

**Lesson Plan # 3**
**Secondary History / Social Studies**

Course	Lesson Topic & Unit Name	Instructor	Date(s)
Civics	The constitutional convention	Mr.Mashburn	03/8/24
<b>Lesson Essential Question (LEQ)</b> <b>OR</b> <b>Learning</b>	What influences and compromises lead to the constitution?		
<b>Content Standards</b> Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	<ul style="list-style-type: none"> <li>• Main Content Strand Objective: -CL.H.1.1</li> <li>• Supporting Content Strand &amp; Objective(s): -CL.B.1.3 -CL.C&amp;G.2.1 (federal government specifically) -CL.C&amp;G.3.5</li> </ul>		
<b>Inquiry (Skill) Standard</b> Enter objective(s) from NCS Inquiry Strand	<ul style="list-style-type: none"> <li>• I.1.4</li> <li>• I.1.5</li> </ul>		
Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
<b>Previewing / Introduction</b> How do you prepare students for content & skills they will acquire in today's lesson? How do you measure students' prior knowledge? How do you preview or introduce the goals for this new lesson?	First a bell ringer will be given and students will answer the LEQ listed above. Students will have 10 minutes to get settled into class and complete this activity. After this has been completed students will then be transitioned over to the next activity planned for the day. For the last 5 minutes students will be able to state what they think and any background knowledge present in their answer.	students are doing this activity to better get in the historical analysis and opinion making mind set before the heavier lifting of the lesson later. This activity ties directly to the LEQ using it as the first question of the day and the focal point for the rest of the thought for the lesson.	10 minutes
<b>Acquisition</b> How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	For the acquisition students will be given a worksheet at their table pre loaded with specific compromises made by the constitutional convention. There will be another sheet per table with a chart that says Federalist or Anti-Federalist policy. Students will then quickly read through these compromises and place them in either camp. After 15 minutes the last 5 will be reserved	This activity is being given to introduce them to these different ideas and specific compromises they may not have heard of or encountered before, as well as get them thinking about the Federalist Anti Federalist divide. This hits all the standards as it is discussing the new difference in state power and federal power as well as the implementation of the Federalist system. As well as education on why the founding fathers did	20 minutes

	<p>for discussion on the matter of students being allowed to cite examples and share their ideas on these particular aspects of the document as well as specifically discussing whether these compromises in general live up entirely to the ideas on government discussed in previous lessons that the founding fathers were influenced by.</p>	<p>what they did when redesigning the government. Finally these evolving ideas shown in the compromises show our evolving political and social tastes showing we have been changing our political minds since right after the revolution. It also hits CL.C&amp;G. 2.1 as it is meant to specifically go into the debate about states rights and its relationship with the federal government as well as CL.C&amp;G.3.5 by framing these debates through this Federalist and Anti Federalist lens.</p>	
<p><b>Extending &amp; Refining I (group)</b></p> <p>How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?</p>	<p>The next activity will be a group reading of a synopsis of the constitutional convention, detailing the major players of the convention and the compromise that was made as well as why this was decided. The document will be linked to this lesson, students will then with remaining time discuss what they have read and why they think these particular compromises were made and what principles influenced these changes of heart, or lack thereof, as well as How their party identity affects the proceedings and compromises made leading to ratifications? Students will then transition to a whole group discussion centering around their thoughts at their groups allowing them to share out with the class, this will take place in the last 10 minutes. Students will not have a formal guided assignment but several guided questions will be up on the board to guide conversation. The questions will be</p> <ol style="list-style-type: none"> <li>1.who is being discussed in the reading right now?</li> <li>2.What do both sides of this particular debate want?</li> <li>3.what is the compromise that ultimately ends up being made here?</li> <li>4.what principles of our beliefs on government do this reflect or not follow?</li> </ol>	<p>This part of the lesson is meant specifically to hit the compelling questions indicator and standards CL.B.1.3 and CL.H.1. This lesson is meant to get them to not only ask but even just develop these complicated questions and maybe even attempt to get some good answers by the end of the lesson. It covers H.1 by using the debates as a conduit to help them see how tensions over power and tyranny lead to most of the compromises we have within the constitution. It covers B.1.3 by also using similar methods, getting them to specifically examine the 3/5ths compromise as well as their thoughts on general voting rights as well. Letting them examine how these ideas in freedom and equality have changed and where we started as well as hopefully showing them how far we have come. It also covers the standard CL.C&amp;G.3.5 as one of the primary focuses of the debates was the Federalist Anti Federalist divide that the sources they will be looking over do emphasize this split. Leading to a direct example of the two parties having a direct impact on the government.</p>	25 minutes

	<p>5.How does the Federalist Anti Federalist Divide Present itself in these debates?</p> <p>Students will then transition to the individual assignment for the class period with a quick quiz.</p>		
<p><b>Extending &amp; Refining II (individual)</b></p> <p>How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.</p>	<p>students will be given a quick 10 question quiz the questions will be on specific debates and compromises and each question will be open to interpretation with multiple correct perspectives and answers. Students will have 20 minutes to complete this activity, if it is not done by the end of class it will be taken up at the beginning of class the next day as this is more to learn about where they are with the material and less about the overall grade. If students finish early they are to quietly plan or work on their own time until the next transition. After 20 minutes has elapsed students will transition to the closure and the final stage of class.</p>	<p>This is meant to hit the final inquiry standard I.1.5 as this is the part of the lesson where they as individuals communicate these ideas to me and by answering these questions on the topic itself. This will allow them to answer said compelling questions from earlier and allow them to share more individual thoughts they may have on the topics of debate and compromise that they are not comfortable sharing in a big group setting. Hopefully communicating their ideas to me in a meaningful way by answering these open ended questions, allowing me to not only gauge understanding but also allowing me to see their individual thoughts and ideas on the material they have been exposed to.</p>	20 Minutes
<p><b>Closure</b></p> <p>How do students put it all together for today's lesson? The closure activity helps tie <b>this</b> lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding</p>	<p>students will now answer the bellringer again for an exit ticket with a more defined answer than previously given with the new content in mind. After 5 minutes students will then have a chance to hear school wide as well as class announcements. Student answers should be thoughtful and in complete sentence form.</p>	<p>This like the bellringer is meant to this the Leq again this time more in depth. Since the Leq has been made central to this lesson to hammer this home I have it at both the beginning and end as it is the central big question for the lesson. This aspect of the lesson is meant to show the centrality of this question in regards to what they are learning, and have it be the first and final question present in the lesson, fully hammering home the centrality of this question to the overall lesson.</p>	10 minutes
<p><b>Accommodations:</b> What adjustments are you making for diverse learners (ELLs, struggling readers, gifted &amp; talented)?</p>			
<p><b>Target Group of Student</b></p>	<p>ADHD</p>	<p><b>Strategies</b></p>	<p>The lesson is paced in such a way to be designed to let students work at their own pace and keep transitions quick and orderly to maintain engagement. This accommodation is built into the lesson as a general overall methodology to help keep kids with this disorder engaged and working while consistently giving the student something to focus on as well as</p>

			opportunities for the students to finish fast or slower with no penalty.
<b>Assessments:</b> How do formative assessments measure progress? How do summative assessments learned skills & content?			
<b>Formative - Informal</b> Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?	the informal assessments of this lesson are the group analyzing activity and the acquisition analyzing activity as it is meant to build understanding of the material and allow them to flesh out there thoughts as well as not having a formal assessment in it as the guided questions are simply meant to guide the conversation and don't need to necessarily be answered in a formal manner. I would also say the acquisition pre activity is an informal assessment as well as the group activity it is meant to foster understanding on the material as opposed to checking for knowledge by exposing them to the sources and allowing them to gather the knowledge on the specifics of what is being discussed.		
<b>Summative - Formal</b> Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?	My formal assessment for this lesson is the individual quiz at the end as this is meant to be the gauge of understanding and quality of thought within the lesson to see if I have hit my marks or if students need more time with these concepts. This is meant to also gauge student understanding about these particular ideas and let me know what aspects of the concept students may choose for the documentary going forward for their final unit assessment. While also letting me formally see where the understanding with the content is so we can move forward from there having been able to see where the students are at. While also giving me a chance to dispel personal or group wide misconceptions.		
<b>Materials &amp; Supplies</b>	• Debates Quiz	• Guided Questions on board	• Debates Synopsis •
<b>Sources &amp; Notes</b> Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	<b>Sources (cited in Chicago Manual of Style)</b> • Ketcham, Ralph. The Anti-Federalist Papers and the Constitutional Convention Debates. United States: Penguin Publishing Group, 2003. • Madison, James. <i>Notes of Debates in the Federal Convention of 1787</i> . Ohio University Press, 2022. • Rubenstein, Kim. "Citizenship and the constitutional convention debates: A mere legal inference." <i>Federal Law Review</i> 25, no. 2 (1997): 295-316.	<b>Notes to self (post-lesson)</b> •	