



# DAY 1: ARTICLES OF CONFEDERATION

## **APPETIZER - Group Activity**

### SMART Lesson

*Using the SMART Board, the instructor and students will analyze the responsibilities outlined by the Articles of Confederation and assign each to their respective body of government.*

## **ENTREE - Choose One**

### Acrostic Poem (Handout)\*

*These poems are written with the first letter, syllable, or word of each line set to create a featured word or message along the left hand side. Using the word "CONFEDERATION", write a poem with your preferred rhyme scheme that describes the Articles of Confederation. You may include the writers, strengths, weaknesses, guidelines, or any other information that relates to the topic.*

### Political Cartoons (Handout)\*\*

*A political cartoon is an illustration containing a commentary that usually relates to current events or personalities. Examine and analyze the images on the handout and answer the questions that relate to each picture. You may also choose to create your own political cartoon.*

### Multiple Choice Practice (Handout)\*\*

*The multiple choice section is a large portion of the final New York State Regents' exam. Practicing the dissection of questions, recognition of key terms, educated guessing, and how to recognize the 'best' answers are all important skills that will help you achieve higher scores in June. On the handout, underline the key terms in each question and identify the "main idea" that the question is asking; write it in the margin on the paper.*

### Newscast (Video Creation)\*\*\*

*Create a newscast video by yourself or with a group that describes the Articles of Confederation, the distribution of powers, reactions from "founding fathers", reactions from the public, and predict what may happen next after the weaknesses of the Articles of Confederation become problematic. (4 people max)*

## **DESSERT - Document Based Question**

*The Document Based Question, or DBQ, is a major component of the New York State Regents' exam. Several documents provide information that must be used to construct an essay that responds to a given essay prompt. Questions will be asked that relate to each document to guide the response. A complete essay containing an introduction, body, and conclusion must be included.*

*\*Substitutions available upon request per teacher approval.*



## DAY 2: CONSTITUTIONAL CONVENTION

### **APPETIZER - Group Activity**

#### Group Research

*Working in three groups, the responsibilities of each branch of government will be researched and presented to the class. iPads, Chromebooks, and approved technological devices can be used in conjunction with books. Findings will be presented on the white board as a group to the class.*

### **ENTREE - Choose One**

#### Timeline (Online Activity)\*\*

*Visit Dipity.com (or another online timeline creator) and create a timeline that details George Washington's military and political career through the French and Indian War until his death at Mount Vernon. Include a minimum of 12 dates with notes, images, videos, or other embedded media. Provide the link to Mr. Shinski or upload it to the class website.*

#### Comic Scene / Storyboard (Handout)\*\*\*

*Use your creative and artistic talents to create a comic scene or a story board that depicts an event from the Constitutional Convention. Be sure to draw with details that clearly identify the character and include dialogue/narration that authenticates the true event that is being represented. Hint: Virginia Plan, New Jersey Plan, Great Compromise, 3/5 Compromise, George Washington, James Madison...*

#### Fakebook Page (Online Activity)\*\*

*Create a "Facebook" page for one of the founding fathers that attended the Constitutional Convention (make sure they were a part of it!). Visit <http://www.classtools.net/FB/home-page> and begin adding "friends", photos, information, and post a minimum of 5 links to reliable informational resources.*

#### Web Quest (Handout) \*\*\*\*

*Navigate the internet (or use books if needed) to complete the web quest. A variety of resources will be used to complete the tasks at hand. Each question must be answered in complete sentences. Arguments must be supported with valid statements from reliable sources.*

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## DAY 3: BILL OF RIGHTS

### **APPETIZER - Group Activity**

#### Rotation Presentations

*Ten groups will be assigned an amendment from the Bill of Rights. The group will research their assignment and create a poster board hang up, Prezi, PowerPoint, or creative presentation to teach the amendment's principles to the class. **Presentations will take place two days from today.***

### **ENTREE - Choose One**

#### Ranking Exercise (Handout)\*\*

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#### Newspaper Article (Writing)\*\*\*

*Take on the role of a journalist. Write a report that describes the creation of the Bill of Rights after the leaders of America responded to the Anti-Federalist movement. Discuss at least three of the amendments, "interview" colonists and leaders that were involved, and describe the reaction to its passing.*

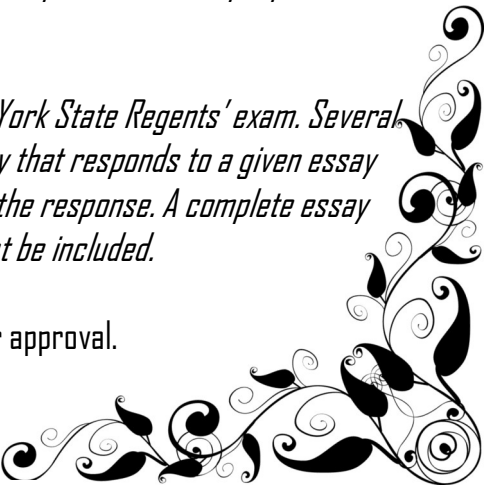
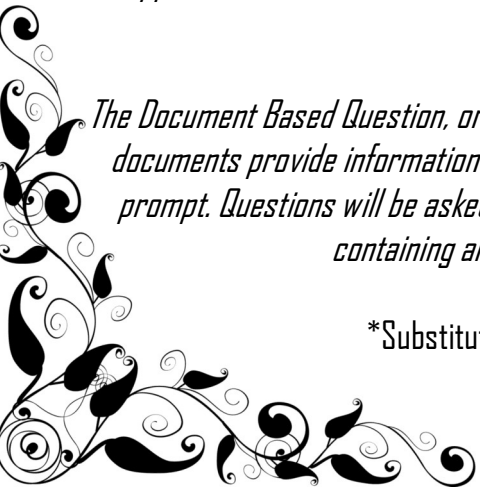
#### EduCanon (Online Activity)\*\*\*

*Using the class website, locate the EduCanon mini lesson created by Mr. Shinski. View the video and answer the questions that appear at various intervals throughout the lesson. Provide evidence to support your responses in the video or from books and websites. Remember to use complete sentences!*

#### Enlightenment Influences (Handout)\*\*\*\*\*

*Create a newscast video by yourself or with a group that describes the Articles of Confederation, the distribution of powers, reactions from "founding fathers", reactions from the public, and predict what may happen next after the weaknesses of the Articles of Confederation become problematic. (4 people max)*

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