

MVSU NCLB 2016 Summer Reading Institute
Lesson Plan Template

Name: Theodore Davis	Foundation of American Government	Date : Day 1	Grade Level : 6 th
Objective	Procedures	Materials	Evaluation
<p>COMPETENCIES</p> <p>Domestic Affairs</p> <p>The teacher will describe how the AMERICAN REVOLUTION and the domestic instability that followed prompted a call for a new type of government with a constitution to guarantee liberty. DOK. 1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL6.1</p>	<p>The students will read and discuss how the American colonies began developing a democratic tradition during their earliest stages of development. Over 150 years later, the colonists believed their experience was great enough to refuse to recognize the British king. The first decade was rocky.</p> <p>1.The colonial experience 2. Colonies governed by royal charter 3. Trade and taxation between the Colonies and England. 4. American colonies experience religious diversity</p> <p>Reteach:</p> <p>Enrichment: additional reading on the foundation of U.S. Government, searching the web for additional information on the US Government.</p>	<p>American Government on line text, class room text, promethean board for power point.</p>	<p>Oral responses, written exercises Exit ticket, Teacher made exam, Teacher observation etc.</p>

For each lesson plan, do the following:

- 1). Identify the domain 2). Align with the standards 3). State the benchmark 4). Address diversity 5). Infuse technology

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Name: Theodore Davis	Name of Unit: Foundation of American Government	Date: Day 2	Grade Level: 6 th
Objective	Procedures	Materials	Evaluation
<p>COMPETENCIES</p> <p>Domestic Affairs</p> <p>1. Understand the people, events, and types of government associated with the development of the United States. DOK2</p> <p>1a. The teacher will lead the class in a reading and discussion on Independence and the Articles of Confederation. 2a. The teacher will ask key question to start the discussions.</p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL6.5</p>	<p>The students will analyze the reading of text and will discuss the need for independence and the article of confederation.</p> <p>1. "Give me liberty, or give me death!" Patrick Henry's oratory against British taxation of American colonies was key in inspiring the Founding Fathers to declare independence.</p> <p>2. "No taxation without representation!"</p> <p>Reteach:</p> <p>Enrichment: students will be asked to write a small position paper on "No taxation without representation!"</p>	<p>American Government on line text, classroom text, classroom text books, promethean board for power point, a copies of the Articles of confederation, hand outs</p>	<p>Oral responses, written exercises Exit ticket, teacher made exam. etc.</p>

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Name: Theodore Davis	Name of Unit: Foundation of American Government	Date: Day 3	Grade Level : 6 th
Objective	Procedures	Materials	Evaluation
<p>COMPETENCIES</p> <p>Domestic Affairs</p> <p>Discuss the structure of colonial governments (e.g., legislative bodies, town meetings, charters of individual freedoms and rights). (DOK 3)</p> <p>1a. The teacher will display a picture of Thomas Paine advocating the independence of the American colonies from Britain. The writings of Paine, Samuel Adams, and others convinced Americans to set up their own state and democratic government.</p> <p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.2</p>	<p>The students will view the picture of Thomas Payne and discuss the early making of the Declaration of Independence.</p> <p>The students will discuss meetings that were called, including that of the SECOND CONTINENTAL CONGRESS (1775-1776.)</p> <p>The student will be broken down into small groups to discuss the importance of meeting.</p> <p>Reteach: after making an assessment that the students may need more time on this lesson, I will set aside another to reteach this lesson.</p> <p>Enrichment: Locate on maps of North America and England,(DOK3)</p>	<p>American Government on line text, classroom textbook, promethean board for power point, a copies of the Articles of confederation, The declaration of the Independence</p>	<p>Oral responses, written exercises Exit ticket, teacher made exam. etc.</p>

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Name: Theodore Davis	Name of Unit: Foundation of American Government	Date: Day 4	Grade Level: 6 th
Objective	Procedures	Materials	Evaluation
<p>COMPETENCIES Domestic Affairs</p> <p>The teacher will lead the discussion on how cultures changed through cultural diffusion, invention, and innovation (e.g., farming techniques, new agricultural products, religious beliefs and practices, government, weaponry, etc.). (DOK 3)</p> <p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.2</p>	<p>The students will analyze how The Declaration of Independence reflected many of the ideals that the signers believed in. Ideas such as life, liberty, and the pursuit of happiness were products of the Enlightenment.</p> <p>The students will draw conclusion on the impact of farming had on the declaration of independents</p> <p>a. By 1786 the new country was in serious economic straits, and states were quarreling over boundary lines and tariffs.</p> <p>Reteach: provide tutorial session</p> <p>Enrichment: display CA lodge on the type of farming during this time frame.</p>	<p>American Government on line text, classroom text book, promethean board for power point, a copies of the Articles of confederation, handouts</p>	<p>Oral responses, written exercises Exit ticket, teacher made exam, Teacher observation</p>

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Name: Theodore Davis	Name of Unit: Foundation of American Government	Date: Day 5	Grade Level; 6 th
Objective	Procedures	Materials	Evaluation
<p>COMPETENCIES Domestic Affairs Creating the Constitution: The Constitution was written in secrecy over a summer in Philadelphia. Twelve of the thirteen states were represented. Once the drafters signed the Constitution, as seen here, it began to make a slow path around the states in search of ratification.</p> <p>The teacher will explain how the CONSTITUTION provided for the structure and powers of Congress in ARTICLE I AND II DOK 2</p> <p>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. RL.6.7</p>	<p>The students will answer the question why Most of the delegates at the CONSTITUTIONAL CONVENTION had already risked being hanged as traitors by the British.</p> <p>The students will compare and contrast the structure and power Of congress Article I and II</p> <p>Reteach:</p> <p>Enrichment students will draw T- chart and Venn diagram and fill in information on the chart for the constitutional convention Article I&II</p>	<p>American Government on line text, classroom text book, classroom text book, promethean board for power point, a copies of the Articles of confederation, handouts</p>	<p>Oral responses, written exercises Exit ticket, Daily work, teacher made exam, Teacher observation</p>

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