

Grade 7 Unit 3: Forming a Government

Enduring Understandings/Skill Focus	Assessment Plan
<p>In this unit, students will examine primary and secondary sources to determine how the United States government was formed.</p> <p>Students will consider the following question:</p> <p>What events and ideas affected the writing of the Articles of Confederation and the Constitution?</p>	<p>Vocabulary Quiz</p> <p>Newspaper Activity (Chapter 5, Section 2)</p> <p>Chapter 5 Exam (“Paper and Pencil”)</p>
Texts	NJSLA Social Studies Standards
<p>Textbook- United States History Beginnings to 1877</p> <p>Primary Sources</p> <ul style="list-style-type: none"> Shays’s Rebellion Federalists and Anti-Federalists Slavery in the Constitution <p>Beyond the Bubble</p> <ul style="list-style-type: none"> None <p>Other Materials</p> <ul style="list-style-type: none"> http://www.icivics.org 	<p>6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p>6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p> <p>6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary)</p>
Writing Tasks	
<p>Big Ideas</p> <ol style="list-style-type: none"> The Articles of Confederation provided a framework for a national government. Problems faced by the young nation made it clear that a new constitution was needed. A new constitution provided a framework for a stronger national government. Americans carried on a vigorous debate before ratifying the Constitution. 	<p>End of Module Task</p> <p>Students will take a “paper and pencil” exam to demonstrate their knowledge of the unit</p>
SIOP Strategies	Accom/Mod/GT/AT

<ul style="list-style-type: none">• Think-Pair-Share• White Board Response• Cooperative Learning Strategies• Comprehension Strategies• Popcorn Reading		<p><i>Accommodations:</i></p> <ul style="list-style-type: none">• Extended Time for assignments• Re-teaching material• Small group/guided reading groups for comprehension• Homogeneous grouping• Present information in various formats• Graphic organizers for written assignments• Modeling/Examples of fluency and expectations of assignments• Redirection• Break down reading and writing tasks into smaller chunks <p><i>Modifications:</i></p> <ul style="list-style-type: none">• Modify amount of work required• Offer multiple forms of assessment• Differentiate assignments• Allow extended time to complete assignments <p><i>Gifted and Talented/Academically Talented:</i></p> <ul style="list-style-type: none">• Encourage students to explore concepts in depth and encourage independent studies of investigations• Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom.• Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning.• Ask students higher level questions that require students to look in to causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.• Allow students to move more quickly through the material.			
Interdisciplinary Connections & Career Ready Practices		Integration of Technology	Integration of 21 st Century Skills	Academic Vocabulary	
Mathematics: Visual and Performing Arts: Health/PE: World Languages:	Substitution: Digital versions of materials are available.	<input type="checkbox"/> Creativity & Innovation <input checked="" type="checkbox"/> Media Literacy	Tier 1	N/A	
			Tier 2	Academic Vocabulary words not in general use, not content specific and appear far	

<p>Language Arts: RI.CR.7.1, RI.CI.7.2, RI.IT.7.3, L.VL.7.3, RI.TS.7.4, RI.PP.7.5, RI.MF.7.6, RIAA.7.7, SL.II.7.2, SL.PI.7.4, W.WP.7.4.</p> <p>Science:</p> <p>Technology:</p> <p>Career Ready Practices: 9.4.8.IML.1, 9.4.8.TL.4</p>	<p>Augmentation: Students prepare, complete, and submit summative assessments using Schoology.</p> <p>Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.</p>	<p><input checked="" type="checkbox"/> Economic and Government Influences</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving <i>Students must use problem solving and critical thinking skills in many classroom questions.</i></p> <p><input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p><input checked="" type="checkbox"/> Global and Cultural Awareness</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>	<p></p> <p>Tier 3</p>	<p>more in written texts than in speech</p> <p>Examples in this Unit:</p> <p>Examples for Teaching:</p> <ul style="list-style-type: none"> Introduce words during or after text Student friendly definitions <p>Examples in this Unit</p> <ul style="list-style-type: none"> Advocate <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> words related to a specific content or field of study students are likely to encounter in the future <p>Examples in this Unit</p> <ul style="list-style-type: none"> Magna Carta, constitution, Virginia Statute for Religious Freedom, suffrage, Articles of Confederation, ratification, Land Ordinance of 1785, Northwest Ordinance of 1787, Northwest Territory, tariffs, interstate commerce, inflation, depression, Daniel Shays, Shays's Rebellion, Constitutional Convention, James Madison, Virginia Plan, New Jersey Plan, Great Compromise, Three-Fifths Compromise, popular sovereignty, federalism, legislative branch, executive branch, judicial branch,
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				checks and balances, Federalists, <i>Federalist Papers</i> , amendments, Bill of Rights Examples for Teaching: <ul style="list-style-type: none"> Contextualize the words Mental Models
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Learning Map (Pacing Guide)

Week	Text (s)	Learning Outcomes, Topics, and Suggested Activities
1	Introduction to Unit	Students will be introduced to the Articles of Confederation and how its failures led to the Constitution.
2	Textbook and Primary Sources	<p>Students will be introduced to the basis of the Articles of Confederation (i.e. Magna Carta) as well as the successes of the Confederation government (Land Ordinance of 1785, Northwest Ordinance of 1787). Students will also be introduced to the failures of the Confederation government (Issues with Britain, Spain, Shays's Rebellion).</p> <p>Primary Sources: Shays's Rebellion</p>
3	Textbook and Primary Sources	<p>Students will be introduced to the Constitutional Convention as well as the competing plans for government that were proposed there leading to the compromises that created the United States Constitution.</p> <p>Primary Sources: Slavery in the Constitution</p>
4	Textbook and Primary Sources	<p>Students will be able to define the positions of the Federalists and Anti-Federalists as well as the compromises that led to the ratification of the Constitution by the 13 original states.</p> <p>Primary Sources: Federalists vs. Anti-Federalists</p>