

Numbers in the News

Subject: 8th grade U.S. History

Lesson Date: 1/7/2011

Goals & Objectives: Students will read to learn via filling out an outline as a guide for the section. My goal is to have students learn about what caused political parties to develop in the United States, who the leaders of the nation's first political parties were, and what issues were important in the election of 1796.

GLCES:

F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2).

F1.3 Describe the consequences of the American Revolution by analyzing the

- birth of an independent republican government (C2)
- changing views on freedom and equality (C2)
- and concerns over distribution of power within governments, between government and the governed, and among people (C2)

Prep: Make copies of the "Numbers in the News," Upfront Magazine's Guide to the Constitution and the Ch. 10 Section 3 outlines.

Activity Procedures:

1. Greet class and briefly present "Numbers in the News" (from the New York Times) for current events information. Spend no more than five minutes discussing this.
2. Introduce Section 3 of Chapter 10 by stating the goals above and making sure they understand that, when George Washington was took office for his first term, the country did not have political parties. However, by the end of his second term, that changed.
--**Anticipatory Set:** Remind students that, when we read George Washington's farewell address, we learned that he vehemently disliked the idea of rival political parties because he worried that it would split the nation and threaten our unity. As it turned out, he had reason to worry...
3. Pass out the Ch. 10, Section 3 outlines. Let students know that they are to work on this assignment quietly and that it will be due next Tuesday for 10 points. They will have about 20 minutes or so to work on this assignment.

4. Toward the end of class (and depending on how engaged students are with the outlines), I will pass out Upfront Magazine's guide to the U.S. Constitution and we'll read it aloud as a class. Let students know that this guide highlights some of the most important amendments in simple, easy-to-understand terms. Background information and relevant Supreme Court cases are also displayed for each of these amendments.

Evaluation: Students will be evaluated on their completed outlines and class participation.

Accommodations: Students who have difficulty with reading comprehension may work with a partner to complete their outlines. Assistive technology devices will be provided to students who may prefer to record their answers instead of writing them. Others may wish to illustrate one of the amendments and write a caption to describe it.