**US History Week 6, 7, 8 Sept 10 ,17, 24**

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| **Day 1 /Mon Sept 10** |  |
| **Learning Target**  | I can: assess my knowledge of vocabulary terms from the founding era. **(A.1.a)**  |
| **Bell Ringer**  | KWL- what do you know about the US Constitution?  |
| **Instructional** **Method**  | Bell RingerTest corrections on Tuesday Vocabulary Activity for Unit 2  |
| **Critical Vocabulary**  | See Vocabulary activity  |
| **Formative/Summative** | KWL on Constitution  |
| **Modifications**  | Extended time as needed, work with partner or individually  |
| **Intended Homework**  | Finish to turn in on Wednesday |

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| **Day / Tues Sept 11**  |  |
| **Learning Target**  | I can: explain the significance of 9/11 in American history **(E.2.f)**  |
| **Bell Ringer**  | What are the stories you have heard about 9/11? What questions do you have about 9/11?  |
| **Instructional** **Method**  | Test corrections  |
| **Critical vocabulary**  | Osama Bin Laden World Trade CenterAxis of Evil  |
| **Formative/Summative** | Reflection: What will you take away from today’s discussion on 9/11 |
| **Modifications**  | Extended time as needed for test corrections  |
| **Intended Homework**  | Finish Vocabulary activity due Wednesday |

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| **Day 2 and 3 / Wed Sept 12 and Thursday Sept 13** | Short class- Houses on 9/12; SUB day on 9/13 |
| **Learning Target**  | I can: describe how the new nation operated under the Articles of Confederation **(B.1.h)**  |
| **Bell Ringer**  | What is the proper role of a national government? OR would you rather have a relaxed parent or a super strict parent?  |
| **Instructional** **Method**  | Chapter 6 Section 1 and 2 Reading and questions Strengths and weaknessesSHEG activity on Articles of Confederation  |
| **Critical Vocabulary** | Articles of Confederation Land Ordinance of 1785Northwest Ordinance of 1787 |
| **Formative/Summative** | Formative: on Thursday- Reflection on SHEG activity Summative: Sept 28 |
| **Modifications**  | Extended Time, individual or small group work  |
| **Intended Homework**  | Complete Chapter 6.1 and 6.2 reading if needed  |

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| **Day 4, 5, 6 / Friday Sept 14. Monday Sept 17 and Tuesday Sept 18** |  |
| **Learning Target**  | I can: describe the issues addressed at the Constitutional Convention **(B.1.h** |
| **Bell Ringer**  | Vocabulary review from yesterday’s work  |
| **Instructional** **Method**  |  Mini lecture Review Virginia Plan Primary Source Document Constitutional Scavenger Hunt Quizizz |
| **Critical Vocabulary** | Alexander HamiltonJames Madison Separation of powersChecks and balancesVirginia Plan BicameralNew Jersey Plan UnicameralGreat CompromiseThree Fifths Compromise Electoral College |
| **Formative/Summative** |  |
| **Modifications**  | Extended Time, individual work, small group and large group |
| **Intended Homework**  | None |

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| **Day 4 / Fri Sept 14** |  |
| **Learning Target**  | I can: describe how the new nation operated under the AofC |
| **Bell Ringer**  | What were considered to be some of the accomplishments of the AofC?  |
| **Instructional** **Method**  | Mini lecture on ordinances with PowerPointVideo -Crash Course on AofC and Constitution  |
| **Critical Vocabulary** | Land Ordinance of 1785Northwest ordinance of 1787 |
| **Formative/Summative** | Exit slip |
| **Modifications**  | Small group and individual  |
| **Intended Homework**  | None |

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| **Day 5 and 6 / Sept Mon 17 and Tues 18** |  |
| **Learning Target**  | I can: describe how the US Constitution guarded against tyranny  |
| **Bell Ringer**  | Hook exercise: what could tyranny look like in the US?  |
| **Instructional** **Method**  | Hook exercise and debrief Read Background Essay Complete Document A and debriefComplete Documents B, C, D Thrashout- which is the best way to protect against tyranny?  |
| **Critical Vocabulary** | FederalismTyranny Separation of powers Checks and balancesEqual Representation  |
| **Formative/Summative** | Class discussion of each topic  |
| **Modifications**  | Extended time, group or individual work  |
| **Intended Homework**  | None |

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| **Day 7 / Wed Sept 19**  |  |
| **Learning Target**  | I can: identify where important American ideals are located in the Constitution |
| **Bell Ringer**  | How many Articles are in the US Constitution? Where does it say that slavery has been outlawed?  |
| **Instructional** **Method**  | Constitutional Scavenger hunt in partners or individually |
| **Critical Vocabulary** | ArticlesLegislativeExecutiveJudicial Supremacy Clause |
| **Formative/Summative** | In class activity/race |
| **Modifications**  | Partner work  |
| **Intended Homework**  | None |

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| **Day 9 / Thurs Sept 20** |  |
| **Learning Target**  | I can: explain the differences between the Federalists and the Anti-Federalists  |
| **Bell Ringer**  | How are the opinions on the Constitution different for the Federalists and the anti-Federalists ?  |
| **Instructional** **Method**  | Federalist and anti Federalist throw down  |
| **Critical Vocabulary** | Anti FederalistsFederalists Bill of Rights Federalist Papers |
| **Formative/Summative** | Quizizz Review Activity  |
| **Modifications**  | Individual and partner work  |
| **Intended Homework**  | None |

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| **Day 10 / Fri Sept 21** |  |
| **Learning Target**  | I can interpret the ideals and principles expressed in the Constitution **(B.1.h)** |
| **Bell Ringer**  | The anti Federalists were concerned that the proposed Constitution did not initially provide for a Bill of Rights. Why do you think this bothered them so much?   |
| **Instructional** **Method**  | Constitutional Scavenger Hunt  |
| **Critical Vocabulary** |  |
| **Formative/Summative** | Class activity  |
| **Modifications**  | Extra time |
| **Intended Homework**  | None |

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| **Day 11 / Mon Sept 24** |  |
| **Learning Target**  | I can interpret the ideals and principles expressed in the Constitution **(B.1.h)** |
| **Bell Ringer**  | **Why is the Constitution called a “living document’? What does the elastic clause of the US Constitution do that fits in with the theme of a “living document?”** |
| **Instructional** **Method**  | BellringerSupremacy clauseElastic clauseAmendment process In class work – reading and study guide Reflection: what will you do to prepare for the test on Wednesday. What question from study guide or about the Constitution do you have?  |
| **Critical Vocabulary** | Supremacy clauseAmendment processElastic clause |
| **Formative/Summative** | Formative: Reflection, study guide Summative: Sept 25 |
| **Modifications**  | Extra time |
| **Intended Homework**  | None |

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| **Day 12 / Tues Sept 25** |  |
| **Learning Target**  | I can interpret the ideals and principles expressed in the Constitution **(B.1.h)** |
| **Bell Ringer**  | Choose question from test |
| **Instructional** **Method**  | Vocabulary activity and timelineSmall group conference |
| **Critical Vocabulary** | All from unit  |
| **Formative/Summative** | Formative: activity and conferencesSummative: Sept 25 |
| **Modifications**  | Extra time |
| **Intended Homework**  | Study for test |

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| **Day 13 / Wed Sept 26** |  |
| **Learning Target**  | I can interpret the ideals and principles expressed in the Constitution **(B.1.h)** |
| **Bell Ringer**  |  |
| **Instructional** **Method**  | Turn in study guideTest |
| **Critical Vocabulary** | All from unit  |
| **Formative/Summative** | Class activity  |
| **Modifications**  | Extra time |
| **Intended Homework**  | None |

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| **Day 14 / Thurs Sept 27** |  |
| **Learning Target**  | I can interpret the ideals and principles expressed in the Constitution **(B.1.h)** |
| **Bell Ringer**  |  |
| **Instructional** **Method**  | Test corrections  |
| **Critical Vocabulary** | All from unit  |
| **Formative/Summative** | Class activity  |
| **Modifications**  | Extra time |
| **Intended Homework**  | None |

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| **Day 15 / Fri Sept 28** |  |
| **Learning Target**  | I can: interpret the ideals and principles expressed in the Constitution **(B.1.h)** |
| **Bell Ringer**  | KWL for Unit 3  |
| **Instructional** **Method**  | ABC review Timeline creation  |
| **Critical Vocabulary** | All from grading period  |
| **Formative/Summative** | Class activity is formative |
| **Modifications**  | Extra time |
| **Intended Homework**  | None |