**Academy of Richmond County – Week at a Glance**

**Subject: United States History Grade: 11 Date: 09/9-13/2024**

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| **Standard(s): Unit 3: Revolution and Constitution**  **SSUSH5 Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**   1. Examine the strengths of the Articles of Confederation, including but not limited to the Land Ordinance of 1785, Northwest Ordinance of 1787 and their influence on westward migration, slavery, public education, and the addition of new states. 2. Evaluate how weaknesses in the Articles of Confederation and Daniel Shays’ Rebellion led to a call for a stronger central government. 3. Explain the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise. 4. Evaluate the major arguments of the Anti-Federalists and Federalists during the debate on ratification of the Constitution, *The Federalist Papers*, and the roles of Alexander Hamilton and James Madison. 5. Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.   **Assessment(s):  Quiz  Unit Test  Project  Lab  None** | | | | | |
|  | **Learning Target**  **(What)** | **I Do Tasks** | **We Do Tasks** | **You Do Tasks** | **Success Criteria** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | I am learning about the Articles of Confederation and early attempts at government. | Overview and presentation of key concepts | We are completing graphic organizer (GO) | In pairs or small group, students are reading and analyzing the AOC and early attempts at national government. | Students can articulate how why AOC was weak first attempt at federal government. |
| **Tuesday** | I am learning key features of the U.S. Constitution | Interactive Lecture: PPT and Schmoop Videos on AOC | We are completing GO on details of early federal government. | Students are completing tasks in text (Historian’s Apprentice) | Students can describe the construction and debate over US Constitution, |
| **Wednesday** | I am learning how early federal government was comprised of Federalists and Anti-Federalists | Introduction of key content | Videos from Hamilton | Students are analyzing arguments for and against strong federal government | I can defend whether strong or weak federal government is best for governance. |
| **Thursday** | I am learning key concepts that led to adoption of the US Constitution | Assessment Instructions: Provide clear instructions and review key points before the post-assessment on Am. Rev. | Review and Clarification: Allow time for students to ask final questions and review any unclear concepts together. | Assessment: Students will complete a summative assessment on Unit 3 | Assessment: Students will complete a summative assessment on Unit 3 |
| **Friday** | I am learning the role of the Bill of Rights in government. | Video of BOR | We are completing manipulatives on BOR and learning the details | Letter to the Editor: Students will write a letter to a articulating which BOR is most important in 2024 and why. | Students can explain the significance of the BOR in 2024. |

**\*** Exit Ticket/Final Stretch Check  Electronic Tools  Dry Erase Boards – quick checks  Turn & Talk Discussion (verbal responses)  Teacher Observation – document  Clipboard  Quick Write/Draw  Annotation  Extended Writing  Socratic Seminar

Jigsaw  Thinking Maps  Worked Examples  Other :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tool(s) for Criteria Success:**

Rubric

Self-Assessment

Checklist

Peer Assessment

Exemplars/Non-Exemplars

Other: practice MC questions based on EOC aligned to topics of the week.

Other: Readings from *Common Sense* and DOI