

## Constitution Unit

### Monday:

1. Work on a timeline of Constitutions from 2<sup>nd</sup> Continental Congress through Federalist papers and ratification.
2. T-chart on the diff. b/w A. of C. and Const. (lecture)
3. In class: read sections of Bernstein's article "The Revolution and State Constitution – Making and Legal Reform"
4. Read and analyze the Ben Franklin – Rising sun letter using SOAPS

HW: chapter 9/voc.

### Tuesday:

1. Links
2. Use the "Choices" hand out on the Articles of Confederation to outline key aspects
3. Discuss strengths and failures of the Articles of Confederation – emphasize the Northwest Ordinance
4. Outline skits and poster assignment for the Constitution (small groups each assigned an aspect of an article or series of articles)
5. Each group will do a part of Article one in class (sections 1-3, 4-7, 8-10)
6. Each group will produce a poster and a skit in the remaining time.

HW: Preamble/ Article I-VII with outline

### Wednesday:

1. Respond to questions arising from the students reading the previous night.
2. Links between the Constitution's provisions and earlier vocab.
3. Give students the charts on the Fears to which the Constitution responds
4. Again divide and work on skits, (Article II: III; IV-VII)
5. Keep all the visuals the students generate to supplement their understanding of the Constitution
6. Read pp. 40-41 in Reed's America's Constitution

HW: Prepare for 35 min. Prompt

### Thursday:

1. Question: "Are the Articles of Confederation a necessary stepping stone to the Constitution, a misguided failure, or some combination of the two?" Discuss the strengths and weaknesses of both in the process of responding.
2. Discuss the question and the manner in which the students structured it.
3. Read Bernstein, "The Articles of Confederation and the Constitution"
4. Links between key terms and the original 40 timeline terms

HW: A series of excerpts from The Origins of the American Constitution

Friday:

1. Break into groups to discuss the letters with the questions, “Which letter was the most surprising? Why?, Which letter most disrupted your prior understanding of the Founding Fathers?,
2. Work independently on the question, “If these letters where the whole of my understanding of the Founding Fathers, How would they be viewed and WHY?
3. Links to earlier vocab, Unit 1
4. Links to summer work (40 terms on timeline)
5. Focus on the role the Bill of Rights played in the ratification of the Constitution
6. Handout of differing opinions on the Constitution Madison vs. Mason

HW: Section of Wood’s The American Revolution, pp158-166 and excerpts from Bernstein article ,”The Federalist as road map for Constitutionalism.”

Monday:

1. Develop a chart to illustrate the differences between ratification of the constitution in different areas of the county. Use prompting questions to brain storm on the board and then set them to work in small groups.
2. Have the students fill in the organizer they design.
3. Read and use SOAPS for Federalist #10
4. Link Federalist #10 to other terms in the unit and to the summer work terms
5. Multiple Choice exercise built around Constitution Questions

HW. Study for test Tues,

Tuesday:

1. Test

HW: Begin the reading for the next unit