



# WARREN HILLS REGIONAL SCHOOL DISTRICT

CHALLENGE, EMPOWER, SUPPORT...TO PREPARE STUDENTS FOR LIFE BEYOND  
WARREN HILLS.



<b>Week of</b>	<b>12/9- 12/23/20</b>	<b>Teacher</b>	<b>Maria Forsythe</b>
<b>Course</b>	<b>Civics</b>	<b>Unit</b>	<b>Confederacy to Constitution</b>

## Learning Objectives

**Students will break the 3 preambles of the Declaration of Independence, Articles of Confederation and the Constitution.**

<b>Assignment</b>	<b>Instructions</b>	<b>Resources</b>	<b>Approx. Time*</b>
<b>Document Based Question (DBQ) I-Civics DBQuest “America’s Founding Preambles”</b>	<p>Learn how the American idea of government evolved from a revolutionary response to monarchy to a unified nation. The sources will illustrate the effort taken to reach “a more perfect union” through a close read of our founding documents. Students will dig into the preambles and introductory text of the Declaration of Independence, Articles of Confederation, and the United States Constitution.</p> <p>Week 1: Students will read excerpts from all 3 documents. They click/drag and write answers to the questions posted on the I-Civics DBQuest.</p>	<p><b>I-Civics has all resources needed, which includes the Preambles of the: Declaration of Independence, Articles of Confederation, and Constitution.</b></p> <p><b>Some of this will be completed in class.</b></p> <p><b>Some of this will have to be completed at home.</b></p>	<p><b>4 hours</b></p> <p><b>2 Weeks of lesson.</b></p>

	<p>The Declaration of Independence component will be completed in class together. The Articles of Confederation and Constitution will have to be completed on their own time.</p> <p>Week 2: They will use the sum of all information learned by doing the answers to all 3 documents and write a 1 paragraph response to the essential, "Big" question.</p> <p>That question is "Did the goals of American government change from the Declaration of Independence to the Constitution"?</p> <p>The response includes a thesis statement, supporting evidence (quotes from all 3 sources), explanation of the evidence and a concluding sentence.</p>		

\*This is the estimated time the teacher expects the assignment to take. If the assignment is taking substantially more or less time, please contact the teacher.

<b>Live Interaction Times</b>	<b>Follow students schedule</b>	<b>Office Hour Times</b>	<b>8:30 A.M.</b>
			<b>9: 30 A.M.</b>