|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week of 12/4 – 12/8 | Monday | Tuesday | Wednesday  | Thursday Out at PD | Friday  |
|  Lesson | 1. Vocabulary Dictionaries2. Take the Unit 2 post test | 1. Vocabulary Matching2. Take the Unit 3 pretest | 1. Listen to chapter 8, section 1 on audio2. identify the 4 departments and the person appointed3. cut out and glue in to the Interactive notebooks. | 1. Vocabulary Sentences
2. Re-read “Hamilton’s Financial Plan” Pages 285-286
3. Use the Graphic organizer to outline the plan
4. Re-read “Whiskey rebellion” page 287
5. Explain what happened
6. Answer the question “Why did Washington Respond so strongly with armed forces?”
 | 1. Vocabulary quiz
2. Read pages 290-293 together
3. Complete a Venn diagram using page 291 in the interactive notebooks.
 |
| Content Objective | Students will be able to demonstrate knowledge of the colonist’s action, the revolutionary war and its effects, and the writing of the constitution. | Students will be able to demonstrate knowledge of prior knowledge of the beginning of the new government and any issues it may face. | Students will be able to understand how political parties began to emerge because of a difference of opinions related to National powers and economic policies by summarizing Washington’s cabinet creations and selections. | Students will be able to evaluate how political parties began to emerge because of a difference of opinions related to National powers and economic policies by summarizing Hamilton’s Financial plan and the Whiskey Rebellion then justifying Washington’s actions. | Students will be able to remember how political parties began to emerge because of a difference of opinions related to National powers and economic policies by identifying the two opposing views – democratic republicans and Federalist. |
| Language Objective | Students will write to demonstrate mastery of the content. | Students will write to demonstrate prior knowledge of the first years of the new government. | Students will orally listen to chapter 8, section 1, then demonstrate comprehension on a graphic organizer | Students will orally discuss why Washington responded the way he did to the Whiskey Rebellion. | Students will write to demonstrate mastery of vocabulary words. |
| Learning Target | I can demonstrate my knowledge of Unit 2. | I can demonstrate my prior knowledge of Unit 3 | I can understand how political powers emerged by summarizing Washington’s creation and appointments of cabinets. | I can explain Hamilton’s Financial plan and the Whiskey Rebellion and analyze why Washington responded so strongly. | I can identify the emerging political powers by identify each sides views (Democratic Republicans and Federalists) |
| Vocabulary | * Precedent
* Bond
* Speculator
* Unconstitutional
* Tariff
 |  |  |  |  |
| Assessment  | Unit 2 post test | Unit 3 pre test | Graphic organizer | Outline | Venn Diagram |
| GLCE | 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) • Experiences with self-government (e.g., House of Burgesses and town meetings) • Changing interactions with the royal government of Great Britain after the French and Indian War F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describes the role this document played in expressing• Colonists’ views of government• Their reasons for separating from Great Britain.F1.3 Describe the consequences of the American Revolution by analyzing the• Birth of an independent republican government • Creation of Articles of Confederation • changing views on freedom and equality • and concerns over distribution of power within governments, between government and the governed, and among people8 – U3.3.1 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). 8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. 8 – U3.3.3 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.8 – U3.3.4 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.8 – U3.3.5 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.8 – U3.3.6 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. | U4.1 Challenges to an Emerging Nation Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges. | 8 – U4.1.1 Washington’s Farewell – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice.  | 8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over• relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) • foreign relations (e.g., French Revolution, relations with Great Britain)• economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) | 8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over• relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) • foreign relations (e.g., French Revolution, relations with Great Britain)• economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) |