

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
Monday	<p><b>Standard:</b> SS8H4 Describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights</p> <p>a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.</p> <p>b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution</p> <p><b>Essential Question:</b> What persons/groups/events were significant in the development of the new government?</p> <p>How did the new government assure the citizens that it would not impose the oppression of the past monarchy?</p> <p>What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise the old Articles?</p> <p>What role did Georgia play at the Constitutional Convention of 1787 and how did Abraham Baldwin and William Few influence Georgia's role? (H4c)</p> <p><b>Enduring Understanding:</b> Distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p>	<p><b>Opening: (5-10 minutes)</b> Strengths and weaknesses of the Georgia constitution of 1777</p> <p><b>Work Period: 35-40 minutes (2-3 days)</b></p> <p><b>1) Why does our government now operate under the U.S. Constitution rather than the Articles of confederation?</b></p> <p><b>2) Students will write an invitation to the constitutional convention (attendees will include William Few and Abraham Baldwin from Georgia, George Washington, Alexander Hamilton, and Benjamin Franklin)</b></p> <p><b>3) Students will take notes on the two issues that most divided the attendees at the Constitutional Convention: representation and how to count slaves.</b></p> <p><b>4) Compromise T-chart. Students will first complete the Great Compromise (which Baldwin helped accomplish)</b></p> <p><b>Closing: 5-10 minutes Which divisive issue was the more important and why?</b></p> <p><b>Homework:</b> Political Cartoon # 5 due Friday</p> <p><b>Literacy Component: Closing, invitation</b></p> <p><b>Formative Assessment: Closing, discussions</b></p> <p><b>Vocabulary:</b> Constitutional Convention, Abraham Baldwin, William Few, the Great compromise, the 3/5's Compromise, representation, bicameral</p> <p><b>DOK: (Level 1-2) Synthesizing and summarizing information; (Level 3) Analyzing political cartoons for meaning; comparing facts</b></p> <p><b>Differentiated Instruction: political cartoons, graphic organizers, invitation</b></p>	<p><b>Whole Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Cooperative Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Flexible Group</b> <input type="checkbox"/> Yes</p> <p><b>Collaborative Pair</b> <input type="checkbox"/> Yes</p> <p><b>Centers/Stations</b> <input type="checkbox"/> Yes</p> <p><b>Technology Use:</b> <b>Teacher:</b></p> <p><b>Student:</b></p>	<p><b>Student Conferencing</b> <input type="checkbox"/> Yes</p> <p><b>Performance Task</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Project</b> <input type="checkbox"/> Yes</p> <p><b>Class Presentation</b> <input type="checkbox"/> Yes</p> <p><b>Test</b> <input type="checkbox"/> Yes</p> <p><b>Quiz</b> <input type="checkbox"/> Yes</p> <p><b>Homework</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Ticket Out The Door</b> <input checked="" type="checkbox"/> Yes</p> <p><b>CPS Response</b> <input type="checkbox"/> Yes</p>

<b>Tuesday</b>	<p><b>Standard:</b> SS8H4 Describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights</p> <p>a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.</p> <p>b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution</p> <p><b>Essential Question:</b> What persons/groups/events were significant in the development of the new government?  How did the new government assure the citizens that it would not impose the oppression of the past monarchy?  What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise the old Articles?  What role did Georgia play at the Constitutional Convention of 1787 and how did Abraham Baldwin and William Few influence Georgia's role? (H4c)</p> <p><b>Enduring Understanding:</b> Distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p>	<p><b>Opening: (5-10 minutes) Georgia's Constitution</b></p> <p><b>Work Period: 35-40 minutes</b></p> <p><b>1) Collect invitations</b> <b>2) Students will label map with states and their corresponding percentage of slave population</b> <b>3) Students will answer the relevant questions</b> <b>4) Time permitting, students will begin working on James Madison's notes from the Constitutional Convention.</b></p> <p><b>Closing: 5-10 minutes</b></p> <p><b>Homework: Constitutional Convention notes</b></p> <p><b>Literacy Component: Drawing conclusions from bar graph and census records</b></p> <p><b>Formative Assessment: Question response</b></p> <p><b>Vocabulary:</b> Constitutional Convention, Abraham Baldwin, William Few, the Great compromise, the 3/5's Compromise, representation, bicameral</p> <p><b>DOK: (Level 3-4) Analyzing data</b></p> <p><b>Differentiated Instruction:</b> Bar graphs, primary sources, maps</p>	<p><b>Whole Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Cooperative Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Flexible Group</b> <input type="checkbox"/> Yes</p> <p><b>Collaborative Pair</b> <input type="checkbox"/> Yes</p> <p><b>Centers/Stations</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Technology Use:</b> <b>Teacher:</b> Video <b>Student:</b> Video</p>	<p><b>Student Conferencing</b> <input type="checkbox"/> Yes</p> <p><b>Performance Task</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Project</b> <input type="checkbox"/> Yes</p> <p><b>Class Presentation</b> <input type="checkbox"/> Yes</p> <p><b>Test</b> <input type="checkbox"/> Yes</p> <p><b>Quiz</b> <input type="checkbox"/> Yes</p> <p><b>Homework</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Ticket Out The Door</b> <input checked="" type="checkbox"/> Yes</p> <p><b>CPS Response</b> <input type="checkbox"/> Yes</p>

Wednesday	<p><b>Standard:</b> SS8H4 Describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights</p> <p>a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.</p> <p>b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution</p> <p><b>Essential Question:</b> What persons/groups/events were significant in the development of the new government?  How did the new government assure the citizens that it would not impose the oppression of the past monarchy?  What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise the old Articles?  What role did Georgia play at the Constitutional Convention of 1787 and how did Abraham Baldwin and William Few influence Georgia's role? (H4c)</p> <p><b>Enduring Understanding:</b> Distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p>	<p><b>Opening: (5-10 minutes) The Compromises at the Constitutional Convention</b></p> <p><b>Work Period: 35-40 minutes</b></p> <p>1) Students will take notes on a graphic organizer about changes in constitution resulting from weaknesses in Articles of Confederation. 2) Students will take Cornell Notes on reasons that Georgia ratified the new Constitution. 3) Students will summarize their notes from today. 4) Finish James Madison's notes</p> <p><b>Closing: 5-10 minutes Write 2 things you learned today</b></p> <p><b>Homework: Political cartoon # 4 due Friday; study for Georgia history test</b></p> <p><b>Literacy Component: Primary source document, notes and summary</b></p> <p><b>Formative Assessment: Closing</b></p> <p><b>Vocabulary:</b> Constitutional Convention, Abraham Baldwin, William Few, the Great compromise, the 3/5's Compromise, representation, bicameral</p> <p><b>DOK: (Level 3-4) Research and writing</b></p> <p><b>Differentiated Instruction: Graphic organizer, Cornell notes, primary source</b></p>	<p><b>Whole Group</b> <input type="checkbox"/> Yes</p> <p><b>Cooperative Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Flexible Group</b> <input type="checkbox"/> Yes</p> <p><b>Collaborative Pair</b> <input type="checkbox"/> Yes</p> <p><b>Centers/Stations</b> <input type="checkbox"/> Yes</p> <p>Technology Use: <b>Teacher:</b></p> <p><b>Student:</b></p>	<p><b>Student Conferencing</b> <input type="checkbox"/> Yes</p> <p><b>Performance Task</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Project</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Class Presentation</b> <input type="checkbox"/> Yes</p> <p><b>Test</b> <input type="checkbox"/> Yes</p> <p><b>Quiz</b> <input type="checkbox"/> Yes</p> <p><b>Homework</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Ticket Out The Door</b> <input checked="" type="checkbox"/> Yes</p> <p><b>CPS Response</b> <input type="checkbox"/> Yes</p>

Thursday	<p><b>Standard:</b> SS8H4 Describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights</p> <p>a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.</p> <p>b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution</p> <p><b>Essential Question:</b> What persons/groups/events were significant in the development of the new government?  How did the new government assure the citizens that it would not impose the oppression of the past monarchy?  What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise the old Articles?  What role did Georgia play at the Constitutional Convention of 1787 and how did Abraham Baldwin and William Few influence Georgia's role? (H4c)</p> <p><b>Enduring Understanding:</b> Distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p>	<p><b>Opening: (5-10 minutes) Abraham Baldwin and William Few</b></p> <p><b>Work Period: 35-40 minutes (2-3 days)</b> 1) Test (Students will complete History of Georgia to gauge their acquisition of history standards prior to the semester final exam. History standards H2-H4 will be assessed on the semester final exam. History of Georgia Test will be comprised of multiple choice and constructed response questions.) 2) Georgia's seal and motto; students will use Georgia's and create one of their own</p> <p><b>Closing: 5-10 minutes</b> Write one topic you should have studied more for.</p> <p><b>Homework:</b> Political Cartoon # 5 due Friday</p> <p><b>Literacy Component: Reading a state seal</b></p> <p><b>Formative Assessment: Test, closing</b></p> <p><b>Vocabulary:</b> George Washington, Battle of Kettle Creek, Siege of Savannah, elijah Clarke, Austin Dabney, Continentals</p> <p><b>DOK: (Level 1-2) Synthesizing and summarizing information; (Level 3) Analyzing political cartoons for meaning; comparing facts</b></p> <p><b>Differentiated Instruction: political cartoons, test</b></p>	<p><b>Whole Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Cooperative Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Flexible Group</b> <input type="checkbox"/> Yes</p> <p><b>Collaborative Pair</b> <input type="checkbox"/> Yes</p> <p><b>Centers/Stations</b> <input type="checkbox"/> Yes</p> <p><b>Technology Use:</b> <b>Teacher:</b></p> <p><b>Student:</b></p>	<p><b>Student Conferencing</b> <input type="checkbox"/> Yes</p> <p><b>Performance Task</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Project</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Class Presentation</b> <input type="checkbox"/> Yes</p> <p><b>Test</b> <input type="checkbox"/> Yes</p> <p><b>Quiz</b> <input type="checkbox"/> Yes</p> <p><b>Homework</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Ticket Out The Door</b> <input checked="" type="checkbox"/> Yes</p> <p><b>CPS Response</b> <input type="checkbox"/> Yes</p>
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<b>Friday</b>	<p><b>Standard:</b> SS8CG1 The student will describe the role of citizens under Georgia's constitution.</p> <p>a) Explain the basic structure of the Georgia state constitution.</p> <p>b) Explain the concepts of separation of powers and checks and balances.</p> <p>c) Describe the rights and responsibilities of citizens.</p> <p>d) Explain voting qualifications and elections in Georgia.</p> <p>e) Explain the role of political parties in government.</p> <p><b>Essential Question:</b> What is the basic structure of Georgia's constitution? What are the concepts of "separation of power" and "checks and balances"?</p> <p><b>Enduring Understanding:</b> Distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p>	<p><b>Opening:</b> (5-10 minutes) U.S. Constitution</p> <p><b>Work Period:</b> 35-40 minutes</p> <p>1) Go over test 2) Students will complete graphic organizer on basic structure of Georgia's constitution 3) Students will role play separation of powers</p> <p><b>Formative Assessment:</b> Test review</p> <p><b>Vocabulary:</b> separation of powers, checks and balances, executive branch, legislative branch, judicial branch</p> <p><b>DOK:</b> (Level 2-3) Organizing notes on an organizer,</p> <p><b>Differentiated Instruction:</b> graphic organizer, role play</p>	<p><b>Whole Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Cooperative Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Flexible Group</b> <input type="checkbox"/> Yes</p> <p><b>Collaborative Pair</b> <input type="checkbox"/> Yes</p> <p><b>Centers/Stations</b> <input checked="" type="checkbox"/> Yes</p> <p>Technology Use: <b>Teacher:</b></p> <p><b>Student:</b></p>	<p><b>Student Conferencing</b> <input type="checkbox"/> Yes</p> <p><b>Performance Task</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Project</b> <input type="checkbox"/> Yes</p> <p><b>Class Presentation</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Test</b> <input type="checkbox"/> Yes</p> <p><b>Quiz</b> <input type="checkbox"/> Yes</p> <p><b>Homework</b> <input type="checkbox"/> Yes</p> <p><b>Ticket Out The Door</b> <input checked="" type="checkbox"/> Yes</p> <p><b>CPS Response</b> <input type="checkbox"/> Yes</p>