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

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|  | **Date:**  **Mon., November 9** | **Date:**  **Tues., November 10** | **Date:**  **Wed. November 11** | **Date:**  **Thurs, November 12** | **Date:**  **Fri., November 13** |
| **Standard** | TN Core Standards   * 8.17 Evaluate the * (E, G, P) * 8.30 Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays’ Rebellion. (C, E, H, P, TN) | TN Core Standards   * 8.31 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)   + distribution of power between the states and federal government   + Great Compromise   + Slavery and the 3/5 Compromise   + George Washington and James Madison | TN Core Standards   * 8.17 Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard’s Almanack, The Autobiography of Benjamin Franklin, the Albany Plan of Union and the Join or Die cartoon. (C, H, P) * 8.32 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state’s rights, citing evidence from the Federalist Papers No. 10, 51 and other primary source texts. * 8.28 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P) * 8.29 Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery. (E, G, P) * 8.30 Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays’ Rebellion. (C, E, H, P, TN) * 8.31 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H) * distribution of power between the states and federal government * Great Compromise * Slavery and the 3/5 Compromise * George Washington and James Madison * 8.64 Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the Ohio River. (C, E, P) | TN Core Standards   * 8.32 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state’s rights, citing evidence from the Federalist Papers No. 10, 51 and other primary source texts. * 8.28 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P) | TN Core Standards   * 8.32 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state’s rights, citing evidence from the Federalist Papers No. 10, 51 and other primary source texts. * 8.28 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P) |
| **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. | 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. | 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. | 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. | 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. |
| **Connections to Prior Knowledge** | Bell Work  What is an economic depression? | Bell Work  What is a compromise? When in our life have you had to compromise and for what reason? | Bell Work  Discuss Lesson 2 HW Packet | Bell Work   * What is a contract? | Bell Work   * What country provided the framers with most of their background knowledge for the constitution? What is your opinion of this? |
| **Guiding Questions** | 1. How do people form governments? 2. How do new ideas change the way people live? 3. How do governments change? | 1. How do people form governments? 2. How do new ideas change the way people live? 3. How do governments change? | 1. How do people form governments? 2. How do new ideas change the way people live? 3. How do governments change? | 1. How do people form governments? 2. How do new ideas change the way people live? 3. How do governments change? | 1. How do people form governments? 2. How do new ideas change the way people live? 3. How do governments change? |

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| **Instructional Strategies**  *I do…* | Power Point Notes  Lesson 2: Forging a New Constitution   * The Need for Change * Shay’s Rebellion * Slavery in the New Republic * The Constitutional Convention * The Convention Begins * The Convention Organizes * The VA Plan * The NJ Plan | Power Point Notes   * Agreeing to Compromise * The Great Compromise * 3/5 Compromise * The Question of the Slave Trade * Debating a Bill of Rights * Approving the Constitution | Mid-Chapter Quiz | Power Point Notes  Lesson 3: A New Plan of Government   * The Constitution’s Sources * European Influences * Government Structure * Government Branches * Checks and Balances | Power Point notes  Lesson 3 (continued)   * Debate & Adoption * Federalists & Anti-Federalists * A Bill of Rights * Ratifying the Constitution   Vocabulary box for Anti-Federalist  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png |
| **Differentiated Tasks**  *We do …* | Text Dependent Questions  Critical Thinking  p. 184-189   * Why was the Confederation government too weak to deal with the country’s economic problems? * Who was considered the “Father of the Constitution”, and what made his contribution valuable? * Why do you think the presence of George WaShington would make people trust the conventions work? Why was this trust important? * Why did William Paterson want each state to have a vote in the new government? * **Why did farmers rebel in Ma in 1787?** * **Why was the issue of representation so difficult to resolve?** | Text Dependent Questions  Critical Thinking  p. 190-191   * What did the Great Compromise state about the upper house and lower house of the legislature? * In what ways was the Great Compromise an agreement in which each side gives something up? Explain your answer. * Why did Southern states want to count slaves as part of their population? Do you agree with their reasoning> Explain. | Mid-Chapter Quiz | Vocabulary Box for Federalism  Checks & Balances  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png  Text Dependent Questions   * What is the function of each branch of government? * Why does the Constitution divide power among the government? * What is the principle of federalism? | Critical Thinking   * What did Anti-federalist fear about the Constitution? * Why did VA Finally ratify the Constitution? DO you agree with their choice? Explain * Why was it important for large states such as VA and NY to approve the Constitution- even though only nine states needed to approve? |
| **Assessment**  *They do ….* | Pair/Share  What weaknesses in the national government did Shay’s Rebellion reveal? | Pair/Share  On what key issues did delegates have to compromise in order to create a constitution that most states would accept? | 8-10 sentence paragraph  You have been asked to write a short announcement to inform your community about the Great Compromise. Summarize the key points of the agreement. Include any other details you think are important. | Pair/Share  Do you think government leaders should be limited in what they can or cannot do? Why or why not? | Pair/Share  Do you think the American people were hopeful about their government? How do you think the framers might view the government today? Explain your reasoning. |
| **Homework** | HW Packet Due Dates   * Lesson 2: Wednesday, Nov. 18 * Lesson 3: Monday, Nov. 23 | HW Packet Due Dates   * Lesson 2: Wednesday, Nov. 18 * Lesson 3: Monday, Nov. 23 | HW Packet Due Dates   * Lesson 3: Monday, Nov. 23 | HW Packet Due Dates   * Lesson 3: Monday, Nov. 23 | HW Packet Due Dates   * Lesson 3: Monday, Nov. 23 |
| **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. | Exit Slip  Explain a concept that we have discussed that you feel most confident about knowing and tell why you feel this way. | Exit Slip  1. What do you find most interesting about the foundation of our nation? Why? | 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** | Chapter 7   * Mid-Chapter Quiz (open journal): Wednesday, Nov. 18 * Vocabulary Quiz: Monday, Nov. 23 (no outside resources) * Chapter Assessment: Tuesday, Nov. 24 (Cheat Card Allowed) | Chapter 7   * Vocabulary Quiz: Monday, Nov. 23 (no outside resources) * Chapter Assessment: Tuesday, Nov. 24 (Cheat Card Allowed) | Chapter 7   * Vocabulary Quiz: Monday, Nov. 23 (no outside resources) * Chapter Assessment: Tuesday, Nov. 24 (Cheat Card Allowed) | Chapter 7   * Vocabulary Quiz: Monday, Nov. 23 (no outside resources) * Chapter Assessment: Tuesday, Nov. 24 (Cheat Card Allowed) | Chapter 7   * Vocabulary Quiz: Monday, Nov. 23 (no outside resources) * Chapter Assessment: Tuesday, Nov. 24 (Cheat Card Allowed) |
| **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. |