**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 Ringer  Test 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 Center  Axis 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 weaknesses  SHEG activity on Articles of Confederation |
| **Critical Vocabulary** | Articles of Confederation  Land Ordinance of 1785  Northwest 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 Hamilton  James Madison  Separation of powers  Checks and balances  Virginia Plan  Bicameral  New Jersey Plan  Unicameral  Great Compromise  Three 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 PowerPoint  Video -Crash Course on AofC and Constitution |
| **Critical Vocabulary** | Land Ordinance of 1785  Northwest 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 debrief  Complete Documents B, C, D  Thrashout- which is the best way to protect against tyranny? |
| **Critical Vocabulary** | Federalism  Tyranny  Separation of powers  Checks and balances  Equal 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** | Articles  Legislative  Executive  Judicial 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 Federalists  Federalists  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** | Bellringer  Supremacy clause  Elastic clause  Amendment 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 clause  Amendment process  Elastic 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 timeline  Small group conference |
| **Critical Vocabulary** | All from unit |
| **Formative/Summative** | Formative: activity and conferences  Summative: 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 guide  Test |
| **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 |