

Unit Plan—The American Revolution and A New Nation

Stage 1—Desired Results	
<p>Established Goals:</p> <ol style="list-style-type: none"> 1) Fulfill Social Studies Content Expectations (Grade Eight): <ul style="list-style-type: none"> <u>F1.1</u> Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing colonial ideas about government, their experiences with self-government, and changing interactions with the royal government of Great Britain after the French and Indian War (C2). <u>F1.2</u> Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing colonists’ views of government and their reasons for separating from Great Britain (C2). <u>F1.3</u> Describe the consequences of the American Revolution by analyzing the birth of an independent government, creation of the Articles of Confederation, changing views on freedom and equality, and concerns over distribution of power within governments, between the government and the governed, and among people (C2). <u>8-U3.3.1</u> Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays’ Rebellion, and disputes over western lands). (C2) <u>8-U3.3.3</u> Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue. <u>8 – U3.3.4</u> Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise. <u>8 – U3.3.5</u> Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) <i>(National Geography Standard 3, p. 148)</i> <u>8 – U3.3.6</u> Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3) <u>8 – U3.3.7</u> Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2) 2) Fulfill social studies department curriculum goals of: <ul style="list-style-type: none"> A. Data Analysis B. Reading Comprehension C. Persuasive Writing D. Analyzing Cause and Effect Relationships 3) Create an engaging, interactive, student-centered, and organized lessons surrounding the American Revolution and creating a new nation. 	
<p>Understandings:</p> <p>Students will understand that...</p> <ol style="list-style-type: none"> 1) <u>Big Ideas:</u> <ul style="list-style-type: none"> A. American Democracy B. Conflict and Cooperation 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1) Would you readily risk your life for a cause? Explain. Think of the risks signers of the Declaration of Independence took... 2) What steps did the colonists take to secure

<p>C. Civil Rights and Liberties D. The Individual and Family Life</p> <p>2) <u>Key Events & Specific Understandings:</u> A. Revolutionary War: <i>British government refuses to answer colonial complaints</i> B. Colonists declare independence from Great Britain: <i>Declaration of Independence divides Patriots and Loyalists</i> C. Treaty of Paris D. Constitutional Convention: <i>Weaknesses in the Articles of Confederation prevent Congress from handling national problems</i> E. Ratification of the United States Constitution: <i>divides opinion on the issue of a strong central government</i></p> <p>3) <u>Predictable Misunderstandings:</u> A. Learning the difference between loyalists and patriots, Treaty of Paris vs. Treaty of Alliance, the Preamble vs. Bill of Rights, Constitution vs. Articles of Confederation, the Virginia Plan vs. New Jersey Plan, and Federalists vs. Anti-Federalists.</p>	<p>and protect American democracy?</p> <p>3) How did conflict and cooperation contribute to the success of the American Revolution?</p> <p>4) How did the Articles of Confederation and the Constitution form a foundation for American democracy?</p> <p>5) Why were civil rights and liberties so important to the people of the United States?</p>
<p>Students will know...</p> <ol style="list-style-type: none"> 1) Why the Second Continental Congress is considered to be the first government of the colonies 2) How one person's writing moved Americans to support independence 3) How the Declaration of Independence divided the nation 4) How Washington defeated the Hessians at Trenton and the British at Princeton 5) Why the American victory at Saratoga was a turning point in the war 6) How European allies helped the Continental Army 7) Why the British shifted their focus to the South 8) Why the British had trouble defeating the small bands of Patriot raiders 9) What role African Americans and women played in the war 10) How France helped to end the war 11) How General Washington defeated the British at Yorktown 12) The terms of the Treaty of Paris 13) How the Articles of Confederation gave state governments more power than the 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1) Analyze primary sources such as the Declaration of Independence, the Articles of Confederation, and the Constitution 2) Synthesize cause and effect relationships in terms of the American Revolution and its aftermath 3) Connect History with Geography by analyzing and extracting information from maps 4) Practice valuable life skills, such as interactive group work, individual and intrapersonal creative work, speaking in front of a group of people, debate, research, interviewing, and analytical approaches to reading, writing, and interpretation 5) Argue/debate from different standpoints and perspectives (e.g. Loyalists vs. Patriots or Federalists vs. Anti-Federalists)

national government 14) The strengths and weaknesses of the Articles of Confederation 15) The problems the new nation faced under the Articles of Confederation 16) How the Northwest Ordinance provided for growth in the West	
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Stage 2—Assessment Evidence

<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1) Web-quests and online scavenger hunts 2) Interview with a Historical Character project 3) Journal Prompts 4) Discussions and debates 5) Watching reenactments on DVDs, particularly America: The Story of Us and other History Channel episodes/documentaries 6) Vocabulary Match games/puzzles 7) Creation of posters, political cartoons, a bumper sticker, etc. 8) Reading Comprehension packets for each chapter (aids in note taking) 9) Answering review questions from each section 10) Relating current events to the events covered in this unit 11) Cooperative test review games 12) Research tasks <p>~Judgment/grading of performance tasks will be based on completion, accuracy, depth of understanding, effort level, and participation.</p>	<p>Other Evidence:</p> <ol style="list-style-type: none"> 1) Individual class work, homework, guided readings/outlines of chapters, and participation 2) Group work 3) Formative assessments 4) Two Summative chapter tests, including multiple choice, fill in the blank, essay, and matching questions <p>~Students will reflect upon and self access their learning by creating a set of short term goals for themselves (that are relevant to our class) at the beginning of the unit. They will have a few opportunities to revisit these goals again throughout the unit. This, among other forms of review will help students recall and connect information.</p>
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Stage 3—Learning Plan EXPANDED SECTION

<p>Learning Activities:</p> <p>W = At the beginning of the unit, students will be provided with a timeline of key events discussed in both chapters of our unit. Weekly schedules, rubrics, reviews, and detailed instruction/direction will help students know what is expected of them. At the beginning of the unit, students will take a short, ungraded quiz on major themes and issues of the American Revolution and its aftermath in order for the teacher to be able to further understand the depth of students' prior knowledge.</p> <p>H = Teacher will engage and hold student interest by creating lesson plans that appeal to multiple intelligences, such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal learners (not all in one day of course, but one activity could certainly include two or three of these).</p> <p>E = Students will be equipped with their text book, primary documents, rubrics, review sheets, DVDs, laptops (for a couple of activities), guided readings/outlines, and guidance from their teacher to help them learn, create, explore, and experience the events of the unit.</p>

R = Students will reflect upon and self-assess their learning by creating a set of short-term goals for themselves (that are relevant to our unit) at the beginning of the unit. They will have a few opportunities to revisit these goals again throughout the unit. This, among other forms of review, will help students recall and connect information.

E = Students will be given the opportunity to correct and re-do questions they did incorrectly or incompletely on their tests (after I grade them) for extra credit. It is okay to make mistakes! In fact, student mistakes or misunderstandings provide great feedback for the teacher's performance and effectiveness.

T = Teacher will modify assignments for different students, give open-ended assignments so that a variety of responses can be acceptable, provide additional instruction and work time if needed, and divide the more lengthy assignments/projects into shorter, more "doable" parts.

O = Teacher will obtain all (if not, then most) of the materials needed for the unit before it begins and keep students updated throughout. Weekly schedules will be written on the board for students.

Day 1:

- Introduction to Chapter 8: The American Revolution
- Beginning quiz (ungraded; for teacher use)
- Journal prompt: Would you readily risk your life for a cause? Explain.
- Discuss their journal entries
- Students will receive a timeline and list of key terms with spaces for them to take notes throughout the chapter

Day 2:

- Have students create a list of short-term goals for this "new unit" to keep in their folder—but don't forget about them!
- Give out Chapter 8, Section 1 outlines/guided reading (fill in the blank while they read section 1)
- Go over and discuss Section 1 (Declaration of Independence) with the class

Day 3:

- Documentary (DVD) on the Declaration of Independence
--Students will write 25 significant facts while watching

Day 4:

- Current Events Day: Laptops and will be provided so students can search for an online article that represents one of our unit's big themes: American democracy, conflict/cooperation, civil rights and liberties, or the individual/family life.
- Students will summarize the article and explain how they think it represents the theme they chose
- Students may share their article with the class if there is time at the end

Day 5:

- Give students guided readings/outlines for Section 2 of chapter 8 (The Colonies at War); work on it/explain it together in class
- Put students into groups of three to five to develop a scene involving General Washington and two or three of his soldiers that might have taken place at Valley Forge. The soldiers should talk about the hardships they face and their desire to go home. Washington should try to persuade them to stay.

- Call on volunteers to perform their scenes for the rest of the class.

Day 6:

- Finish explaining Section 2 of Chapter 8 and review main concepts from the first half of this chapter: Do all students understand...
 - why the Second Continental Congress is considered to be the first government of the colonies
 - how one person's writing moved Americans to support independence
 - how the Declaration of Independence divided the nation
 - how Washington defeated the Hessians at Trenton and the British at Princeton
 - why the American victory at Saratoga was a turning point in the war
 - how European allies helped the Continental Army
- If there's time, have students brainstorm a way to design a cartoon to illustrate the title of this chapter (The American Revolution) and have volunteers display their work.

Day 7:

- Inform students that at the signing of the Declaration of Independence, Benjamin Franklin remarked to John Hancock, "We must indeed all hang together, or, most assuredly, we shall all hang separately."
 - Have students suggest what Franklin meant by this comment.
- Hand out Hand out Chapter 8, Section 3 outlines/guided reading and dedicate the rest of class time for them to work on it individually.

Day 8:

- Go over Section 3 of Chapter 8 (The War Moves South) and answer any questions students might have about their guided readings/outlines thus far.
- Introduce project, "Interview with a Historical Figure." (Handout directly below)

Interview With a Historical Figure

Directions to students:

Your first priority will be to select a historical character that you wish to interview from Chapter 8. Once you have selected your individual, you must prepare eight (8) structured questions, relevant to the Revolutionary War period, to ask them. Once you have developed the questions, you must become that historical figure under question and provide the answers to the questions. This will require you to research primary and secondary sources to find historically accurate and believable answers. The answers should reflect the way the individual you chose would think and respond, as if they were face-to-face with you. After your interviews are finished, we will dramatize them in a podcast for your parents!

Remember:

*Ask appropriate, relevant questions--Who, What, When, Where, Why
Avoid questions that can be answered with a simple "yes" or "no"*

Suggested Research Sites:

<http://www.ask.com>
<http://www.biography.com>
<http://www.yahooligans.com>

- This project will be broken up into three parts:
 - 1) Students are to choose a historical figure from Chapter 8
 - 2) Create 8 structured and significant/relevant questions to ask this person (no

inappropriate or simple “yes or no” questions!)

Day 9:

- Continue working on “Interview with a Historical Figure” project...**3**) Students will place themselves in the historical figure’s shoes to answer these questions. Laptops will be provided so students can research primary and secondary sources to find information about their character and formulate complete, accurate, and believable answers.
--Provide entire class time finish the project. Students who finish early may work on their guided readings/outlines, help others, do extra credit (approved by me), or study.

Day 10:

- Pick a partner and present Interviews for the class! 😊
- Have students pick up the Chapter 8, Section 4 outlines on their way out (homework).

Day 11:

- Go over Section 4 of Chapter 8 with the class and answer questions they might have on their guided readings/outlines thus far.
- Begin Ch. 8 Test Review

Day 12:

- In depth test review for Chapter 8: Jeopardy!

Day 13:

- Chapter 8 Test (Actual test below)

Name: _____

Hour: _____

Group # for Test Review: _____

Chapter 8 Test: The American Revolution

Timeline (1pt each):

- 1) *When was the Declaration of Independence signed?*
A. 1700
B. 1776
C. 1852
D. 1800
- 2) *When was the Treaty of Paris signed?*
A. 1783
B. 1701
C. 1800
D. 1900

Matching Key Terms (2 pts each):

- | | |
|--------------------------------|-----------------------|
| A. Continental Army | F. Patriots |
| B. Common Sense | G. Blockade |
| C. Declaration of Independence | H. Treaty of Alliance |
| D. Preamble | I. Privateers |
| E. Loyalists | J. Pension |

K. *Compromise*

- 3) _____: *an agreement acceptable to both sides.*
- 4) _____: *armed, private ship that protected colonial ports.*
- 5) _____: *payment for military service.*
- 6) _____: *agreement made in February, 1788; the French army promised to support the American militia in their fight against the British.*
- 7) _____: *those who supported independence from Great Britain.*
- 8) _____: *something that prevents goods and people from moving in and out of an area.*

- 9) _____: *colonists who sided with Great Britain during the American Revolution.*
- 10) _____: *document stating that the thirteen colonies were separate from Great Britain.*
- 11) _____: *the first part, or introduction, of a document*
- 12) _____: *a pamphlet written by Thomas Paine in 1776 to convince the colonists that it was time to become independent from Great Britain.*
- 13) _____: *the army formed by the Second Continental Congress that would defend the colonies as a whole.*

True or False (2 pts each):

- 14) _____: *The Continental army lacked discipline and training.*
- 15) _____: *The British army was unfamiliar with American Territory.*
- 16) _____: *The British army had trouble finding recruits.*
- 17) _____: *George Washington was the leader of the British army during the American Revolution.*
- 18) _____: *The Hessians helped the British army.*
- 19) _____: *The colonists had the most powerful navy in the world at this time.*
- 20) _____: *The colonists strongly believed in their cause for freedom.*
- 21) _____: *At first, Native Americans in the Ohio Valley did not want to take sides in the American Revolution. Later, however, most joined the British, believing that an alliance with them would help force the colonists and other white settlers off their land.*
- 22) _____: *After the American victory at Yorktown, both the Americans and the British knew that Great Britain would gain independence from the colonists.*
- 23) _____: *Had the French not helped the colonists during the American Revolution, America might not have won independence.*
- 24) _____: *George Washington appointed General Benjamin Lincoln (the man who often fell asleep on the job) to represent the Americans at the surrender ceremony at Yorktown because Cornwallis was too chicken to show up himself!*
- 25) _____: *The results of the American Revolution were surprising to many British because they were superior dancers.*
- 26) _____: *Every single person living in America supported Independence from England before the war started.*

Multiple Choice & Fill in the Blank (2 pts each):

- 27) *Which sentence best describes how the Declaration of Independence divided the nation?*
 - A. *it cut colonial ties to Great Britain*

- B. *it forced Americans to take sides (to become a loyalist or a patriot)*
 - C. *both A and B*
 - D. *None of the above*
- 28) *Which battle was considered the turning point for the Americans in the war?*
- A. *The battle of Yorktown*
 - B. *The battle of Saratoga*
 - C. *The battle of Cowpens*
 - D. *The battle of Bunker Hill*
- 29) *During the Second Continental Congress, _____ was named commander of the Continental Army.*
- 30) *The country that helped Washington defeat the British at Yorktown was:*
- A. *Great Britain*
 - B. *Switzerland*
 - C. *Canada*
 - D. *France*
- 31) *The preamble...*
- A. *Is the introduction to the Declaration of Independence*
 - B. *Is a term New Englanders used that means "Constitution"*
 - C. *Explains why the Continental Congress drew up the Declaration*
 - D. *Both A & C*
- 32) *The Declaration of Independence had four parts, the first being the Preamble, and the second part was called:*
- A. *The List of Grievances*
 - B. *The Declaration of Citizens*
 - C. *The Declaration of Rights*
 - D. *The Kitchen debate*
- 33) *While drafting the Declaration, Thomas Jefferson wrote, "We hold these truths to be self-evident, that all men are created _____, that they are endowed by their Creator with certain unalienable _____, that among these are _____, _____, and the pursuit of happiness."*
- 34) *Why did the colonists have to break their ties with Great Britain in order to create a democracy?*
- A. *Because the colonists wanted to model France's government instead of England's.*
 - B. *Simply because George Washington thought it was a good idea.*
 - C. *Because King George III and Parliament refused to honor colonial requests and sent more troops to enforce oppressive policies.*
- 35) *At Chesapeake Bay, Charles Cornwallis was blockaded by ships from:*
- A. *Spain*
 - B. *France*
 - C. *Thailand*
 - D. *Portugal*
- 36) *Crispus Attucks was...*
- A. *A famous British sailor*
 - B. *One of the first Americans killed in the Boston Massacre*
 - C. *A blacksmith*
 - D. *The leader of the Continental Army*
- 37) *Who was the captain of the Bonhomme Richard?*
- A. *John Hancock*
 - B. *Ethan Allen*
 - C. *Richard Henry Lee*
 - D. *John Paul Jones*
- 38) *Some of Nathan Hale's most famous words (just before he was killed for spying on the British) were:*

- A. "I love America!"
- B. "I only regret that I have but one life to lose for my country"
- C. "Long live the King!"
- D. "One day, about 180 years from now, our Creator will bring upon us a great gift...the gift of White Castle burgers."

39) Who is considered one of the most famous traitors in American history?

- A. Benedict Arnold
- B. George Rogers Clark
- C. Marquis de Lafayette
- D. General Charles Cornwallis

40) Who was the first to sign the Declaration of Independence?

- A. John Locke
- B. John Hancock
- C. John Paul Jones
- D. Bret Farve

41) In 1778, French King Louis XVI signed the _____, assuring the Americans of the support they desperately needed.

42) Essay (Use separate sheet of paper):

43) During the signing of the Declaration of Independence, Benjamin Franklin remarked to John Hancock, "We must indeed all hang together, or, most assuredly, we shall all hang separately." What do you think Franklin meant by this comment? **10 Points.**

44) Summarize some ways in which African Americans and women played a part in the Revolutionary War. **5 Points.**

45) What was the main message of Thomas Paine's Common Sense? **5 Points.**

Extra Credit (2 pts each):

- Would you readily risk your life for a cause? Explain.
- What did the Second Continental Congress do to prepare the colonists for war?
- What skills helped the Patriot raiders to defeat the British?
- How did France help the Americans defeat the British at Yorktown?

- *How did the land boundaries of the colonies change as a result of the Treaty of Paris?*

Day 14:

- Pass back students' tests for Chapter 8 and discuss it
--Students may also take the test home and make corrections for extra credit.
- Have students revisit their goals for the unit now that we're halfway through and write a brief reflection; they may also make a couple goals if they wish to do so
- Introduce Chapter 9: Creating a Nation
- pass out the timeline and list of key terms for the chapter (Handout below)

Ch 9 - Creating a Nation

TIME LINE:

1781
* _____

1783
* _____

1785
* _____

1788
* _____

1789
* _____

1791
* _____

TERMS:

1. Constitution (p. 250)
2. legislative branch (p. 250)
3. bicameral (p. 250)
4. executive branch (p. 251)
5. bill of rights (p. 252)
6. Articles of Confederation (p. 252)
7. ratify (p. 252)
8. republic (p. 257)
9. economic depression (p. 258)
10. Constitutional Convention (p. 261)
11. compromise (p. 265)
12. separation of powers (p. 268)
13. federalism (p. 268)
14. electoral college (p. 270)
15. checks and balances (p. 270)
16. impeachment (p. 270)
17. amendments (p.271)
- 18 veto (p. 264)

Day 15: Full Plan Below

Mentor/Subject: Brian Cecil/Eighth Grade U.S. History

Topic of Lesson: The Purple Heart Award

Goal: Students will not only learn what the Purple Heart award is, but also understand its significance in American History.

Objective: Students will use their laptops (or any other sources they would like to utilize) to find information about the Purple Heart Award and hopefully learn to appreciate its' meaning!

Rationale: The Purple Heart award was created by George Washington just after the Revolutionary War ended in 1782; this "web quest" is a student-centered activity that serves as an effective transition from the American Revolution, a chapter which we have just completed, to the formation of the Union and the Confederation Era.

Procedures:

- 1) Students will meet in the library and sit down in designated area.
- 2) I will immediately pass out the assignment and go over the directions out loud.
- 3) I will ask a volunteer to read all of the questions out loud, including the extra credit. I will then explain that they may start creating test questions (10) for Chapter Nine in their text book if they finish the Purple Heart activity early. I will have a few text books in the library for that purpose.
- 4) 1 table at a time, students will come get a laptop and begin working.

Materials: laptops, loose leaf paper, pencil/pen, text books

Evaluation: The Purple Heart Activity will be turned in at the end of the hour for 21 points total. A maximum of 5 extra credit points may be added to that score. (Handout below)

Name: _____

Hour: _____

Points Earned: _____/21

The Purple Heart



The United States is, relatively speaking, a young country, but it does have traditions that go back to its beginning. Since the siege of Yorktown at the end of the Revolutionary War, Americans wounded in action have received the medal known as the Purple Heart. It is my hope that this project will help you appreciate this award and especially those that received it!

Once you have your laptop, please go to the following website and use the information to answer the questions below: <http://www.americal.org/awards/ph.htm>. This is a great source, but feel free to use other sites, books, or search engines (such as Google or Yahoo) if you would like! See me if you need a separate sheet of paper to answers the questions.

- 1) Who created the Purple Heart award?*
- 2) What was the original name of the Purple Heart?*
- 3) Who were the first recipients of the Purple Heart, and when did they receive their awards?*
- 4) Who awards the Purple Heart, and who is eligible to receive it?*
- 5) How does the Purple Heart differ from all other military decorations?*
- 6) What is the difference between the original design of the Purple Heart and the current award?*
- 7) The original award was established on August 7, 1782. What words accompanied the event, and what do they mean?*

- Extra Credit Option: On this sheet or on a separate sheet of paper, tell me about a family member or friend that you know is in the U.S. military. Which branch of the military do they*

serve? Where are they stationed right now? Have they earned a Purple Heart or any other military decoration? Is there anything else you'd like to share about this person?

Day 16:

- Bell work: Chapter 9, Section 1 guided reading/outline
- Go over section 1 (Forming a Union) with the class and answer any questions about the guided reading

Day 17:

- Group Discussion Activity: Organize students into groups of five. Have groups act as delegates to a state constitutional convention. Assign each group an issue, such as slaveholding, status of Native Americans, voting qualifications, or legislative and executive powers. Have each group meet to discuss their views on the assigned topic. A recorder of the group should note all major discussion points and differing points of view. Call on group representatives to report on their group's views on their assigned issues.
- If there is time, hand out Chapter 9, Section 2 guided reading/outline; it is homework if they don't finish it in class

Day 18:

- Go over Section 2 of Chapter 9 (The Confederation Era) with class and answer any questions about the guided reading/outline
- Ask students to speculate about some specific problems a new nation might face...share with the class
- Hand out Section 3 guided reading/outline and let students use the rest of class time to work on it; it is homework if they don't finish it in class

Day 19:

- Go over Section 3 of Chapter 9 with the class and answer any questions about guided reading/outline
- Do students understand...
 - how the Articles of Confederation gave state governments more power than national government
 - the strengths and weaknesses of the Articles of Confederation
 - the problems the new nation faced under the Articles of Confederation
 - how the Northwest Ordinance provided for growth in the west

--why large and small states argued over plans for the new Constitution

--what compromises make up the United States Constitution

- Have students present an argument supporting or opposing the following statement: Congress was wrong in prohibiting slaveholding in the Northwest Territory while allowing it to continue in the South.

Day 20:

- Critical Thinking Activity (Analyzing Generalizations): Write on board “The Constitution shows more of what the delegates did not want than what they did want.” Have students skim Chapter 9 with a partner and locate facts/details that either support or challenge this generalization concerning the Constitution. Ask for volunteers to write their answers on the chalk board.
- Hand out the Chapter 9, Section 4 guided reading/outline and let students work on it for the remainder of the period.

Day 21: Full Plan Below

Teacher/Intern: Cecil/Mahrle

Class: 8th Grade U.S. History

Topic of Lesson: Creation of the U.S. Constitution

Goal: Today, I aim to help students discover and analyze the important feud between the Federalists and the Anti-Federalists during the framing of the U.S. Constitution in 1787.

Objective: Within their groups, students will study where they would have stood on the ratification of the Constitution if they were a Federalist or Anti-Federalist (I have assigned a part for each group).

Rationale: This formation of a more unified and competent national government (with checks and balances, of course) is the foundation of our government today. Naturally, the creation of such a government was widely disputed, especially because many feared the tyranny they experienced with Great Britain before the Revolutionary War. Understanding the basics about the structure of our government and how it came to be in the first place is essential knowledge for students to become able and active citizens in their community.

Procedures:

- 1) Students will sit in their assigned groups, turn to P.270 in their books (only a couple books are needed per group), and listen to directions.
- 2) Each student will write their name on the sheet of paper provided on their table and begin working. One scribe will list their major arguments (in their own words) for or against the ratification of the Constitution based on their assigned role of “Federalist” or “Anti-Federalist.”
- 3) After about 15-20 minutes, I will call on groups from both sides to share and possibly debate the issue.
- 4) Go over Section 4 of Chapter 9 (A More Perfect Union) with the class and answer any questions they might have about the guided reading/outline.

Day 22:

- Journal: Why did the writers of the Constitution find it necessary to separate the powers of government into three different branches? What are they called? Define them.
- Discuss journal and begin reviewing for the Chapter 9 Test

Day 23:

- Test review: Jeopardy!

Day 24:

- Test on Chapter 9
- END OF UNIT!

Day 25:

- Have students revisit their goals for the unit for the last time and write a reflection on their accomplishments, what they think they could do to improve, etc.

Rationale:

Tough new policies inflicted by Great Britain on the Americans caused widespread dissent among colonists. Colonists claimed that British policies violated their right to self-government. Objections to British laws could no longer be settled by protests or petitions to the king. This dissent turned into open rebellion and a war for independence.

In 1776, many Americans already saw the colonies as independent states. After years of bickering with King George III and the British Parliament, they were determined to establish their independence. Declaring independence from Britain was easy; achieving it was much more difficult.

The soldiers who volunteered for the Continental Army may have been poorly equipped and lacking in discipline, but most had their own guns and knew how to use them. Their fighting was much more unconventional and “surprising” to the well-trained British ranks. They were fighting on their own turf for a belief they were willing to die for. Although the war was fought for ideals of freedom many who were involved had little liberty. Women, African Americans, Native Americans, and poor whites were denied the rights that revolutionary leaders held so dear. Wealthy American citizens helped to finance the war. France, Spain, and the Netherlands also contributed to the cause.

When the fighting ended, a ragtag band of rebels claimed victory. During the war, the colonies had learned to work together, eventually creating a new nation. Americans successfully met the challenge of establishing state governments and a national government under the Articles of Confederation. It soon became apparent, however, that weaknesses of the new national government might break it apart. The founding fathers tried again to work out a plan for the nation.

In the Declaration of Independence, American leaders proclaimed that all people had certain inalienable rights. To protect these rights from oppressive governments, they added ten amendments—the Bill of Rights—to the United States Constitution. It addressed the weaknesses of the Articles of confederation while still protecting the rights of citizens. It laid out a plan whereby individuals and families could ensure good government and the protection of rights by fulfilling the duties and responsibilities of citizenship.

Students should understand that the U.S. went on to build a representative government that became a lasting model for democracy and freedom. The founding fathers made sure that the system of government they created would encourage and protect democracy. This unit

examines how the conflict between the British government and the American colonists led to the creation of the United States, and the major events in the colonists' struggle for liberty.

Reflection: I'm very glad that I chose to extend the actual lesson planning/activity portion of my unit plan. My field instructor and I both agreed that every new teacher has all kinds of ambitions of things they want to do with their students during a particular unit, but most have a difficult time putting all of those great ideas into a reasonable time frame and organizing them according to department and state benchmarks. This process helped me realize how truly difficult it is to fit every creative activity I want into a unit—great practice!