

quizzes

Document Based Question essay

Cornell notes

Formative Assessments

See above imbedded in lesson plans.

Summative Assessments

See above embedded in lesson plans.

Instructional Materials

See above, imbedded in lesson plans.

Standards

SOC.6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
SOC.6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
SOC.6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact

of these early structures on the evolution of American politics and institutions.

SOC.6.1.8.D.3.g

Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.