

Unit Title: The Constitution and Federalism

Subject: US Government

Key Words: Democracy, Constitutional Convention, Articles of Confederation, Constitution, Antifederalists, Federalists, Bill of Rights

Brief Summary of Unit: This unit is the second unit for our US government class. In this unit we focus on the foundations of the American democracy. We have a discussion of the history of the Constitution and what the Constitution is. We build on the history of the constitution with a discussion of the federalists and antifederalists, and how this debate lead to the Bill of Rights. This unit lays the foundations for the rest of the course. This is an inquiry based unit, in which students will be responsible for constructing an answer to the unit level question of: how did the framers of the Constitution set up a system of government where power is shared between the people and the government? Students will be prepared by the end of this unit to answer the unit level question in argumentative essay.

Table of Contents

Each link is an example in the unit plan, but is not the exhaustive list of all examples of these criteria.

<u>Standards</u>	<u>Feedback</u>	<u>Accommodations</u> (2)	<u>Levels of Questioning</u> (<u>Bloom and Costa</u>)	<u>Preformative, Formative , & Summative assessments</u>
<u>Feedback</u>	<u>Writing Assignments</u>	<u>Rubrics</u>	<u>Primary Source Document</u>	<u>Secondary Sources</u>
<u>Use of graphic materials</u> (<u>photos, graphs,</u> <u>political cartoons, etc.</u>)	<u>Use of multimedia</u> (<u>Video Presentation</u>)	<u>Socratic Seminar</u>	<u>Backwards Design</u>	<u>Thematic Approach</u>
<u>Preformative</u>	<u>Formative</u> (2)	<u>Summative assessments</u>	<u>Social Justice</u> (2)	<u>Research Task</u>

STUDENT DEMOGRAPHICS									
Class		Proficiency Level		Special Needs		Gender		Ethnicity	
12	Grade	3	EO	5	IEP	1 7	Male	1 7	Hispanic/Latino
28	Total	EL'S		1	504	1 1	Female	1	White
US Governm ent	Subject	0	Emerging	0	GATE			0	Black/African American
Topic Elections		0	Expandin g					1 0	Asian
		13	Bridgin g					0	Filipino
		12	RFEP					0	Other

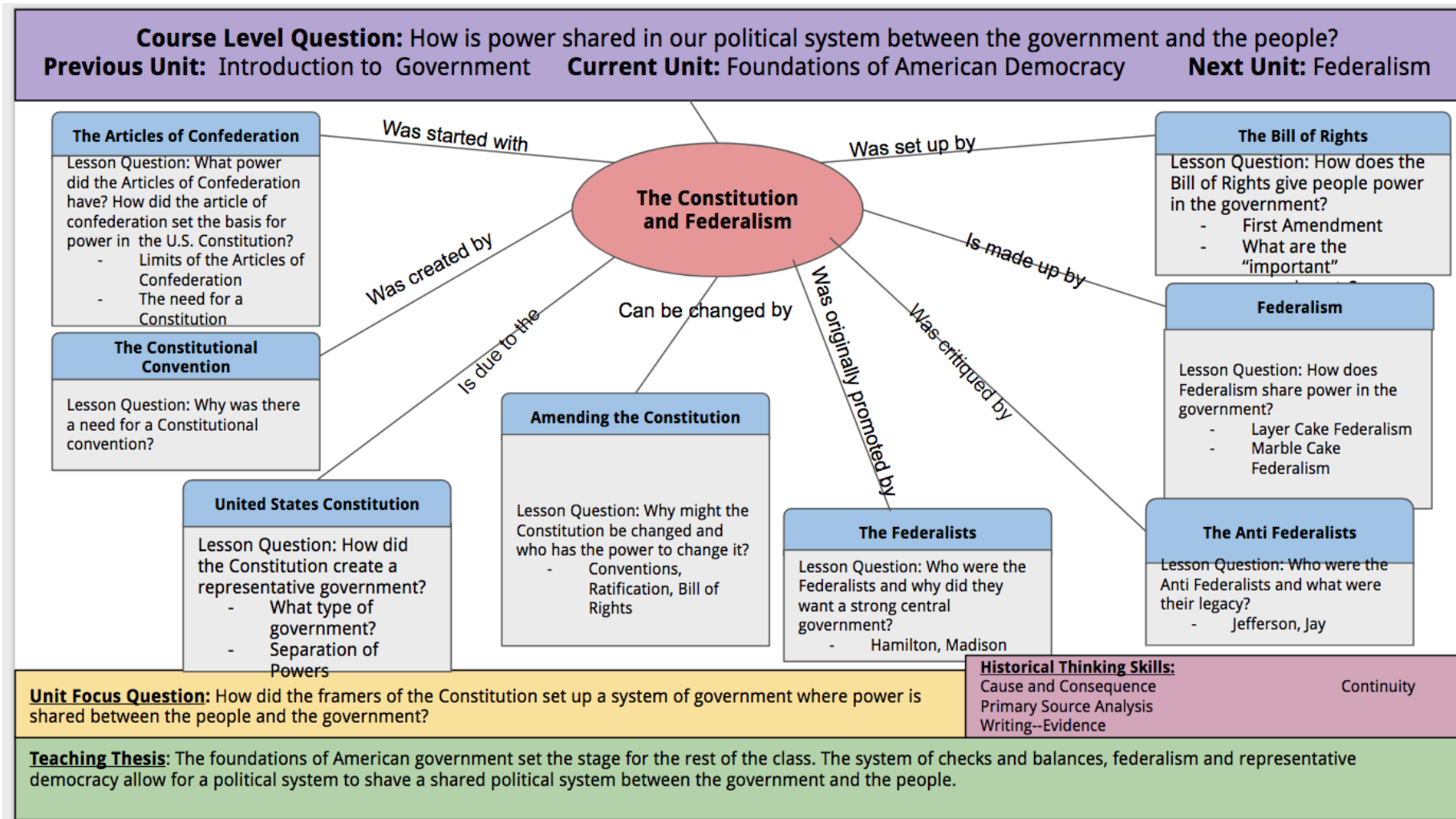
First, this class has a higher academic performance than the other U.S. government class. This class exit tickets and summative assessments routinely rank higher than that of other classes. The class will finish writing assignments and other task faster than that of other sections. With this in mind this is something that needs to be taken into account when designing classes for U.S. Government. So, in order to accommodate for this high academic performance there needs to be a higher level of differentiation in this class. Differentiation in this class needs to accommodate for both the high performers of this class and also those who are not performing at that high of a level. Additional bridging activities will be used to satisfy the advance academic rigor of this class, while at the same time not outpacing the content of the other classes.

Second, socioeconomic status must be taken into account when designing this lesson. The majority of our schools qualifies for free or reduced school lunch. One goal of this class is to improve digital literacy in our US government class. In order to do this

there needs to be access to technology. Taking into account the socioeconomic status of our students, not all of our students have access to computers (outside of smartphones) at home. So, word-processing program skills and other technology literacy will be developed in this class, not outside for homework. Additionally, because some students do not have access to a computer with a keyboard at home, student's computer typing skills and word formatting skills are not at a senior year high school level. So, when we engage in technology in our class there is scaffolds to allow everyone in the class to use the technology with confidence. These scaffolds include minimal distractions on their Chromebook, graphic organizers embedded in Google Docs and guided instruction when it comes to using technology.

Third, outside the high percent of IEPs in this class there is also a student with a 504 plan. This student with the 504 must sit closer to the front of the classroom. She must also be sited away from distractions and closer to quitter peers. While at the same time she needs to be paired with supportive peers. This 504 accommodation is accommodated in this lesson through pairing the student with a supportive group in the class who will help her with the group work in this lesson. Additionally, the scaffolds embedded in this lesson technology component also reduce distractions. This class also has a para-teacher which helps both our 504 students and IEP students. Our classes' para-teacher will give extra attention to this student during this lesson to assist her with both group work and individual work.

Unit Plan Map



UC Berkeley History-Social Science Projects Unit Plan Template aligned to the California History-Social Science Framework.

Objective Calendar

Block Day #1 (95 Mins)	Block Day #2 (95 Mins)	Block Day #3 (30 Mins)
<p><u>Day #1:</u> The Articles of Confederation</p> <p>Objective: Students will be able to critique the Article of Confederation and analyze its limitations.</p>	<p><u>Day #2:</u> Constitutional Convention (1)</p> <p>Objective: Students will be able to determine and conclude the need for a Constitutional Convention.</p>	<p><u>Day #3:</u> Constitutional Convention (2)</p> <p>Objective: Students will be able to conclude to summarize the needs for a Constitutional Convention and the results of the Constitutional Convention.</p>
<p><u>Day #4:</u> Parts of the Constitution (1)</p> <p>Objective: Students will be able to understand the multiple parts of the United States Constitution and determine the power of these parts.</p>	<p><u>Day #5:</u> Parts of the Constitution (2)</p> <p>Objective: Students will examine the multiple parts of the United States Constitution and determine the power of these parts.</p>	<p><u>Day #6:</u> Amending the Constitution</p> <p>Objective: Students will be able to describe the complex process of changing the Constitution.</p>
<p><u>Day #7:</u> Federalists/Federalism</p> <p>Objective: Students will be able to examine the system of Constitutional Federalism as promoted by the Federalists.</p>	<p><u>Day #8:</u> Anti-Federalists/The Bill of Rights</p> <p>Objective: Students be able to name the Bill of Rights. Students will be able to assess the legacy of the Anti-Federalists.</p>	<p><u>Day #9:</u> Federalists, Anti-Federalists and Dual layer Federalism, Review</p> <p>Objective: Students will compare and critique the Federalists and Antifederalists and their lasting legacy.</p>
<p><u>Day #10:</u> Review</p> <p>Objective: Students will be able to formulate an answer to our unit level question: <i>how did the framers of the Constitution set up a government where power is shared between the people and the government?</i></p>	<p><u>Day 11:</u> Summative Assessment</p> <p>Objective: Students will be able to create a project that demonstrates mastery of the congressional unit's content by answering the unit level question: <i>how did the framers of the Constitution set up a government where power is shared between the people and the government?</i></p>	

Unit Level Question:

How did the framers of the Constitution set up a government where power is shared between the people and the government?

Block Day #1 (95 Mins)

Day #1:

The Articles of Confederation

[Powerpoint Link](#)

Objective:

Students will be able to critique the Article of Confederation and analyze its limitations.

Language Objective:

Students will be able to write an response to out lesson's question in an Exit Ticket.

Content Standards:

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other

The Articles of Confederation

Inquiry Lesson Question:

What power did the Articles of Confederation have? How did the Articles of Confederation set the basis for the United States Constitution?

In this lesson we are going to start the unit for understanding the US Constitution and federalism. We will also learn about the inquiry based model for this unit. The question that we will be focusing on is: what power did the Articles of Confederation have? And how did the Articles of Confederation set the basis for the United States Constitution. Students will be introduced to the unit level question being: how did the framers of the Constitution set up a government where power is shared between the people and the government? Students will be responsible for solving this unit level question with provided evidence from the the lesson.

[Bell Work](#): As we examined in the last unit, the colonists were not happy with Great Britain. What do you think was the result of this dissatisfaction? What would a new government for the colonists look like?

Agenda:

1. After the [Bell Work](#), I will start the lesson with an [introductory video to the Articles of Confederation](#). I will first play this video without requiring the students take notes, but set the expectation that we will be doing a think-pair-share after this video.
2. Students will the engage in a [think-pair-share of the introductory video to the Articles of Confederation](#) ⇒ students will find another partner using their “clock buddy” procedure that we have in class. After students share with one partner we will share out with the whole class.
3. Students read the Articles of Confederation individually. Students read the Articles from [Newsela adaptation of the Articles](#). This allows every student to set the Articles to their reading

essential documents of American democracy.

ELD Standards:

Connecting Ideas:

W.11–12.1–5;
WHST.11–12.1–2, 4–5;
SL.11–12.4, 6; L.11–12.1,
3–6

Selecting and applying
varied and precise
vocabulary and other
language resources to
effectively convey ideas:
W.11–12.4–5;
WHST.11–12.4–5;
SL.11–12.4, 6; L.11–12.1,
3, 5–6

**Common Core Social
Studies Standards:**

CCSS.ELA-LITERACY.RH
.11-12.2 Determine the
central ideas or
information of a primary or
secondary source; provide
an accurate summary that
makes clear the

level. Students are given 10 minutes to read the Articles to themselves.

4. As students read the [Articles of Confederation](#), I will have them work on Google Docs note sheet individually. In this activity, students are to copy and paste text from the Articles and then simplify the text, after that they provide a description on what power this gives the Articles.
5. Mini Debate of Articles of Confederation ⇒ students will be divided up into two groups in the class. In these two groups, they will work on this [Google Docs graphic organizer](#). In this graphic organizer, the students will be reading their position on the debate over the pros and cons of the Articles of Confederation. The winners of the debate will win a prize.

Bell Work Question: As we examined in the last unit, the colonists were not happy with Great Britain. What do you think was the result of this dissatisfaction? What would a new government for the colonists look like?

Exit Ticket: What power did the Articles of Confederation have? How did the Articles of Confederation set the basis for the United States Constitution? [Exit Ticket will be on the PowerPoint](#). Exit ticket is to be completed on a quarter piece of paper and handed in out the door as the bell rings.

relationships among the key details and ideas.

Block Day #2 (95 Mins)

Day #2: Constitutional Convention (1)

[Powerpoint Link](#)

Objective:

Students will be able to determine and conclude the need for a Constitutional Convention.

Language Objective:

Students will be able to write an response to out lesson's question in an Exit Ticket.

Constitutional Convention (1)

Inquiry Lesson Question:

Why was there a need for a constitution convention?

In this lesson we will continue our discussion from the last lesson on the Articles of Confederation. In this lesson, we will first start broad and create a class constitution, that represents our class. We will transition this broad discussion into a more grounded discussion in American history. We will look at our past examination of the Articles of Confederation.

Bell Work: Why would you think the founders of the Constitution wanted to get rid of the Articles of Confederation? What was wrong with the Articles of Confederation?

Content Standards:

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

ELD Standards:

Connecting Ideas:

W.11–12.1–5;
WHST.11–12.1–2, 4–5;
SL.11–12.4, 6; L.11–12.1,
3–6

Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas:
W.11–12.4–5;
WHST.11–12.4–5;
SL.11–12.4, 6; L.11–12.1,
3, 5–6

Common Core Social Studies Standards:**Agenda:**

1. After Bell Work, we will begin a [Google Docs KWL chart](#). This will allow me to assess any prior knowledge of the students, while also activating the students' prior knowledge. We just had our lesson on the Articles of Confederation and the students have already taken an US History course, so they come with some background knowledge of the Constitution.
2. We first start our discussion with a [Crash Course US Government video](#) on the creation of the US Constitution and the Constitutional Convention. Students will be asked to record five things they learned from this video in their [KWL chart](#).
3. Students will then begin working on our [Google docs organizer on the Constitutional Convention](#). Students will be sharing this in Google classroom, these will be graded on completion of the graphic organizer.
4. After completing the google docs graphic organizer, students will start a discussion of creating our own class constitution.

Exit Ticket: Why was there a need for a Constitutional Convention? This exit ticket is to be completed on a quarter piece of paper and handed on to me on the way out the door as the bell rings. I will review this exit ticket at the end of the lesson to determine mastery of the content. If a majority of the students have not mastered the content I will do a small extension activity in the beginning of the next lesson.

<p>CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	
<p>Block Day #3 (35 Mins)</p> <p>Day #3: Constitutional Convention (2)</p> <p>No powerpoint for this lesson.</p> <p>Content Standards 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of</p>	<p style="text-align: center;">Constitutional Convention (2)</p> <div data-bbox="579 808 1894 1019" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Inquiry Lesson Question:</p> <p>What was the result of the Constitutional Convention and what was the ultimate change in power with the government?</p> </div> <p>In today's lesson, since it is only 35 minutes long. We will be do a quizziz. Quizziz is an online platform in which students take a mini-quiz and compete against one another. When a student gets an answer rights, they are presented with a meme.</p> <p>Bell Work: Summarize what you learned in this class this week in an Instagram post. Include both a caption (4 sentences) and a pictures. You will be sharing this with the class.</p> <p>Agenda:</p> <ol style="list-style-type: none"> 1. Bell Work: Summarize what you learned in this class this week in an Instagram post. Include

American democracy.

ELD Standards:

Connecting Ideas:

W.11–12.1–5;
WHST.11–12.1–2, 4–5;
SL.11–12.4, 6; L.11–12.1,
3–6

Selecting and applying
varied and precise
vocabulary and other
language resources to
effectively convey ideas:

W.11–12.4–5;
WHST.11–12.4–5;
SL.11–12.4, 6; L.11–12.1,
3, 5–6

Listening actively to
spoken English in a range
of social and academic
contexts: SL.11–12.1, 3, 6;
L.11–12.1, 3, 6

**Common Core Social
Studies Standards:**

CCSS.ELA-LITERACY.RH
.11-12.2 Determine the
central ideas or
information of a primary or
secondary source; provide

both a caption (4 sentences) and a pictures. You will be sharing this with the class. Bell Work will be posted on the whiteboard.

a. **Think-Pair-Share:** Share bell work with the class

2. Complete [Quizziz](#): Quizziz will be used to assess students current knowledge of the unit's content. This will provide real time feedback for me as the students are taking the formative assessment. This will allow me to provide real time feedback as the instructor. I will provide a point of clarification if there's any confusion in the course content. This will provide both a formative assessment and an opportunity to re-teach the material.

an accurate summary that makes clear the relationships among the key details and ideas.

Objective: Students will be able to conclude to summarize the needs for a Constitutional Convention and the results of the Constitutional Convention.

Language Objective: Students will be able to define key vocabulary from this week's lessons.

Block Day #1 (95 Mins)

Day #4:
Parts of the Constitution
(1)

Objective: Students will be able to understand the multiple parts of the United States Constitution and

Inquiry Lesson Question:

How does the Constitution create a representative government?

determine the power of these parts.

Language Objective:

Students will be able to summarize the main ideas of this lesson in a Exit Ticket assessment.

Content Standards:

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

The is no Powerpoint, all materials located in the Hyperdoc.

ELD Standards:

Connecting Ideas: I
W.11–12.1–5;
WHST.11–12.1–2, 4–5;
SL.11–12.4, 6; L.11–12.1, 3–6

Today's lesson aims to be totally inquiry based through the use of a hyperdoc. In this lesson, students will be given the lesson plan upfront and be responsible for their learning within the classroom. In this lesson students will be working both individually and also in groups to determine and analyze the parts of the US Constitution. To access today's lesson go [here](#). This lesson is totally inquiry based on is not a lecture or textbook driven lesson. Students will be hitting every level of bloom's taxonomy during this lesson. This lesson is divided up into 7 parts: engage, explore, explain, apply, share reflect and extend.

Bell Work: What were the Articles of Confederation and what were their limitations? Provide 2 limitations with explanations of the Articles of Confederation.

As students are working on their [Hyperdoc](#) of the US Constitution, I will be circulating the room to check for understanding and also to assist students with their work.

1. **Engage:** In this activity, students will be watch a Schoolhouse Rock video on the Preamble to the Constitution. This activity is made to engage the students about the constitution.
2. **Explore:** Students are to explore a text set from Newsela that covers the Constitution. The text set is adaptable based on student's lexile/reading level, which allows this to be accessible by all students. Students are to record this information onto their student portfolio.
3. **Explain:** In the explain portion of this Hyperdoc students are allowed to choose from a various set of videos in a curated video playlist. Students have choice in which video they wish to watch about the US Constitution.
4. **Apply:** In the application portion of this hyperdoc students will be responsible for creating a map of the United States Constitution. After they create their individual map, they will be doing this on poster paper and sharing it on the back wall with the class.
5. **Share:** To share their work from this lesson, the students will be placing their work on the back wall of the classroom for all students in the class to see.
6. **Reflection/Exit Ticket:** The exit ticket or reflection based assessment for this lesson is a Padlet. This exit ticket is a padlet, students are responsible for creating a virtual sticky note thens sharing it with the rest of the class on this virtual board.
7. **Extend:** This extension activity will be used for students who finish the activity early. This extension activity is a game from iCivics. Students will play a constitutional lawyer in a interactive game to learn about constitutional law.

Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics : SL.11–12.1, 6; L.11–12.3, 6

Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology: W.11–12.1–10; WHST.11–12.1–2, 4–10; L.11–12.1–6

Common Core Social Studies Standards:
CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail

Exit Ticket: The exit ticket assessment for this lesson will be embedded into the Hyperdoc. [The Exit Ticket is a Padlet reflection of what the students learned about the different parts of the Constitution.](#)

This exit ticket will allow me to see if the students have mastered our objective: *students will understand the parts of the United States Constitution.*

how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Day #5: Parts of the Constitution (2)

Objective: Students will examine the multiple parts of the United States Constitution and determine the power of these parts.

Language Objective: Students will be able to read primary sources documents and the US Constitution.

Content Standards: 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S.

Inquiry Lesson Question:

How does power from the Constitution come from the people?

In today's lesson students will be building on the last Hyperdoc inquiry based lesson. In this lesson students will be reading parts of the actual United States Constitution. Students will be using the [Interactive Constitution from the Constitution Center](#). Students will be examining the various parts of the Constitution through a Constitutional Scavenger Hunt. This scavenger hunt relies heavily on inquiry based learning where students are going to answer the lesson question for themselves: *Students will examine the multiple parts of the United States Constitution and determine the power of these parts.* Through the use of the Interactive Constitution students will both read a the Constitution and also viewpoints from multiple constitutional scholars, some with conflicting views. As a result, at the end of this lesson, students will be able to answer our lesson question (How does the power of the Constitution flow from the people?) by the end of this lesson. This lesson will also take place through the [use of a Hyperdock I made](#).

Bell Work: Complete a [Mind Map](#) of the different parts of the Constitution. In the middle of your Mind Map write Constitution. In each small bubble write one part of the Constitution.

Constitution and other essential documents of American democracy.

ELD Standards:

Connecting Ideas: I
W.11–12.1–5;
WHST.11–12.1–2, 4–5;
SL.11–12.4, 6; L.11–12.1,
3–6

Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics : SL.11–12.1, 6;
L.11–12.3, 6

Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology: W.11–12.1–10;
WHST.11–12.1–2, 4–10;
L.11–12.1–6

Common Core Social Studies Standards:

The graphic organizer provides a scaffold for students to make a mind map.

Agenda:

1. **Bell Work:** Complete a [Mind Map](#) of the different parts of the Constitution. In the middle of your Mind Map write Constitution. In each small bubble write one part of the Constitution.
2. **Engage:** After Bell Work students will be shown a [video](#) aimed to engage and review the creation of the Constitution. This is a parody video of the song [Despacito](#).
3. **Explore:** In this portion of this lesson you will be exploring the [Interactive Constitution](#). Read three Articles and provide a summary of them [here](#).
4. **Explain:** Once you explored multiple articles, you will be providing a summary of two explanations of the Article of the Constitution (located on the **right hand side**), post your summary [here](#). In doing this they will engage in scaffolded research in which the students are supplied with all the a database of research articles they are researching, but have to come to their own conclusions and analysis.
5. **Apply:** Work with your table group to complete these two scavenger hunts ([1](#) & [2](#))
6. **Share:** Once you are done, we will share out your answers as a class. The group who gets all answers correct will get a **prize**.
7. **Reflect/Exit Ticket:** Grab a sticky note from the front of the class. Answer the question: *How does power from the Constitution come from the people?*
8. **Extension:** **If you finish early**, continue with this extension activity. [It is a game on iCivics that teaches about the Bill of Rights.](#)

Exit Ticket: This Exit Ticket quiz will assess students to see if they know can recall the various parts of the United States Constitution and what power do these parts of the US Constitution have.

CCSS.ELA-LITERACY.RH
.11-12.2 Determine the
central ideas or
information of a primary or
secondary source; provide
an accurate summary that
makes clear the
relationships among the
key details and ideas.

CCSS.ELA-LITERACY.RH
.11-12.5 Analyze in detail
how a complex primary
source is structured,
including how key
sentences, paragraphs,
and larger portions of the
text contribute to the
whole.

Day #6:

Amending the Constitution

Content Standards:

12.1 Students explain the
fundamental principles
and moral values of
American democracy as

Inquiry Lesson Question:

How might the Constitution be changed and who has the power to change it?

In this lesson there will be a blended environment between traditional classroom practices and educational technology. The ed tech component to this lesson allows for social scaffolds of a socratic seminar. To start this discussion we will use a [TodaysMeet](#), which is a chatroom that allows students

expressed in the U.S. Constitution and other essential documents of American democracy.

Objective: Students will be able to describe the complex process of changing the Constitution.

Language Objective: Students will be able to read primary sources documents and the US Constitution.

ELD Standards:
Connecting Ideas: I
W.11–12.1–5;
WHST.11–12.1–2, 4–5;
SL.11–12.4, 6; L.11–12.1,
3–6

Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics : SL.11–12.1, 6;
L.11–12.3, 6

Writing literary and

to type their response. There will also be a social justice component to this unit as students will be able to express their own view of the United States government and what needs to be change. This will allow students to formulate their own solution to the issues we see in our community and also at the national level of government.

Socratic Seminar? ⇒ Should we Change the Constitution?

The Socratic Seminar for this lesson will be responsible for answering the question *Should we change the Constitution?* Students will prepare their response to this answer before diving into discussion.

Bell Work: What should the government do that it is not doing right now? How would you change this?

Sentence starters for Bell Work: I believe that government is not doing _____, this is because _____. I would change _____, because _____. I would change this because_____.

Agenda:

1. **Bell Work:** Students will first complete Bell Work, answering the question, What should the government do that it is not doing right now? How would you change this?
2. **Sharing Bell Work:** After students complete Bell Work we will move on to sharing each other's Bell Work responses, we will share these through [TodaysMeet](#). This will allow a social scaffold for students to participate in a whole class discussion. Students will be allowed to share their responses with other and read each other's responses.
3. **We will start our discussion of constitutional change through a video about the [Equal Rights Amendment](#).** After students watch the equal rights amendment, students engage in a *write-pair-share*. First students write individually in their notebooks answering the question, *should the Equal Rights Amendment or the ERA have been passed?* After students write it on their paper they then will type it in the [TodaysMeet](#). These answers will then be projected on the projector for the rest of the students to view. Again, allow students to have a scaffolded discussion of the Constitution.
4. After students complete the TodaysMeet activity we will arrange the classroom into a fishbowl setup, where students are seated in an inner circle and an outer circle. After students arrange their desks in a fishbowl set up they will launch last classes' [Hyperdock](#) which will provide

informational texts to present, describe, and explain ideas and information, using appropriate technology: W.11–12.1–10; WHST.11–12.1–2, 4–10; L.11–12.1–6

Common Core Social Studies Standards:
CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

them with the contextual evidence that they need to support their analysis through a Socratic Seminar.

5. **Discussion questions** will be presented on the Powerpoint for the lesson.
6. Students in the outer circle are responsible to answering and analyzing the questions through the Todaysmeet.
7. **After half the time has elapsed**, the students will be responsible for rotating positions from the outer circle to the inner circle and starting the Socratic Seminar over again.

Exit Ticket: This Exit Ticket is to be completed on a quarter piece of paper. The Exit Ticket for today's lesson will be: *How might the Constitution be changed and who has the power to change it?* Sentence starters will be provided to answer this lesson's essential question.

Sentence Starters for Exit Ticket: The Constitution can be change by _____. I think that we should change/add _____. I do not think we should change, _____, because _____.

Day #7:

Federalists/Federalism

Objective: Students will be able to examine the system of Constitutional Federalism as promoted by the Federalists.

Language Objective:

Students will be able to read the Federalist papers.

Content Standards:

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

12.1.4 Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the

Inquiry Lesson Question:

Who were the Federalists and why did they want a strong Federal government?

Bell Work:**Agenda:**

1. **Bell Work:**
2. **Kinsella Chart:** The second thing that we will be doing in this lesson in completing a Kinsella [Chart for the Federalists and Antifederalists](#). In this exercise students will be learning new vocabulary that we will be using for the next couple days in this unit. First, students are responsible for saying their word out loud five times. I will correct any mispronunciations of the word. Second, students are responsible for typing their word five times each. After they type the word five times. They will then look up a definition for their word. After they look up a definition of their word they will use their word in a complete sentence, then they will find an image that helps them remember the word.
3. **Article:** Next the students are responsible for reading an article about the Federalist and Anti Federalists, [this is a Newsela article that can be adapted to the student's Lexile level](#).
4. **Comparison:** After students complete the Newsela article they will complete a Venn Diagram [graphic organizer on their Chromebooks](#). Students will be responsible for comparing and contrasting and contrasting the Federalists and the Antifederalists.
5. **Crash Course:** We will then move into a video that [describes what the Federalists and Antifederalists and also describes what Federalism is](#). That will provide students with contextual knowledge that they will be using in the rest of this lesson and the next lesson. Subtitles will be displayed on the video to allow for a level of differentiation, so students can also read the material.

governed as articulated in the Federalist Papers.

12.1.5 Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military

ELD Standards:

Connecting Ideas: I

W.11–12.1–5;

WHST.11–12.1–2, 4–5;

SL.11–12.4, 6; L.11–12.1, 3–6

W.11–12.1–10;

WHST.11–12.1–2, 4–10;

L.11–12.1–6

Writing literary and informational texts to present, describe, and explain ideas and

6. **Numbered Heads Together:** Students will be presented with the question: what are the Federalists and what did they want? Students will try to answer this question based on the article that they read, their completed Venn Diagram and the Crash Course video. Students will complete Numbered Heads Together with their table group.
7. **Mini-Lecture:** I will provide a mini-lecture at the end of this lesson to help clarify layer cake federalism and make the connection to the Federalists. Here is the link the [Powerpoint Link](#) to the lecture. Students will be learning about layer cake Federalism and what that is. As students are listening to the lecture they are filling out the provided [graphic organizer](#). This will be inserted into their notebooks. This graphic organizer will help students organizer their notes and see the levels of Federalism visually.
8. **Exit Ticket:** Who were the Federalists and why did they want a strong Federal government? This Exit Ticket is to be completed on the students' Chromebooks. We will be using [Socrative](#) as a way of assessing this formative assessment. We will be able to see each others answers in the next lesson, so it will provide an opportunity for re-teaching.

Extra Credit Homework: By next class take a picture of something in our community that is an example of federal, state or local government. We will be sharing this in our next class.

Exit Ticket: Who were the Federalists and why did they want a strong Federal government? This Exit Ticket is to be completed on the students' Chromebooks. We will be using [Socrative](#) as a way of assessing this formative assessment. We will be able to see each others answers in the next lesson, so it will provide an opportunity for re-teaching.

Exit Ticket Sentence Starters: The Federalists were _____. They wanted a strong government because_____.

information, using appropriate technology:
W.11–12.1–10;
WHST.11–12.1–2, 4–10;
L.11–12.1–6

Common Core Social Studies Standards:

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

[Powerpoint Link](#)

Day #8:

Anti-Federalists/The Bill of Rights

Content Standards:

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

12.1.4 Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.

Inquiry Lesson Question:

Who are the anti-federalists and what is their legacy? What does the Bill of Rights protect?

In this lesson, we will review our discussion of the Federalists, and then move onto a discussion of the Anti-Federalists. We will learn about the Anti-Federalists and their legacy. We will learn about the Bill of Rights and what the significance of the Bill of Rights is. This lesson is aimed to be a clearly defined social justice component to this lesson.

Bell Work: The Bell Work for this lesson will be completing the [K \(Know\) column of a KWL chart](#). Students will be given five minutes to type as much as they know about the Federalists and Antifederalists.

Sentence Starters: I know from this unit that _____. One thing I already know _____ . I know a lot about _____.

Agenda:

1. **Bell Work:** The Bell Work for this lesson will be completing the [K \(Know\) column of a KWL chart](#). Students will be given five minutes to type as much as they know about the Federalists and Antifederalists.

12.1.5 Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military

12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.

ELD Standards:

SL.11–12.4–6; L.11–12.1, 3: Expressing information and ideas in formal oral presentations on academic topics

Common Core Social Studies Standards:
CCSS.ELA-LITERACY.RH

2. **Sharing Feedback of Exit Tickets:** Student responses from the last lesson's exit tickets will be displayed on the projector screen. In the last lesson, students answer the question, who were the Federalists and why did they want a strong Federal government? In the last lesson. I will read through the student's responses. I will also provide a point of clarification if there are any student responses that don't seem to be addressing or answering the question correctly. Students' names will not be presented, so there will be less social pressure during this activity. This activity's goal is to provide an opportunity to reteach.
3. **Students Share their Extra Credit Homework:** Students share their extra credit homework, which was taking a picture of a federal government example, state government example and local government example. We will share these examples with the whole class by displaying them on the projector's screen. This will show them how the students encounter all three layers of government everyday.
4. **KWL chart:** Students will then complete the W column of their KWL chart answering the question, what do you want to know about the antifederalists and the Bill of rights?
5. **Engagement Activity:** I will first provide the students a [parody song of the Bill of Rights](#). In an effort to try to engage student in the content. Students will make the connection through this song on how the Bill of Rights is a product of the Antifederalists.
6. **Bill of Rights Hand Signals:** I will then move onto a discussion of what every amendment in the Bill of Rights is [through the use of a hand signal demonstration](#). I will first show the students the hand signals for the Bill of Rights, then I will have the students do it with me, then I will have the students do it by themselves. This will provide a way for the students to remember the Bill of Rights quiz in the next lesson.
7. **Lesson Conclusion:** We will conclude this lesson through the use of a [Newsela article on the Antifederalists](#). We will read the article as a whole class through echo reading. I will first read the article, then the students will read the article. I will correct any points of mispronunciation.
8. **Exit Ticket:** Students will answer the questions, who are the anti-federalists and what is their legacy? What does the Bill of Rights protect? This is to be completed in a [Socrative](#) like last classes' lesson.

Sentence starters for Exit Ticket: The Bill of Rights was _____. The Bill of Rights was created by _____. The legacy of the Anti Federalists was _____.

.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH

.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Objective: Students be able to name the Bill of Rights. Students will be able to assess the legacy of the Anti-Federalists.

Language Objective: Students will be able to write a response answering this lesson's essential question.

Exit Ticket: Who are the anti-federalists and what is their legacy? What does the Bill of Rights protect? This is to be completed in a [Socrative](#) like last classes' lesson.

<p>Day #9:</p> <p>35 minute class</p> <p>Federalists, Anti-Federalists and Dual layer Federalism, Review</p> <p>Content Standards: 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.</p> <p>12.1.4 Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the</p>	<div data-bbox="581 485 1896 625" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Inquiry Lesson Question:</p> <p>How do the Federalists compare to the Anti-Federalists and what is the legacy of the Bill of Rights?</p> </div> <p>In this lesson, since it is a short day we will be taking a quiz on the Bill of Rights. To take this quiz students will record their hand signs that we learned in a a Flip Grid. Flip Grid is an online tool for students to respond and record videos to a discussion question.</p> <p>Bell Work: What are the various parts of the Constitution? Provide a list and explanation of the Articles and the Bill of Rights Amendment. This will be displayed on the whiteboard for students to complete as the walk into the class.</p> <p>Agenda:</p> <ol style="list-style-type: none"> 1. Bell Work: What are the various parts of the Constitution? Provide a list and explanation of the Articles and the Bill of Rights Amendment. This will be displayed on the whiteboard for students to complete as the walk into the class. The remainder of this class period will be devoted to completing a Bill of Rights quiz. To complete this students will be using a platform known as Flip Grid. Students will be instructed to record their hand signals that they learned for the Bill of Rights from their last lesson. This will take the remainder of the class period to complete. Students will post this for others in the class to see their recording. This will take the rest of the class period since this is a 35 minute class period.

governed as articulated in the Federalist Papers.

12.1.5 Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military

12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.

ELD Objectives:

Listening actively to spoken English in a range of social and academic contexts: SL.11–12.1, 3, 6; L.11–12.1, 3, 6

Exchanging information

3. If students finish early, [they can play an iCivics game as an extension activity](#). This constitutional law game ties into the Bill of Rights lessons we engaged with this week. This also differentiates the lesson for GATE students, as it provides a more indepth discussion of the Bill of Rights and allows them to continue to demonstrate mastery of the content.

Formative assessment: [Bill of Rights Quiz](#). Students will take a Bill of Rights Quiz with the platform [Flipgrid](#).

and ideas with others through oral collaborative discussions on a range of social and academic topics : SL.11–12.1, 6; L.11–12.3, 6

No Powerpoint is used in this lesson.

Common Core Social Studies Standards:

CCSS.ELA-LITERACY.RH .11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH .11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Objective: Students will compare and critique the Federalists and Antifederalists and their lasting legacy.

Language Objective: Students will be able to vocalize the Bill of Rights through a video.

Day #10:
Review

Content Standards:
12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

12.1.4 Explain how the Founding Fathers' realistic view of human nature led directly to the

Inquiry Lesson Question:

How did the framers of the Constitution set up a system of government where power is shared between the people and the government?

In this lesson we will review the content from the past couple weeks in order to prepare for our summative assessment in the next class period. To review, the students will be engaging in a gallery walk activity in which students are presented with the essential questions for this unit. Students will also have the opportunity to engage with a [Kahoot on the Constitution](#) and a [Quizlet Live](#) on the Constitution.

Bell Work: What power does the Constitution have and where does this power come from?

establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.

12.1.5 Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military

12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.

ELD Standards:

Connecting Ideas:

W.11–12.1–5;

WHST.11–12.1–2, 4–5;

SL.11–12.4, 6; L.11–12.1,

Sentence Starters for Bell Work: The Constitution has the power to _____, and this power comes from _____.

Agenda:

1. **Bell Work:** What power does the Constitution have and where does this power come from? This is to be completed as the students enter the classroom. Students may use the provided sentence starters to help them write their response to the Bell Work.
2. **Bell Work Write-Pair-Share:** After Bell Work students will engage in a write-pair-share of the Bell Work. Students will first share out with their shoulder partner, then we will have a whole class discussion of what students wrote for their Bell Work.
3. **Gallery Walk Set Up:** Each group will be given a poster paper. On the top of the poster papers will be the various lesson level questions for this unit. Students will be each responsible for answering this question individually on a sticky note, then they will post this on the poster paper. We will then post this poster papers on the walls of the classroom.
4. **Gallery Walk:** Students will be given four sticky notes, that they will write as a response to four posers/lesson level questions. They will stick their sticky notes on the posters that are hanging up on the walls of the classroom.
5. **Gallery Walk Concussion:** Students will be responsible for walking around the classroom with a marker. Students will be asked to provide four pieces of feedback for four different answers to the lesson level questions. This will provide students an opportunity to engage with other response and also provide peer feedback.
6. **Formative Games:** After students finish the gallery walk we will use [Kahoot on the Constitution](#) and a [Quizlet Live](#) to help us review key vocabulary from this unit.

Formative Assessment: There will be no exit ticket in today's lesson as the gallery walk will act as

<p>3–6</p> <p>Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas: W.11–12.4–5; WHST.11–12.4–5; SL.11–12.4, 6; L.11–12.1, 3, 5–6</p> <p>Listening actively to spoken English in a range of social and academic contexts: SL.11–12.1, 3, 6; L.11–12.1, 3, 6</p> <p>Common Core Social Studies Standards: CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail</p>	<p>the student’s formative assessment. It will allow me to check for understanding as we are progressing through the game. If students do now know an answer to a question or there seems to be a point of confusion, I can provide a point of clarification of the content for the students.</p>
--	---

how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Objective: Students will be able to formulate an answer to our unit level question: *how did the framers of the Constitution set up a government where power is shared between the people and the government?*

Language Objective: Students will be able to communicate with others in a review of today's lesson.

Day 11 Review:
Summative Assessment

Content Standards:

Inquiry Lesson Question:

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

12.1.4 Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.

12.1.5 Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the

How did the framers of the Constitution set up a system of government where power is shared between the people and the government?

In this lesson, students will complete a summative assessment for this unit. This assessment will allow students to choose a variety of ways to prove they have mastered the content. To accomplish this, students have a bingo sheet which allows them to prove they have mastered the content of this unit. The key to this assessment is the amount of differentiation in it. GATE students have a chance to challenge themselves. While this assessment is also made accessible to ELL students. 504 and IEP students in the class can also be provided an assessment that best fits their accommodations. Accommodations will be met by using the provided sentence starters in the assessment and the essay template in the assessment. The benefit of the students writing it on their Chromebooks is that they have all their resources on Hyperdocs as well as accessibility resources. Students have the ability to speak their essay through dictation in Google Docs as well as look up words in Google Docs.

Students will be responsible for writing a 2 page in-class essay answering the question: *How did the framers of the Constitution set up a system of government where power is shared between the people and the government?*

Students will be responsible for answering this question on their Chromebooks with a Google Doc.

Students will be responsible for [completing this summative assessment](#).

The rubric is a [Common Core Writing Rubric](#).

military

12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.

ELD Standards:

Connecting Ideas:

W.11–12.1–5;

WHST.11–12.1–2, 4–5;

SL.11–12.4, 6; L.11–12.1, 3–6

Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas:

W.11–12.4–5;

WHST.11–12.4–5;

SL.11–12.4, 6; L.11–12.1, 3, 5–6

Common Core Social Studies Standards:

CCSS.ELA-LITERACY.RH

.11-12.2 Determine the central ideas or information of a primary or secondary source; provide

an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH
.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Objective: Students will be able to create a project that demonstrates mastery of the congressional unit's content by answering the unit level question: *how did the framers of the Constitution set up a government where power is shared between the people and the government?*

Language Objective:
Students will be able to write a formal essay that

answers the unit level
question.