

AP U.S. Government and Politics

10.1.12

Ms. Blatteau

UNIT 1: Constitutional Underpinnings of the United States Government

Session #7: Quick Current Events and Conflict/Compromise/Ratification Continued

Memo: Welcome. We have a busy week ahead of us, so let's check it out. Today, we will continue with conflict, compromise and ratification. Wednesday we will pick up with Federalism, the *Federalist Papers* and prepare to watch the first Presidential Debate. Friday will be a debate/current events/Federalism review. Next week we will have class on Wednesday and Friday. Please take note in your calendars that our first Unit Test on the Constitutional Underpinnings of the United States government will be on Friday, October 12.

ORDER OF EVENTS

OPENING: The Constitution's Two New Branches

20 minutes

Last class, you worked on identifying how the U.S. government changed after the Constitution replaced the Articles of Confederation. Many of you highlighted that the government went from one branch to three branches with the addition of the Executive and Judicial Branch. It's a big week for those two branches.

- Monday, October 1: Today the Supreme Court embarks on a new term.
- Wednesday, October 3: The first presidential debate takes place.

In order to begin to build our background knowledge about the Supreme Court, we will listen to a segment of an NPR story about it. I will post the link so you can listen to the rest on your own.

Vocab Support:

1. **Docket:** schedule of proceedings in a court of law
2. **Affirmative action:** policies that take factors like race, ethnicity and gender into account intended to benefit an underrepresented group and address a history of discrimination
3. **Chief Justice John Roberts, Justice Samuel Alito, Justice Elena Kagan:** current members of the Supreme Court
4. **Justice Sandra Day O'Connor:** retired justice of the supreme court
5. **Recuse:** excuse oneself from a legal case due to possible impartiality (bias)
6. **Solicitor General:** person appointed to represent the federal government before the Supreme Court

ENTRY TICKET: On an index card, please explain how two of these words were used in the article. In addition, please add one thing you know about the Supreme Court and one thing you want to know about the Supreme Court.

HOMEWORK REVIEW:

10 minutes

Please review the assignment on the other side of this lesson plan.

HOMEWORK

Part One: You will have a Quick Quiz on the content of textbook pages 46-50. Please be sure you are clear on the following concepts: Exclusive Powers, Shared Powers and Negative or Checking Powers.

Part Two: You are responsible for finding, reading and analyzing one article from two links I am going to post on the class blog.

Format for New York Times assignment:

- Title, date and author of article
- Most interesting takeaway,
- At least three new vocab words explained in context
- One connection to our class
- Two deeper questions

Part Three: Extra credit (You must do both for extra credit!)

Use the class blog to post your index card questions from the intro to Chapter Two in the textbook. Respond to classmates' questions by researching and/or discussing potential answers.

GROUP WORK: Review A of C vs. Constitution & Become an Expert 30 minutes

Step One: Consider the meaning of PRAGMATIC; to be practical instead of idealistic. How does this concept relate to our work about Conflict and Compromise?

Step Two: Review the five categories related to Conflict/Compromise at the Convention:

- Majority rule vs. minority rights
- Large states vs. small states
- Legislative power vs. executive power
- National power vs. state and local power
- Slave states vs. non slave states

Step Three: As a group, connect your examples from last class to the categories above. Then discuss your highlights, differences and questions about the difference between the A of C and the Constitution.

Step Four: Become an expert in one of the five categories. Your category will be assigned to you.

Read the section in the textbook between pages 36-46. Discuss, create, and document what the class needs to know from this section.

CLOSING: Report out and exit ticket/closing question

20 minutes

- Each group will take three minutes to share with the class about their category.
- Each student will respond to the exit ticket prompt on the board.