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| Teacher: | Shanika Walker | | |
| Course/Subject: | American Government | | |
| Date of Instruction: | 3/2/22 | through | 3/2/22 |
| Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10 | Standards: SSCG3a-d | | |
| | Learning Target: I can explain the debates and the compromises associated with the Constitutional Convention. I can explain the weaknesses of the articles of confederation. I can explain the fundamental principles of the United States Constitution I can explain the key ideas in the debate over ratification made by the Federalist and the Anti-Federalist. | | |
| Success Criteria: I can explain the dispute over counting slaves towards a state's population and how the 3/5's compromise settled it. I can explain the characteristics of the Virginia Plan and who it benefited. I can explain the characteristics of the New Jersey Plan and who it benefited. I can explain the characteristics of the Conn. Plan/Great Compromise. I can explain the Commerce Compromise by addressing the concerns of both the Northern and Southern States. I can explain the Commerce Clause and where it's located in the Constitution. I can explain why the Articles of Confederation were too weak. I can explain what caused Shays' Rebellion. I can explain how Shay's Rebellion proved that the Articles of Confederation were not working. I can explain the fundamental principles of the United States Constitution I can define the characteristics of the Federalists party. I can define the characteristics of the Anti-Federalists party. I can explain the purpose of the <i>Federalist Papers</i> . I can identify the authors of the <i>Federalist Papers</i> and pseudonym they penned the papers under. I can explain why the Federalists were in favor of the Constitution. I can explain why the Anti-Federalists were against the Constitution. I can identify the leaders of the Federalist Party. | | | |

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| | <p>I can identify the leaders of the Anti-Federalist Party. I can explain how the Federalist and Anti-Federalist compromised to achieve ratification.</p> <p>Introduction/Connection: CNN 10 Daily 10</p> <p>Activities in Class REVIEW Illustrated Notes</p> <p>Direct Instruction: In-person Biographical Reading <input type="checkbox"/> Charts <input type="checkbox"/> Maps <input type="checkbox"/> Graphs <input type="checkbox"/> Diagrams <input type="checkbox"/> Political Cartoons <input checked="" type="checkbox"/> Primary Source <input type="checkbox"/> Secondary Source, Historians Account Student Written Response, Question and Answer <input checked="" type="checkbox"/> Student Written Response, Visual Display, Drawing/Creating of Visual Written Response to Photographs/Drawings</p> |
| <p><u>Work Period (We Do, You Do)</u> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10</p> | <p>Guided Practice: In-person <input type="checkbox"/> Biographical Reading <input type="checkbox"/> Charts <input type="checkbox"/> Maps <input type="checkbox"/> Graphs <input type="checkbox"/> Diagrams <input type="checkbox"/> Political Cartoons <input type="checkbox"/> Primary Source <input type="checkbox"/> Secondary Source, Historians Account <input checked="" type="checkbox"/> Student Written Response, Question and Answer <input checked="" type="checkbox"/> Student Written Response, Visual Display, Drawing/Creating of Visual Written Response to Photographs/Drawings</p> <p>Independent/Collaborative : Due Dates: Practice/Differentiation: Both In Person and Google Classroom <input type="checkbox"/> Biographical Reading</p> |

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| | <input type="checkbox"/> Charts <input type="checkbox"/> Maps <input type="checkbox"/> Graphs <input type="checkbox"/> Diagrams <input type="checkbox"/> Political Cartoons Primary Source <input type="checkbox"/> Secondary Source, Historians Account <input checked="" type="checkbox"/> Student Written Response, Question and Answer <input checked="" type="checkbox"/> Student Written Response, Visual Display, Drawing/Creating of Visual Written Response to Photographs/Drawings Note Cards <input checked="" type="checkbox"/> Pod Review <input checked="" type="checkbox"/> Quick Quiz |
| <p><u>Closing (We Check)</u> Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8</p> | <p>Summarize/Share: Both <input type="checkbox"/> Think- Pair- Share <input type="checkbox"/> Written response to success criteria Verbal response to success criteria <input checked="" type="checkbox"/> Ticket out the door summarizer Review answers to class activity <input type="checkbox"/> Review Answers to Homework 3-2-1 Review Assessment Uses/Strategies: Pod Quiz <input checked="" type="checkbox"/> Google Classroom Quick Quiz Assessment Informal Assessment, Teacher Questioning <input type="checkbox"/> USAtestprep.com activity for current standard <input type="checkbox"/> Albert.io activity for current time period</p> |
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