**INQUIRY BASED LESSON PLANS**

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| **Teacher: US History** | **Expected length of lesson:**  **1-2 Days** | **Lesson Topic: U.S. Constitution Ratification** | **Unit: 3** |

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|  | **Standards-Based Instructional Focus** | **Targeted Content Standards/**  **Element:**  (Include the entire standard) | **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 Federalists 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. | | |
|  | **Targeted Literacy Skills or Standards:** (include as many as your lesson incorporates) | L11-12WHST1: Write arguments focused on discipline-specific content.  B: develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. | | |
|  | **Targeted SS Matrices:** (include as many as your lesson incorporates) | Information and Processing Skills:   1. Compare similarities and differences   3. Identify issues and/or problems and alternative solutions.  6. Identify and use primary and secondary sources.  11. Draw conclusions and make generalizations.  17. Interpret political cartoons. | | |
|  | **Inquiry Question (or what you would like the students answer)?**  (\*Teachers may present the question or require students to develop questions and narrow down to this one). | Essential Question: How much power should the government have? | | |
|  | **Key Vocabulary:**  Words important for understanding content and skills (ex: Tier 2 and 3 words) |  | **anti-Federalists**  **Federalists**  **Federalist Papers**  **checks and balances**  **executive**  **legislative**  **judicial**  **Alexander Hamilton**  **James Madison**  **Constitution**  **limited government**  **states’ rights**  **John Adams** | **Loose Interpretation**  **Strict Interpretation**  **Virginia Plan**  **New Jersey Plan**  **Great Compromise**  **Three-Fifths Compromise**  **Ratification**  **Bill of Rights** |
|  | **Learning Targets**  (I-Can Statements)  \*\*\*At the end of the week, what will students know and what will students be able to do? | | **Foundational:**  I can define Federalists.  I can define Anti-Federalists.  **Mastery:**  I can describe the arguments of the Federalists.  I can describe the arguments of the Anti-Federalists.    **Extension:**  I can compare and contrast the major arguments of the federalist and anti-federalist and the process of ratification. | | |
|  | **ENGAGE**  Describe how the teacher will capture students’ interest.  What kind of questions should the students ask themselves after the engagement? | | -Categorizing activity: Students will be paired with a partner and given a chart with two columns labeled “Federalist” and “Anti-Federalist”(this is the Teacher Graphic organizer in resources, cut into strips and put in to a baggy for students to match categories)  -Each pair will be given a bag with descriptions of both Federalists and Anti-Federalists. Pairs will be given a few minutes to discuss and match the description with the group they think it goes with. After a few minutes, students will be asked to share their reasons with others and debate different ideas. Teacher will not intervene in discussion; this activity will be addressed again as an assessment. | | |
|  | **EXPLORE**  Describe what hands-on/minds-on activities students will be doing.  List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration | | -The pairs will then be divided into groups of federalist and antifederalist. Once transitioned into their groups the students will investigate excerpts from the federalist and anti-federalist papers. Taking notes on their findings. (30 mins)  Federalist Papers- #1, 10, 51, and 84  Anti-Federalist Papers- # 1, 9, 46, and 84  (excerpts can be retrieved from the following link:  [https://www.gilderlehrman.org/history-by-era/creating-new-government/resources/united-states-constitution-federalists-v-anti-federalists](https://www.gilderlehrman.org/history-by-era/creating-new-government/resources/united-states-constitution-federalists-v-anti-fed)) | | |
|  | **EXPLAIN**  Student explanations should precede introduction of terms or explanations by the teacher. What questions, resources, or strategies will the teacher use to help students connect their exploration to the concept under examination?  List higher order thinking questions which teachers will use to solicit *student* explanations and help them to justify their explanations.  Describe how the teacher will clarify the content or skill. | | -Students will return to the original pair and teach each other the arguments from the excerpts.  -They will redo the categorizing activity (as a formative) together and fill out their graphic organizers.  The teacher may choose to give some direct instruction at this point to clarify and expound upon the content, specifically focusing on the key people on each side as they are not the focus of the readings. | | |
|  | **ELABORATE**  Describe how students will develop a more sophisticated understanding of the concept.  What vocabulary will be introduced and how will it connect to students’ observations?  How will students make real-life connections? | | Students will be instructed to choose a side Federalist or Anti- Federalist through a R.A.F.T. (attached in resources)  -With the R.A.F.T. the students will have to choose a role, audience, format, and topic to formulate a culminating product will tie the concepts of the lesson together and show mastery of the standard. | | |
|  | **EVALUATE**  How will students be evaluated THROUGHOUT the lesson?  How will students demonstrate that they have mastered the learning target(s)? | | -With the Categorizing activity, the students and teacher are able to first assess prior knowledge and the second time it is used as a formative assessment to check on student progress.  -RAFT will be counted as a formal summative with provided rubric to assess standard mastery. | | |