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| **Northeast High School Lesson Plan****Topic**: Branches of the Government / Bill of Rights | **Teacher**: Eleanor Forstater  |
| **Subject**: Civics  |
| **Week of**: 11/13/17 – 11/17/17 |
| **Students will engage in: (check all that apply)** |  |
| x Do Now | x Guided Lecture | ☐ KWL | ☐ Revision/Peer Revision | ☐ I-Search | ☐ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| x Ticket Out The Door | x Active Reading | x Jigsaw | x Type 1-5 Writings | x Tech. Integration | ☐ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| x Pair/Share | ☐ Word Splash | ☐ Previewing/Predicting | ☐ Literature Circle | ☐ Lab | ☐ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Enduring Understanding:**  |  |
| **Materials/Resources:**  |  |

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Minutes**: 51 | **Minutes**: 51 | **Minutes**: 51 | **Minutes**: 51 | **Minutes**: 51 |
| **Lenses**: ☐M ☐S ☐L ☐H | **Lenses**: ☐M ☐S ☐L ☐H | **Lenses**: ☐M ☐S ☐L ☐H | **Lenses**: ☐M ☐S ☐L ☐H | **Lenses**: ☐M ☐S ☐L ☐H |
| **Objective (SWBAT…IOT):****SWBAT** identify the arguments used by the Federalists and Anti-Federalists during the ratification debate; analyze excerpts from the Federalist Papers (#84) and Anti-Federalist Papers (#46) **IOT** to describe the importance of the Bill of Rights in the ratification debate. | **Objective (SWBAT…IOT):****SWBAT** explain the structure and powers of the legislative branch of the US federal government; describe the legislative process in the US Congress; Identify the legislative branch’s role in the system of checks and balances/separation of powers **IOT** analyze a primary source (excerpts of Article I). | **Objective (SWBAT…IOT):****SWBAT** **Students will complete a Quiz on the past two days units.** | **Objective (SWBAT…IOT):****SWBAT** identify the liberties protected in the Bill of Rights; **IOT** understand the purpose of the Bill of Rights; analyze and apply provisions of the Bill of Rights through guided scenarios | **Objective (SWBAT…IOT):****SWBAT** identify the basic levels and functions of the judicial branch; compare the three levels of the court system **IOT** demonstrates the progress of a case as it moves through the judicial system. |
| **Before**: ***Do Now:***Students will answer the question: “Was the Constitution inevitable? Yes or No.” They will then explain why the answered that way.***General and Domain Specific Vocabulary Words:*** | **Before**: ***Do Now:***Students will identify and share with the class at least two things that they know about the United States Congress***General and Domain Specific Vocabulary Words:*** | **Before**: ***Do Now:******General and Domain Specific Vocabulary Words:*** | **Before**: ***Do Now:******General and Domain Specific Vocabulary Words:***PPT presentation reviewing the US Bill of Rights | **Before**: ***Do Now:***Students will identify the following words if they know them.***General and Domain Specific Vocabulary Words:***Trial JudgeJuryCourt of AppealsSupreme Court RemandJudicial review |
| **During**: ***Teacher Model:***I will distribute the “Federalist Debate” reading pages to each student. I will read the first page with the class, discussing and clarifying as needed.***Guided Practice:***They will continue to read the reading. They will then complete the “Federalist Debate” activity pages. ***Cooperative Practice (Groups/Pairs):***We will complete the first excerpt together, analyzing the primary source. They will complete the assigned questions.  | **During**: ***Teacher Model:***I will read the first reading page to the class. I will ask the students to identify what senators and representatives have in common. How do they differ?***Guided Practice:***Students will continue reading and will discuss why some of the power seem out of date in today’s world but were important during the 1700’s. We will also discuss the lawmaking process***Cooperative Practice (Groups/Pairs):***  | **During**: ***Teacher Model:******Guided Practice:******Cooperative Practice (Groups/Pairs):***  | **During**: ***Teacher Model:******Guided Practice:******Cooperative Practice (Groups/Pairs):*** Students will divide into 8 groups. Each group will be assigned a different scenario of a Court Ruling. Groups will be given 15 minutes to read and create a script of their scenario. Groups will perform their script in front of the class.  | **During**: ***Teacher Model:******Guided Practice:***We will read the “Judicial Branch in a Flash reading page. I will check for understanding with a true/false activity. ***Cooperative Practice (Groups/Pairs):***Students will complete the worksheets based on the reading. |
| **After *(Independent Practice)***:They will complete the 2nd excerpt on their own, we will discuss the activity completion together.***Exit Ticket:***Students will describe the difference between Federalists and Anti-Federalists. | **After *(Independent Practice)***:Students will complete the Primary Document Activity. ***Exit Ticket:***Students will review the two things that they had mentioned during the Do Now about the US Congress. Have their opinions changed? | **After *(Independent Practice)***:***Exit Ticket:*** | **After *(Independent Practice)***:Students when not performing their skits will attempt to identify the meaning behind the performance and will then identify “**What protections and amendment(s) are involved?”*****Exit Ticket:***Students will write the answer to the following question, “**What do the protections in the Bill of Rights have in common?”** | **After *(Independent Practice)***:We will play a Judicial Branch Bingo Game.***Exit Ticket:*** |
| **Homework Assigned**:  | **Homework Assigned**:Congress – reread reading sheets and complete corresponding worksheets | **Homework Assigned**:Write a one paragraph essay defining the 3 assigned holidays: Memorial Day, Labor Day and Veteran’s Day. The 5 “W’s” are to be addressed. | **Homework Assigned**: | **Homework Assigned**: |
| **Common Core Standards by Day:****5.1.12.E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution** |