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|  | Monday (Dec. 19) | Tuesday (Dec. 20) | Wednesday (Dec. 21) | Thursday (Dec. 22) | Friday (Dec. 23) |
| ND Standard | C.6\_12.2,3 | C.6\_12.2,3 | C.6\_12.2,3 |  | No School |
| Topic | Checks and Balances | Amendments 11-20 | Amendments 21-27 | Christmas Activities |  |
| Objectives | SWBAT Illustrate the checks and balances that occur between the three branches of the American government  SWBAT Compare the checks and balances | SWBAT Describe the changes made to the U.S. Constitution | SWBAT Describe the changes made to the U.S. Constitution  SWBAT Evaluate which is the most significant change to the original document |  |  |
| Bellringer | -What are the first 10 Amendments called?  -Which is the most important? | -Which is the most powerful check or balance for the three branches? | -Which was the most important amendment from yesterday? |  | No School |
| Lesson plan | Checks and Balances   * Students will finish their checks and balances graphic organizers * Students will compile a list of checks and balances * Students will argue which check or balance is the most powerful for each of the branches in an essay | Amendments to the U.S. Constitution   * Present “Amendments” slideshow starting at Amendment 11 and ending after Amendment 20 * Students find which provision of the constitution each amendment changes * Students answer a brief exit ticket on which is the most significant change | Amendments to the U.S. Constitution   * Present “Amendments” slideshow starting at Amendment 11 and ending after Amendment 20 * Students find which provision of the constitution each amendment changes * Students will summarize the amendments and answer evaluate the most significant amendment in an essay | Christmas Activities |  |