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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: 32-48  Wrap 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 become  President.  p. T42 <http:///www.uscourts/gov/>  (Besides having information on the US court system, students may access information on  Law 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 a  variety of primary sources. They will then be asked to answer questions or respond to  a prompt requiring them to use their own knowledge and information they gathered  from 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 named  p. 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 |