|  |  |
| --- | --- |
| Teacher | Rachel Stafford |
| Class | 8th United States History |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date:**  **Mon., December 7** | **Date:**  **Tues., December 8** | **Date:**  **Wed. December 9** | **Date:**  **Thurs, December 10** | **Date:**  **Fri., December 11** |
| **Standard** | TN Core Standards   * 8.33: Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, checks and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights.   . | In-class Geography Bee | TN Core Standards   * 8.33: Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, checks and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. | TN Core Standards   * 8.33: Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, checks and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. | TN Core Standards   * 8.33: Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, checks and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. |
| **Objective**  *I can…..* | Chapter 7: A More Perfect Union  1777-1790  I can understand the major events preceding the founding of the nation and relate their significance to the development of American Republic. | In-class Geography Bee | The Constitution  Students analyze the political principles underlying the Constitution, compare the enumerated and implied powers of the federal government, and understand the foundation of the American political system and the ways in which citizens participate | The Constitution  Students analyze the political principles underlying the Constitution, compare the enumerated and implied powers of the federal government, and understand the foundation of the American political system and the ways in which citizens participate | The Constitution  Students analyze the political principles underlying the Constitution, compare the enumerated and implied powers of the federal government, and understand the foundation of the American political system and the ways in which citizens participate |
| **Connections to Prior Knowledge** | Bell Work  Review Chapter 8 | In-class Geography Bee | Bell Work   * Discuss United States Citizenship –Close read activity | Bell Work  *What is significant of the phrase “Wee the People”?*  *Why might the author’s of the Constitution have made these words much bigger than the rest of the text?* | Bell Work  *Should the executive branch have the power to use military force without a declaration of war by Congress? If Congress authorizes military appropriations, is that acceptable?* |
| **Guiding Questions** | 1. How do people form governments? 2. How do new ideas change the way people live? 3. How do governments change? | In-class Geography Bee | 1. Why do people form governments? 2. How do new ideas change the way people live? | 1. Why do people form governments? 2. How do new ideas change the way people live? | 1. Why do people form governments? 2. How do new ideas change the way people live? |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Instructional Strategies**  *I do…* | Chapter 8 Assessment  No book, no journal!  Cheat Card Allowed | In-class Geography Bee | Introduction to Constitution Analysis  “We the People”- Democracy and the Constitution   * Constitution Quick Quiz | Why a Constitution?   * Legislative Branch * Executive Branch * Judicial Branch * Separation of Powers * Federalism | Individual Liberties  The Bill of Rights  The Fourth Amendment |
| **Differentiated Tasks**  *We do …* | Chapter 8 Assessment  No book, no journal!  Cheat Card Allowed | In-class Geography Bee | Preamble Analysis  Pair/Share: Close Read Analysis: American Government and Preamble   * *What is the purpose of the preamble?* * *Why might the author have stated that the Constitution “has stood the test of time”?* | Analyze Pair/Share  Discussion Questions   * How do you distribute power to make rules? * How do you Limit Legislative power? * Why Limit power? * Why a President?   Why an independent Judiciary? | * Identify fundamental liberties protected by the Bill of Rights. * Analyze interdependence among the protections in the Bill of Rights. * Evaluate situations in which rights may be violated. |
| **Assessment**  *They do ….* | Chapter 8 Assessment  No book, no journal!  Cheat Card Allowed |  | Why do we need a constitution?   * *Why do we need rules?* * *Who decided within a democracy?*   Why did we need a Constitution? What actions had previously failed and what were the founding father’s concerns? | * Why is Congress required to make its proceedings public? | 1. *What do you think are the most important protections for individuals? The right to think freely? The right to believe as you choose? The right to be treated fairly?* 2. *If you were going to create a Bill of Rights, what would you include and why?* 3. *How would you prevent government from interfering with those freedoms?* |
| **Homework** | Close Read: US Citizenship |  | Review Notes | Review Notes | Review Notes |
| **Closure** | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | In-class Geography Bee | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. |
| **Resources/Materials** | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book |
| **Projected Assessments** | Constitution Quiz: Wednesday, December 16  Journal Check #3: Wednesday, December 16 | Constitution Quiz: Wednesday, December 16  Journal Check #3: Wednesday, December 16 | Constitution Quiz: Wednesday, December 16  Journal Check #3: Wednesday, December 16 | Constitution Quiz: Wednesday, December 16  Journal Check #3: Wednesday, December 16 | Constitution Quiz: Wednesday, December 16  Journal Check #3: Wednesday, December 16 |
| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. |