

Lesson Plan Framework	
Instructor: Chris Shinski	Key: Blooms' Taxonomy Assessments
Grade Level: 11th Grade	Length of Lesson: Approx. 42 Mins.
Course Unit: Unit 1: Foundations of American Government	
Lesson Title: The Articles of Confederation and the United States Constitution (Day 1 of 4)	
Essential Question -Guiding Questions	Student Learning Objective -Desired Understandings
<p><i>What were the strengths and weaknesses of the Articles of Confederation?</i></p> <p>-Did the Articles of Confederation give the central government enough power to perform these basic functions?"</p> <p>-Why did the colonists create a weak central government?"</p> <p>-Was it possible for the colonies to amend the Articles of Confederation?"</p> <p>-How did the Articles resolve any issues colonists had with King George III if at all?"</p>	<p>Students will apply knowledge gained from their note packet and the first portion of a PowerPoint presentation to differentiate the positive and negative effects of the Articles of Confederation as assessed by the creation of a T Chart (A1.2) with the goal of 85 percent correct (mastery).</p> <p>The class will be able to accurately categorize 85 percent of the responsibilities of the state and federal governments as assessed by the instructor during a question and answer session using a SMART Lesson.</p> <p>Students will be able to explain the need for creating a government after the war and summarize the way a fear of a strong central government affected the creation of the Articles of Confederation.</p>
<p>Performance Indicators: Students will be able to properly categorize (85 percent accuracy) the pros and cons of the Articles of Confederation as assessed through the creation of a T-Chart. Students will be able to correctly identify the responsibilities of the state and federal government under the Articles of Confederation and explain their justifications with examples in a question and answer session with the instructor and their peers.</p>	
<p>Standards: New York State Social Studies Standards/NYS ELA Shifts/Common Core</p>	
<p>11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. (Standards: 1, 5; Themes: TCC, GOV, CIV, ECO)</p> <p>11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation and instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution.</p> <p>Students will examine the weaknesses and successes of government under the Articles of Confederation.</p> <p>NYS Shift 6: Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	

Academic Language (discipline specific)		Academic Vocabulary (lesson specific)	
<ul style="list-style-type: none"> • <i>Identify</i> - establish or indicate who or what (someone or something) is. • <i>Define</i> - state or describe exactly the nature, scope, or meaning of. • <i>Analyze</i> - examine methodically and in detail, typically for purposes of explanation and interpretation. • <i>Link</i> - make, form, or suggest a connection with or between. • <i>Assess</i> - evaluate or estimate the nature, ability, or quality of. 		<ul style="list-style-type: none"> • <i>Sovereignty</i> - the authority of a state to govern itself or another state • <i>Ratify</i> - sign or give formal consent to (a treaty, contract, or agreement), making it officially valid. • <i>Ordinance</i> - an authoritative order; a decree. • <i>Confederation</i> - A league or alliance; especially of states more or less permanently united for common purposes. 	
Pre-Assessment		Real World Connection / Student Reflection	
<p>The instructor will ask students to identify as many responsibilities and functions of the government as possible and create a list to turn in before the “hook” begins. Students are given 2-3 minutes to complete the task.</p>		<p>The lesson challenges students to consider the role of the United States government in their own lives by reflecting on the services, benefits, and burdens the government may bring to their lives. The instructor may suggest current issues for students to reflect on and ask students to consider what level of involvement the government should take in the given situations.</p>	
Lesson Element	Instructor Action	Student Action	
<p>Hook - Chalkboard Splash Prompt - Why do we need government? <i>Identify</i> roles and responsibilities of the government</p>	<p>The instructor will ask students to share the responsibilities and roles of the government they identified in the pre-assessment by writing their responses on the board.</p>	<p>All students will be asked to participate by writing a minimum of one identified role and/or responsibility of the government on the board.</p>	
<p>Transition: The instructor will state, “After you have written your responses, please take a guided notes page and return to your seat. Reflect on your classmates’ responses and consider how your lives are affected by the ideas your classmates identified too.”</p>			
<p>Teacher Input - Discussion of Responses</p>	<p>After students write their responses on the board the instructor will analyze them and discuss the most common and prevalent choices. The instructor will help students critically think and relate answers to real world situations.</p> <p>This portion of the lesson serves as a preview to the lesson regarding the Preamble of the U.S. Constitution.</p> <p>The instructor will review the goals of the Articles of Confederation and ask students to assess the success of the document in regards to the goals listed by asking students to consider “Did the Articles of Confederation give the central government enough power to perform these basic functions?”</p>	<p>Several students will be called upon randomly using the “Popsicle Stick” method (names on sticks to be pulled from cup) to participate in a Q+A Session.</p> <p>Instructor will scaffold differentiated questions according to the <i>EducationOasis</i> Q-Chart (P1.1)</p> <p>Examples: -Who can decide what military actions to take? (Level 1) -How would the government protect citizens? (Level 2) -Why might the government provide social services, such as welfare, to people in need? (Level 3)</p>	

Transition: The instructor will state, “Now that we are aware of the roles the government should play, let’s discuss how the first Constitution was created and whether or not the Articles of Confederation were successful.” The instructor will reveal the PowerPoint presentation on the screen.

Guided Practice - Guided Notes and PowerPoint - (A1.1)

The instructor will review the first portion of the PowerPoint and informally assess at various points using two methods:
 -Thumbs Up/Down (to move to next slide)
 -Agree/Disagree (simple or easy to make/change a law under Articles of Confederation)

During the presentation the instructor will be sure to review and assess content based and rigorous vocabulary including but not limited to:
 -Sovereignty
 -Ratify
 -Ordinance
 -Confederation

At times the instructor may ask students to speak words aloud as a whole group or use the words in a different sentence.

Students will follow the instructor throughout the lesson to complete the guided notes (A1.1).
 Students may ask questions at any point by raising their hand.
 Students will define key content vocabulary as it arises in the lesson by analyzing text and creating inferences with support from the instructor.
 -A sample slide that includes content language is shown in P1.2
 Students will differentiate between the powers granted to the state and central government.

Transition: The instructor will state, “Please take out page 14 from your Unit I Handout Packet. It is a T-Chart (1.5) that will compare the strengths and weaknesses of the Articles of Confederation. We will work individually for approximately 5 minutes then review together as a group before our exit activity.”

Individual Practice - T-Chart (A1.2)

The instructor will focus on 4/10 (all ten are mentioned in an earlier slide) weaknesses under the Articles of Confederation as shown in slide P1.3 and provide authentic situations for students to analyze to gain relevancy.
 The instructor will ask students to use their guided notes and the information displayed on the slide titled “Failure! Weaknesses of the Articles of Confederation” to complete a T-Chart (A1.2) in effort to compare and contrast ideas reviewed in previous slides.
 The instructor will leave slide P1.3 on the electronic whiteboard for students to utilize to complete the activity.

Students will use their guided notes and link information between the content to the new information. presented
 Students may ask questions as the instructor walks the room checking on student progress.
 The class should try to evaluate the significance of the weaknesses in regards to the level of power held by the government under the Articles of Confederation.

Transition: The instructor will informally assess by asking, “Please show a fist-to-five, how comfortable are you in identifying and explaining the weaknesses of the Articles of Confederation?”
 The instructor may choose to review again based on the response given from students. Once students are ready to proceed the instructor will state, “First, I am passing out our follow through. It’s a political cartoon that we will go over tomorrow (A2.1 and A2.2).” Directions will be given. “Please come up and form a semi-circle so we can do a SMART Lesson together to review” (Video-SMART_Articles)

Closure - SMART Lesson (A1.3)

The instructor will display the SMART lesson and explain the directions: students will drag an item from the left to its corresponding space
 -Power of States -Weakness of Articles
 -Power of Central Government (continued)

Students will be asked to participate in Q+A at random using the Popsicle Stick method.
 (continued)

<p>(continued)</p>	<p>The instructor asks students to explain the rationale for their decision. Scaffolded questions may be asked in based on EducationOasis's Q-Chart (P1.1)</p> <p><i>-How likely would it be to pass an amendment under the Articles of Confederation? (Level 1)</i></p> <p><i>-What would be one thing it would be difficult to do without tax money? (Level 2)</i></p> <p><i>-How might the Constitution later resolve this problem? (Level 3)</i></p> <p>The teacher gives feedback by supporting correct responses and correcting any misconceptions to the individual and class as a group.</p>	<p>Students may use their notes but are asked to attempt to participate from memory.</p> <p>Students may interject and add on additional information to support their classmates' responses.</p>
<p>Follow through - Political Cartoons (Shown in lesson 2, figures A2.1 and A2.2)</p>	<p>The instructor will distribute the follow through - a double sided political cartoon. The instructor will assign students one side to complete for homework in accordance to their abilities. The instructor will remind students this is connected to the ideas discussed in this lesson - the Articles of Confederation.</p>	<p>Students will also be given a preview for tomorrow's lesson and told they will be discussing as a group before having a representative chosen to teach their cartoon to the other group.</p>
<p>Differentiation</p>		<p>Technology</p>
<p><i>Level I</i> - Asked same level of rigorous questions in Q+A Sessions as level II students. Assigned A2.1 for follow through. Instructor will assist at times with classwork.</p> <p><i>Level II</i> - Asked mildly rigorous questions in Q+A Sessions. Most students will be assigned A2.1 for follow through.</p> <p><i>Level III</i> - Challenged with higher order thinking questions in Q+A Sessions to promote higher order thinking skills. Assigned A2.2 for follow-through.</p> <p><i>*All students with IEPs and 504 Plans will have their accommodations and/or modifications met to their prescribed specifications. Copies of class notes will be given prior to the lesson when required and the instructor will check their binders on a weekly basis for organization to supplement the supports given by other teachers</i></p>		<ul style="list-style-type: none"> <input type="checkbox"/> Word Processing <input checked="" type="checkbox"/> Visual Presentation <input type="checkbox"/> Internet Resources <input checked="" type="checkbox"/> Graphics/Charts <input type="checkbox"/> Infographics <input checked="" type="checkbox"/> Interactive Whiteboard <input type="checkbox"/> Smart Phone Utilities <input type="checkbox"/> YouTube/Podcast

Lesson Plan Framework	
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Grade Level: 11th Grade	Length of Lesson: Approx. 42 Mins.
Course Unit: Unit 1: Foundations of American Government	
Lesson Title: The Articles of Confederation and the United States Constitution (Day 2 of 4)	
Essential Question -Guiding Questions	Student Learning Objective -Desired Understandings
<p><i>Why did the founders of America decide to create a new constitution?</i></p> <p>-What unsolved problems did the Articles leave internationally and domestically?</p> <p>-How did Shay's Rebellion represent several weaknesses of the Articles of Confederation?</p>	<p>Students will distinguish key phrases and elements of test questions and correctly answer 8 of 11 practice multiple choice questions regarding the Articles of Confederation.</p> <p>Students will identify and explain the strengths, weaknesses, and shortcomings of the Articles of Confederation.</p> <p>Students will analyze the way Shays' Rebellion exemplified a weak national government and prompted leaders to pursue a new Constitution.</p> <p>Students will be able to predict the way American colonists will alter the Articles of Confederation in response to Shay's Rebellion.</p>
<p>Performance Indicators: Students will distinguish key phrases and elements of each quiz question that are pertinent to choosing the correct answer by text coding (underline, use of symbols, notations). Mastery is shown by correctly answer 9 of 11 practice multiple choice questions regarding the Articles of Confederation (A2.4). The first of the eleven total practice examples will be analyzed and discussed as a group.</p>	
<p>Standards: New York State Social Studies Standards/NYS ELA Shifts/Common Core</p>	
<p>11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. (Standards: 1, 5; Themes: TCC, GOV, CIV, ECO)</p> <p>11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation and instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution.</p> <p>NYS Shift 6: Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	

Academic Language (discipline specific)		Academic Vocabulary (lesson specific)	
<ul style="list-style-type: none"> • <i>Identify</i> - establish or indicate who or what (someone or something) is. • <i>Predict</i> - estimate what will happen in the future or will be a consequence of something. • <i>Distinguish</i> - To perceive a difference in or mark as separate. • <i>Defend</i> - speak or write in favor of (an action or person); attempt to justify • <i>Link</i> - make, form, or suggest a connection with or between. 		<ul style="list-style-type: none"> • <i>Right of Deposit</i> - the storage of goods in Spanish New Orleans while awaiting transportation to European markets. • <i>Tribute</i> - Any exacted or enforced payment or contribution sometimes paid to maintain peace or safety. • <i>Ratify</i> - To make official. 	
Pre-Assessment		Real World Connection / Student Reflection	
<p>The instructor will break students into two or four groups based on their assigned cartoon from day 1. The instructor will check off who has completed the homework and assist with questions before discussion.</p>		<p>Students will reflect on the use of political cartoons in the past and the present. The instructor will ask students to think about the effectiveness of political cartoons in the 18th century when television and the internet did not exist and compare it to the way political cartoons are used today in the newspaper. Students will be asked whether or not they believe political cartoons are still a strong way to represent political ideas.</p>	
Lesson Element	Instructor Action		Student Action
<p>Hook - Political Cartoons Questions are provided on A2.1 and A2.2</p>	<p>The instructor will ask one to two members of each team to analyze their assigned political cartoon.</p> <p>The instructor will ask specific questions for each cartoon to ensure speakers are defending their group's answers with information from class or the images themselves.</p>		<p>Students will discuss their responses in teams while the instructor checks completed work.</p> <p>All students will be asked to complete the opposite team's questions while their classmates discuss the opposite team's answers.</p>
<p>Transition: The instructor will then state, "Let's take a look at the true story behind this political cartoon (A2.2) and briefly discuss the goals of political cartoons."</p>			
<p>Teacher Input - Discussion of Responses</p>	<p>After student group "a" (A2.2) discusses their group's answers the instructor will reveal the history of <i>The Federal Pillars</i> series that appeared in New York newspapers to gain support for ratification.</p> <p>The class will participate in a short discussion regarding the purpose and history of political cartoons as well as their use today.</p> <p>The instructor will discuss the concept of ratification and review key vocabulary for students that relate directly to the two cartoons shared in class.</p>		<p>Students will scribe notes (corrected if necessary) based on the true story of <i>The Federal Pillars</i> series.</p> <p>Students will consider whether or not they believe political cartoons could affect their opinions on current issues and discuss the prevalence of political cartoons in their lives versus the 18th and 19th centuries.</p>
<p>Transition: The instructor will then state, "As you can see, the Articles of Confederation had many weaknesses. Please take our your guided notes so we can discuss a few more weaknesses and the culminating event that led the founding fathers to reconsider their first efforts at a constitution."</p>			

<p>Guided Practice - Guided Notes (A2.3) and PowerPoint</p>	<p>The instructor will review the second portion of the PowerPoint that was started during lesson #1 and informally assess at various points: -Thumbs Up/Down (to move to next slide) -First to Five (Understanding = 5 Struggling = Fist)</p> <p>Slide P2.1 will breakdown the cause, event, and effects of Shays' Rebellion.</p> <p>The instructor will ask students to link previous knowledge from the prior day's lesson to the current information as well as the political cartoons.</p> <p>The instructor may pose the question "If the government had no power to tax today, how would riots be put down?"</p>	<p>Students will follow the instructor throughout the lesson to complete the guided notes (A2.3). Students may ask questions at any point by raising their hand.</p>
<p>Transition: The instructor will pass out the Multiple Choice Practice Quiz (A2.4) state, "Now that we have discussed the strengths and weaknesses of the Articles of Confederation in full, I'd like for us to begin thinking about the upcoming unit exam. Multiple choice will be one element of several exams this year so it is important to begin practicing a proper analysis of questions so we can correctly respond to what is being asked. We will do the first question together as an example before trying on our own."</p>		
<p>Individual Practice - Multiple Choice Practice Quiz (A2.4)</p>	<p>The instructor will review the directions of the task - underline or highlight <i>key terms</i> and directions in the questions and answers that help recognize what is being asked or what the correct answer is. The practice quiz will be graded on key term recognition, notation, and identification of the correct response.</p> <p>Example 1: -<i>Underline/Highlight "goal" and "Articles of Confederation"</i> Explanation: <i>Identifying the purpose of the question (goal) and differentiating between documents/events such as "Constitution" or "Declaration of Independence" could alter the correct answer.</i></p> <p>The instructor will walk the room and observe student progress, assisting when needed, until approximately 3-5 minutes remain in class.</p>	<p>Students will follow the instructor on question #1 on assessment A2.4, the Multiple Choice Practice Quiz. Students will highlight or underline the key terms and/or directions to all 11 questions for classwork/homework (follow through). As students analyze each question they will develop skills to minimize mistakes on future multiple choice questions. Students will identify and define key terms in the questions and answers.</p>
<p>Transition: The instructor will announce to students, "Before we go today we are going to be completing a quick 3-2-1 (A2.5) Exit Slip. In each box you will find directions on what to write. Be sure to explain, identify, and predict as requested. These will be collected on your way out the door."</p>		
<p>Closure - 3-2-1 Slip (2.5)</p>	<p>The instructor will distribute the 3-2-1 slips and explain the directions. As students work on their exit slips the instructor will address any questions students may have about the task.</p>	<p>Students will complete the 3-2-1 slip by following the written directions. If students finish early with time remaining they may continue working on task A2.4 - Multiple Choice Practice Quiz</p>

Follow through - Political Cartoon Practice Quiz (A2.4)	The instructor will remind students to complete their practice quiz for follow up.	Students will complete the practice quiz to be turned in the following day.
Differentiation		Technology
<p><i>Level I</i> - Asked same level questions as level II students in Q+A Sessions. Discuss and present A2.1 during hook. Goal of 7/11 correct responses on MC quiz.</p> <p><i>Level II</i> - Asked scaffolded questions in Q+A Sessions. Students provide accurate and detailed responses that refer to the text, captions, and symbols of their assigned cartoon. Group is split between A2.1 and A2.2 cartoons depending on Fist to Five assessments. Goal of 8/11 correct responses on MC quiz.</p> <p><i>Level III</i> - Challenged with higher order thinking questions in Q+A Sessions. Discuss and present A2.2 during hook. Students provide accurate and detailed responses that refer to the text, captions, and symbols of their assigned cartoon. Goal of 9 or more correct responses on MC quiz.</p> <p><i>*All students with IEPs and 504 Plans will have their accommodations and/or modifications met to their prescribed specifications.</i></p> <p><i>Copies of class notes will be given prior to the lesson when required and the instructor will check their binders on a weekly basis for organization to supplement the supports given by other teachers</i></p>		<input type="checkbox"/> Word Processing <input checked="" type="checkbox"/> Visual Presentation <input type="checkbox"/> Internet Resources <input checked="" type="checkbox"/> Graphics/Charts <input type="checkbox"/> Infographics <input type="checkbox"/> Interactive Whiteboard <input type="checkbox"/> Smart Phone Utilities <input type="checkbox"/> YouTube/Podcast

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Instructor: Chris Shinski	Key: Blooms' Taxonomy Assessments
Grade Level: 11th Grade	Length of Lesson: Approx. 42 Mins.
Course Unit: Unit 1: Foundations of American Government	
Lesson Title: The Articles of Confederation and the United States Constitution (Day 3 of 4)	
Essential Question -Guiding Questions	Student Learning Objective -Desired Understandings
<p><i>What compromises were made during the creation of the new Constitution?</i></p> <p>-What was the Virginia Plan?</p> <p>-What was the New Jersey Plan?</p> <p>-How might the Three-Fifth's Compromise lead to a Civil War over the issue of slavery?</p> <p>-Do you think the Constitution would exist if these compromises were not made?</p>	<p>Students will <i>identify</i> arguments made during the Constitutional Convention and <i>compare and contrast</i> the views of two sides through the completion of a graphic organizer.</p> <p>Students will draft a mock letter to their local representative from that <i>illustrates</i> an authentic perspective of a New York resident regarding one of the issues that occurred during the convention.</p> <p>Students will be able to <i>compare and contrast</i> colonial leaders' goals as they addressed several weaknesses exposed in the Articles of Confederation. Students will be able to explain the conflicts and compromises made to keep the convention moving forward.</p>
<p>Performance Indicators: Students will use their note packets to complete a guided notes activity before the teacher reviews the content with the whole class. They will be expected to complete all four boxes. As an exit slip students will draft a short, creative writing piece that will be holistically assessed. Students must accurately depict the argument of a northern resident during the era that focuses on at least one conflict. The letter must state how they would benefit in their assumed position with ideas from class.</p>	
<p>Standards: New York State Social Studies Standards/NYS ELA Shifts/Common Core</p>	
<p>11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. (Standards: 1, 5; Themes: TCC, GOV, CIV, ECO)</p> <p>11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation and instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution.</p> <p>Students will examine the weaknesses and successes of government under the Articles of Confederation.</p> <p>Students will explore the development of the Constitution, including the major debates and their resolutions including compromises over representation, taxation, and slavery.</p> <p>NYS Shift 6: Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.</p> <p>CCSS.ELA-LITERACY.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p>	

Academic Language (discipline specific)		Academic Vocabulary (lesson specific)	
<ul style="list-style-type: none"> • <i>Identify</i> - establish or indicate who or what (someone or something) is. • <i>Compare and Contrast</i> - Analyze the similarities and differences between two or more people, ideas, places, or things. • <i>Evaluate</i> - To judge or determine the significance, worth, or quality of something. • <i>Locate</i> - To find the place or position of information. 		<ul style="list-style-type: none"> • <i>Compromise</i> - an agreement or a settlement of a dispute that is reached by each side making concessions. • <i>Three-Fifths Compromise</i> - 1787 decision to count 3/5 of southern slave population towards representation in Congress. • <i>Electoral College</i> - A body of people representing the states in the election of the United States President. • <i>Tariff</i> - A tax levied on specific imports or exports (not on exports in U.S.) 	
Pre-Assessment		Real World Connection / Student Reflection	
<p>The instructor will gauge student understanding of content from previous lessons during a “hook” known as “Find Someone Who...” Students will review with peers then engage in a whole class conversation on the topics</p>		<p>The lesson will often feature informal assessments through Q+A sessions where the instructor will ask students to consider ways in which political leaders compromise today in order to move forward. Students must also evaluate their own initial thoughts on issues discussed today including taxation, the Electoral College process, and equal versus scaled representation.</p>	
Lesson Element	Instructor Action	Student Action	
<p>Hook - Find Someone Who... (A3.1)</p>	<p>The instructor will handout the activity “game sheet” (A3.1) to students and explain the directions of Find Someone Who. Students will be given approximately 5-7 minutes to complete the activity (video #2).</p>	<p>Students will collaborate in pairs and groups to fill out as many boxes as possible during the activity before discussing responses as a whole group.</p>	
<p>Transition: After time is called the instructor will ask students how many of their classmates signed their sheet. The student/s who had the most responses will bring their papers up and the instructor will begin asking each prompt to the students who had signed off claiming to know the proper answer.</p>			
<p>Teacher Input - Discussion of Responses</p>	<p>The instructor will lead a discussion of the questions and responses from students as a review activity. Misconceptions, gaps in knowledge, and incorrect responses will be corrected before moving forward in the learning segment.</p> <p>Real world connections will be built when relevant opportunities to do so arise. Students will often be asked if the government continues to function in any similar ways as it did under the Articles of Confederation.</p> <p>The instructor will also be conscious of reviewing content based vocabulary including the terms <i>ratify</i>, <i>sovereignty</i>, <i>ordinance</i>, or any others they show confusion with.</p>	<p>Students will be engaged in a whole class discussion. Students that provided answers to classmates’ submissions will be the first to be asked to share their answers.</p> <p>When answers are incorrect or can be explained with more depth the instructor will leave an open forum for review and participation.</p>	

Transition: After the instructor has verified the answers provided and reviewed necessary content from previous lessons they will hand out the guided note activity and inform students they will be completing the first portion together as a group then the latter half as individual practice.

Guided Practice - Guided Notes and PowerPoint (A3.2)

The instructor will begin a brief PowerPoint presentation that presents new information regarding the Constitutional Convention.
The instructor will assist students in writing their notes by identifying key points to include. Informal assessments including **thumbs up and thumbs down** may be conducted to assess student progress in their writing for pacing purposes.
The section titled "The Great Compromise" has been provided to students as an example and will be discussed by the instructor.

Students will follow the instructor through the PowerPoint. They will complete the fill in the blank sections before moving on to the guided completion of the first graphic organizer titled "The Great Compromise."
Students will review their note packet and receive supported instruction to complete the first section. They will also view the slide that models an exemplar completion of the organizer before moving on to the next three sections **(A3.2)**

Transition: The instructor will review the instructions again and remind students to **analyze** their note packets and corresponding readings from the textbook to complete the organizers on the rest of the guided notes activity.

Individual Practice - Guided Notes (A3.2)

The instructor will walk around the classroom to informally assess student progress paying close attention to those students that struggled during "Find Someone Who..." and previous lessons.
They will also assist any students that request help and make sure the task is being completed correctly.
The instructor will also make sure any students with accommodations and/or modifications receive them. Additional language supports may be given to English language learners by allowing them to use dictionaries and taking time to explain words and checking for understanding through one on one discussions.

Students will use their note packets and textbooks to complete the remaining sections of the graphic organizer titled:
-Three Fifths Compromise
-Presidential Power (Election)
-Tariffs
Students that finish ahead of pace may begin working on the exit activity - **A Letter to Congress**, found on the bottom of the second page of **A3.2**

Transition: With approximately 10 minutes remaining in class the instructor will stop students' individual practice and review the organizer together to help students who were unable to complete it and to ensure gaps are filled in. The presentation will feature slides with completed graphic organizers (3.3). The instructor will remind students that the materials are also found on the class website and take note of students that struggled to create significant progress or complete the task before re-focusing students on the exit activity and explaining the directions to the group.

Closure - Exit Activity: A Letter to Congress (A3.2)

The instructor will review the directions that are printed on the activity being sure to emphasize the importance of the perspective being taken and the acceptance of first person perspective to complete the assignment.
Students will also be reminded to use historically accurate facts that support any claims and arguments made in from their character's perspective.

Students will draft a pretend letter to their congressmen from the perspective of a New Yorker regarding any one of the four compromises discussed in class.
Their writing should reflect historical accuracy and an authentic presentation of facts to support the arguments made.

Follow through - Guided Notes / A Letter to Congress (A3.2)	The instructor will remind students to complete any portions of the day's tasks for homework.	Students will complete the tasks outlined on the activity sheet and seek additional help if needed.
Differentiation		Technology
<p><i>Level I</i> - Students are asked questions with no difference in frequency during "Find Someone Who..." These students may receive additional attention during individual practice and may be asked to text code to help identify information that should appear in the graphic organizer. This group of students should be able to complete 3/4 tasks with 75 percent of the information filled in individually.</p> <p><i>Level II</i> - Students are asked to draw real world connections and analyze information at higher levels during "Find Someone Who..." This group of students should be able to complete 3/4 tasks with 85 percent of the information filled in individually.</p> <p><i>Level III</i> - Students are asked to draw real world connections and analyze information at higher levels during "Find Someone Who..." This group of students should be able to complete 4/4 tasks with 90 percent of the information filled in individually. Grammar and high level connections will be assessed in the exit activity - A Letter to Congress.</p> <p><i>*All students with IEPs and 504 Plans will have their accommodations and/or modifications met to their prescribed specifications.</i></p> <p><i>Copies of class notes (Sample page - 3.4) will be given prior to the lesson when required and the instructor will check their binders on a weekly basis for organization to supplement the supports given by other teachers</i></p>		<ul style="list-style-type: none"> <input type="checkbox"/> Word Processing <input checked="" type="checkbox"/> Visual Presentation <input type="checkbox"/> Internet Resources <input checked="" type="checkbox"/> Graphics/Charts <input type="checkbox"/> Infographics <input type="checkbox"/> Interactive Whiteboard <input type="checkbox"/> Smart Phone Utilities <input type="checkbox"/> YouTube/Podcast

Lesson Plan Framework	
Instructor: Chris Shinski	Key: Blooms' Taxonomy Assessments
Grade Level: 11th Grade	Length of Lesson: Approx. 42 Mins.
Course Unit: Unit 1: Foundations of American Government	
Lesson Title: The Articles of Confederation and the United States Constitution (Day 4 of 4)	
Essential Question / Topical Questions -Guiding Questions	Student Learning Objective -Desired Understandings
<p><i>What arguments and strategies did the Federalist and Anti-Federalists make about the ratification of the United States Constitution?</i></p> <p>-Who were their leaders of the Federalists and Anti-Federalists?</p> <p>-What were their strategies regarding the ratification of the Constitution?</p> <p>-How might colonists respond to each sides' argument?</p>	<p>Students will be able to compare and contrast arguments made by Federalists and/or Anti-Federalists (differentiated) by using text based documents.</p> <p>Students will be able to describe and explain arguments using strong, formative language to support their ideas.</p> <p>Students will be assessed by a writing piece and response in a two part double entry journal based on an analytical rubric.</p> <p>Students will understand the need to support arguments with text based evidence. They will also understand the different arguments made by Federalist and Anti-Federalist leaders.</p>
<p>Performance Indicators: Students will be able to draft a written response that is text based and accurately utilizes 5 (minimal goal) words and/or phrases from the discourse chart handout. The response will reflect and/or critique the arguments presented by one or both groups (Federalists or Anti-Federalists).</p>	
<p>Standards: New York State Social Studies Standards/NYS ELA Shifts/Common Core</p>	
<p>11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. (Standards: 1, 5; Themes: TCC, GOV, CIV, ECO)</p> <p>11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation and instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution.</p> <p>Students will examine the weaknesses and successes of government under the Articles of Confederation.</p> <p>Students will examine the key points of debate expressed in the Federalist Papers and the Antifederalist Papers, focusing on the protection of individual rights and the proper size for a republic.</p> <p>NYS Shift 5 - Writing from Sources: Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other</p>	

Academic Language (discipline specific)		Academic Vocabulary (lesson specific)	
<ul style="list-style-type: none"> • <i>Analyze</i> - to examine methodically and in detail, typically for purposes of explanation and interpretation. • <i>Link</i> - make, form, or suggest a connection with or between. • <i>Compare/Contrast</i> - to examine for the purpose of seeking similarities and/or differences between two or more things or ideas. • <i>Interpret</i> - to conceive in the light of individual belief, judgment, or circumstance. 		<ul style="list-style-type: none"> • <i>Federalist</i> - an advocate of a federal union between the American colonies and of the adoption of the United States Constitution • <i>Anti-Federalist</i> - a person who opposed the adoption of the United States Constitution • <i>Ratify</i> - To make official. • <i>Central Government</i> - • <i>Adjudication</i> - a formal judgment on a disputed matter. 	
Pre-Assessment		Real World Connection / Student Reflection	
<p>The instructor will ask students to reflect on the powers of the national government under the proposed constitution while considering the different compromises discussed in the previous lesson.</p>		<p>The lesson will prompt students to reflect on their own government today as the instructor will use questioning techniques to engage students at times by asking them to compare colonists situations to present situations. Students will be asked to reflect how they would feel in similar situations and discuss how they would react to disputes over constitutionality or abuse of power if cases occurred in the modern day.</p>	
Lesson Element	Instructor Action	Student Action	
<p>Hook - Agree/ Disagree Prompt - Does the federal government hold too much power under the proposed Constitution?</p>	<p>The instructor will engage students by asking them to consider the prompt written on the whiteboard. After a minute the instructor will ask students to line up according the “agree” and “disagree” signs posted in the room to form a line.</p>	<p>Students will line up with the “agree” sign if they believe the government has too much power and the “disagree” if they feel the government does not have enough. Some may also choose to stand along the middle.</p>	
<p>Transition: The instructor will ask several students, chosen at random using the popsicle stick method, to explain their reasoning behind their stance through an oral discussion. The teacher may ask other students if they agree or disagree with their peers’ statements at points in the activity.</p>			
<p>Teacher Input - Discussion of Responses</p>	<p>The instructor will ask students to return to their seats. They will then begin discussing and reviewing the key points surrounding the debate over the newly proposed constitution. The instructor will remind students to consider the events leading to the revolutionary war and the general consensus amongst many anti-British sympathizers that too much power held by one or few leads to tyranny. The class will also be asked to consider at times whether or not the general population should have more or less say in the affairs of the government.</p>	<p>Students will continue their discussion with the instructor and refocus their attention to the debate over the proposed constitution. Students will be asked to remember the circumstances surrounding the American Revolution, the Articles of Confederation, and the Constitutional Convention when responding to the instructor’s questions.</p>	

Transition: The instructor will state, “What we are going to do today is examine the two major groups that developed after the Constitutional Convention - the Federalists and the Anti-Federalists. We will be viewing a brief PowerPoint and completing a guided notes page before writing a reaction to each side’s arguments.”

Guided Practice - Guided Notes and PowerPoint (A4.1)

The instructor will begin by reviewing the concept of ratification. A **thumbs up/thumbs down** assessment will be used to determine the amount of review required regarding the concept of ratification (“give a thumbs up if you can explain what ratification means”).

The PowerPoint (P4.1) will review the groups and their respective leaders, arguments, strategies, advantages, and disadvantages.

Throughout the presentation the instructor will also review various excerpts and quotes from the Federalist Papers and the Anti-Federalist responses. This will help students prepare for the writing assessment later in the lesson.

Students will follow the instructor throughout the lesson to complete the guided notes on an accompanying worksheet (**A4.1b***)

Their notes will be used during the individual task and writing assessment.

*Shown in completion for students who have accommodations for completed notes.

Transition: The instructor will state, “Please flip the guided notes over to the back where you will see a double entry journal template (**A4.2**). The double entry journal is a two part task.” (Instructor hands out corresponding and differentiated text for analysis shown in P4.2 and P4.3 as well as a discourse markers sheet for students that need a new copy P4.5).

“The first task is to analyze the text given to you just like I have done during the PowerPoint so then draft a reaction or short essay regarding the texts and information from class. The writing will summarize your interpretations of each piece and then analytically present the importance of each sides arguments. The second task is to switch papers with someone in the class, a partner or within a group, and write commentary to their analysis. Be careful to comment *only* to their writing and not focus on the thoughts you had and wrote down already. Directions are posted on the whiteboard along with the rubric.” (P4.5)

Individual Practice - Double Entry Journal Part I (A4.2)

The instructor will walk around the classroom to address questions and help guide students thinking.

They will also carefully monitor the use of discourse markers and remind students to follow the rubric.

If students struggle with interpreting the quotes or text the instructor may offer assistance or refer them to resources that will help.

Students will be reminded that their commentary to their partners work may be written using first person perspective.

Students will use their guided notes to help them interpret the text. Students may also use their phones and/or tablets to research any vocabulary words they need assistance with.

Students will utilize their discourse markers handout as a guide.

If students are able to complete task 1 they may begin task 2 with a partner.

Transition: With approximately 3 minutes left in class the instructor will remind students that their homework is to complete tasks 1 and 2. They will then distribute the exit slip for the day - “The Hardest Thing...”

Students will circle their opinion regarding the difficulty of the day’s lesson - “easy as pie” or “hard as a diamond” and explain how they will work towards remembering the content.

Closure - Exit Slip (A4.3)

The instructor will distribute “The Hardest Thing...” that is a quick assessment of what students found difficult about the day’s content. Instructions will be reviewed as necessary if students are unfamiliar with the exit slip.

Students will complete the exit slip and return it to the instructor on their way out the door.

Follow through - Double Entry Journal Task 1 (A4.2)	The instructor will remind students to complete the first task of the double entry journal and that papers will be switched during a later class for commenting and feedback (part 2).	Students will complete the first task of the double entry assignment.
Differentiation		Technology
<p><i>Level I</i> - Level I students will be provided with short excerpts from the Federalist Papers and Anti-Federalist responses. These students will also receive additional support from the instructor. A guided notes key may be distributed at the teacher's discretion. Accuracy of summary is focus.</p> <p><i>Level II</i> - Level II students will be provided with short excerpts from the Federalist Papers and Anti-Federalist responses. These students should be focusing on incorporating discourse markers into their writing and accurately interpreting the texts.</p> <p><i>Level III</i> - Level III students will be given the full text of Federalist Paper #1 by Alexander Hamilton for analysis. They will incorporate discourse markers in their writing and analytically describe ideas from the text to other events, groups, and ideas from previous lessons.</p> <p><i>*All students with IEPs and 504 Plans will have their accommodations and/or modifications met to their prescribed specifications. Copies of class notes will be given prior to the lesson when required and the instructor will check their binders on a weekly basis for organization to supplement the supports given by other teachers **The notes shared in planning material 4.6 are representative of the notes that would be distributed to classified students with accommodations.</i></p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Word Processing <input checked="" type="checkbox"/> Visual Presentation <input type="checkbox"/> Internet Resources <input checked="" type="checkbox"/> Graphics/Charts <input type="checkbox"/> Infographics <input type="checkbox"/> Interactive Whiteboard <input type="checkbox"/> Smart Phone Utilities <input type="checkbox"/> YouTube/Podcast