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| **West Virginia: Its Land, Its People** |
| **Clairmont Press** |
| **Chapter 1 American Government and Citizenship** |
|  | **Plan (Teacher Background Information)** |
| **Section 3****The Federal Government**Text Pages: 32-48Wrap Pages: T32-48**Content Objectives:**SS.8.4**College/Career Readiness Indicators:**General:* Develop questions through investigations
* Apply disciplinary concepts and tools

**Civics:*** Evaluate sources and use evidence
* Communicate conclusions and take informed action
* Explain the powers and limits of the three branches of government.
* Explain the powers, functions, and structure of government, with reference to the US Constitution, state constitutions, and selected other systems of government.

History* Write informative/explanatory texts, including narration of historical events.
* Conduct short research projects to answer a question, drawing on several sources.
 |  p. T36 <https://www.whitehouse.gov/briefings-statements/president-donald-j-trumps-state-union-address/>(President Donald Trump’s first State of the Union speech)p.T37 <https://www.youtube.com/watch?v=FFroMQlKiag> ( Link to School House Rock: How A Bill Becomes Law)p. T38 <https://www.270towin.com/maps/> (Interactive map that allows the viewer to determine which states a presidential candidate could win to reach the necessary 270 electoral votes to becomePresident.p. T42 <http:///www.uscourts/gov/>(Besides having information on the US court system, students may access information onLaw Day celebrations by searching the site under Law Day.)p. T46<http://www.sheppardsoftware.com/usa_game/government/checks_and_balances.htm>(Provides a review of Checks and Balances in a game format.)DBQ The purpose of the DBQs in the student text is to introduce this method of assessment.The DBQs in chapters 1-6 focus on having students observe and analyze data in avariety of primary sources. They will then be asked to answer questions or respond toa prompt requiring them to use their own knowledge and information they gatheredfrom the documents.  |

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| **Introduce** | **Teach** |  **Assess** |
| **Bellringer:***Which branch of U.S. government—executive, legislative, or judicial—do you believe most directly affects you?* *What does it mean to be a citizen?* | **Hyperlinks**p. T34<https://en.wikipedia.org/wiki/West_Virginia%27s_congressional_districts> (Map of WV’s Congressional Districts. Other maps show how boundaries have changed due to population changes.)p. T34 <https://nationalmap.gov/small_scale/printable/congress.html#list> (Printable map of West Virgina’s Congressional Districts)**Maps**p. T45 West Virginia map with counties namedp. 44 US Federal Courts**PowerPoint, Section 3****Primary Source Document** p. T35[**http://avalon.law.yale.edu/18th\_century/usconst.asp**](http://avalon.law.yale.edu/18th_century/usconst.asp)(copy of U.S. Constitution, searchable by article)**Rubrics** p. T37 *Persuasive Writing* p. T40 *Creating a Poster*  *Creating a PowerPoint***Visuals**p. 40 Presidential Line of Succession**Worksheets**p. T34 *WV’s Members of the House of Representatives* p. T34 *Requirements for Office* p. T37 *Writing a Bill* p. T38 *The Electoral College* p. T46 *Checks and Balances* |   Guided Reading, 1.3**Quiz***Secret Word Puzzle* **Worksheet** *Photograph Analysis*  *Worksheet***Closure***Which branch of government* *is the most powerful? Give**reasons to support your choice* **Chapter Summative**  **Assessment** Chapter Test DBQ Exam View Wrap-Up Game |