

November 30-Dec 4

Civics and US History

Wednesday December 2 EVEN DAY 1st, 2nd, 4th, 6th

Mid Year Testing:

Log into student.masteryconnect.com

Test ID 666505

When you are finished, work on Weaknesses of
Articles of Confederation

Wednesday December 2 EVEN DAY 1st, 2nd, 4th, 6th

Mid Year Testing:

Log into student.masteryconnect.com

There is no essay

Test ID **863586**

Tuesday, December 1st
ODD 1st, 3rd, 5th, 7th

Civics DO NOW

What do you think all the different pieces of the statue stand for?

3. Which goal of the Preamble is symbolized by this image?

US History DO NOW



3. Which goal of the Preamble is symbolized by this image?



**Read each option carefully.
Even if you've never seen this
image before, you can think
through and come up with the
correct answer.**

- A. It establishes justice
- B. It provides for the common defense
- C. It promotes the general welfare
- D. It secures the blessings of liberty

MEANING OF LADY JUSTICE SYMBOL

LADY JUSTICE, A BLINDFOLDED WOMAN CARRYING A SWORD AND A SET OF SCALES, IS A COMMON SYMBOL ON COURTHOUSES IN AMERICA AND INSIDE SOME COURT ROOMS. SHE SYMBOLIZES FAIR AND EQUAL ADMINISTRATION OF THE LAW, WITHOUT CORRUPTION, FAVOR, GREED, OR PREJUDICE.

"LADY JUSTICE ORIGINATES FROM THE PERSONIFICATION OF JUSTICE IN ANCIENT ROMAN ART KNOWN AS IUSTITIA OR JUSTITIA AFTER LATIN: IUSTITIA, WHO IS EQUIVALENT TO THE GREEK GODDESSES THEMIS AND DIKE."

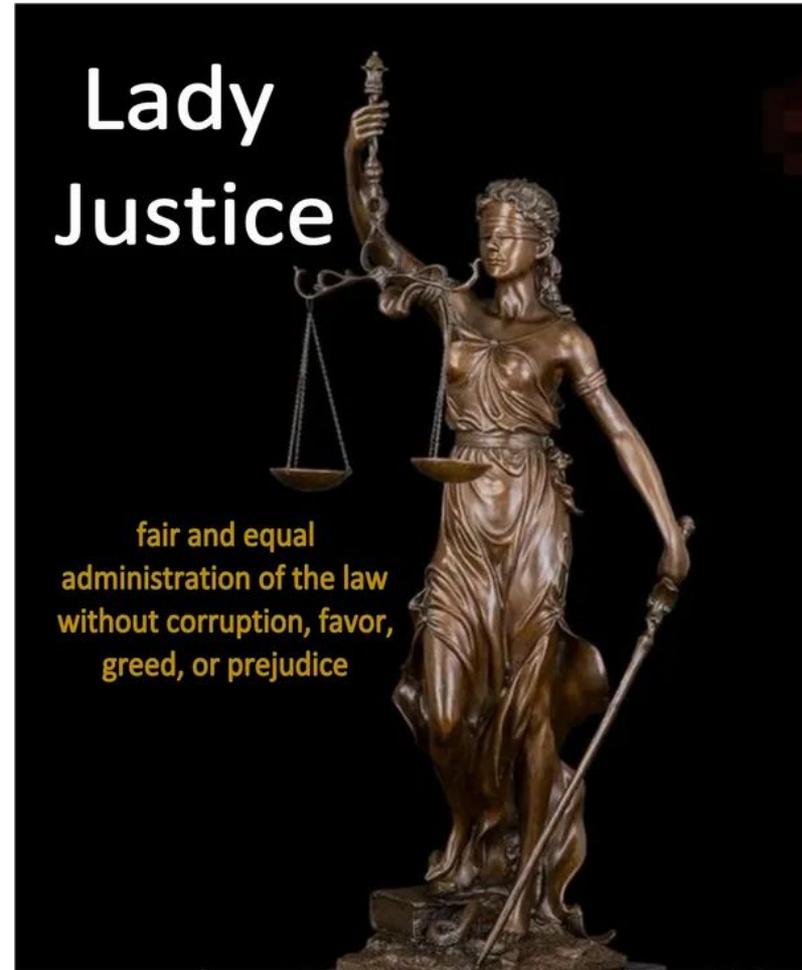
THE **BLINDFOLD** REPRESENTS OBJECTIVITY AND IMPARTIALITY, THAT JUSTICE SHOULD BE METED OUT WITHOUT FEAR OR FAVOR, REGARDLESS OF MONEY, WEALTH, OR POWER.

SHE HOLDS **SCALES** TO REPRESENT THE WEIGHING OF EVIDENCE, EVIDENCE MUST BE WEIGHED ON ITS OWN MERIT.

THE **WORD** REPRESENTS PUNISHMENT, SIGNIFYING THAT JUSTICE CAN BE SWIFT AND FINAL. SHE HOLDS THE SWORD BELOW THE SCALES TO SHOW THAT EVIDENCE WEIGHTED ON ITS MERIT IN A COURT OF LAW COME BEFORE PUNISHMENT.

THE **SNAKE** UNDER HER FOOT REPRESENTS EVIL, AND LIES, AND THE **BOOK** IS THE LAW, THE CONSTITUTION FROM WHICH JUSTICE IS ADMINISTERED.

A. It establishes justice



Have students navigate to <https://student.masteryconnect.com> and provide them with this test ID.

824382

Monday December 2 Even day: 1, 2, 4, 6

Take the permission slip home and return with signature by
THURSDAY/FRIDAY

US History opening work:

Read The Story Matters in red US History textbook Chapter 6
The American Revolution



Remote students can log off now- test is on Wed. on The Preamble and Friday for Limited Government.

In class do not line up. Put your papers in 4th period and straighten up.

1st Period

1. The North Pole-
Zoom Kids and
Vincent, Dominic
2. Snowflakes-
Aaron, Elliot,
Joshwa
3. Christmas
Trees- Keylly,
Victoria, Chloe,
Kamryn,
Cameron

Expectations-

Conversation- Level 1 quiet voice... if you can hear then that is perfect

Help? - ask the captains, if that doesn't work then re-examine Tori question to see if you can figure it out. If not then wait.

Activity - small group activities

movement is allowed during transition only. One bathroom pass per student NOT DURING INSTRUCTION- let Ms Thomsen know... you have 3 min

Rotations:

1st-4th rounds... 20 minutes

- When timer goes off this means it's a 2 minute warning to rotate
- Straighten up the clutter in your station and prep it for the new group
- When final buzzer rings, go to your new station, rotating to 1 number higher. For example, group 1 at station 1 will go to station 2)

3rd Period

The North Pole-
Zoom Kids and Zion

Snowflakes-
Antonio, Ivanna,
Chaise, Yasbel

Christmas Trees-

Elves-

Expectations-

Conversation- Level 1 quiet voice... if you can hear then that is perfect

Help? - ask the captains, if that doesn't work then re-examine Tori question to see if you can figure it out. If not then wait.

Activity - small group activities

movement is allowed during transition only. One bathroom pass per student NOT DURING INSTRUCTION- let Ms Thomsen know... you have 3 min

4th period

The North Pole-
Zoom Kids

Snowflakes- Maria,
Genesis, Shawn,
Jania

Christmas Trees-
Thalia, Santiago,
Zion, Maykol

Elves- Gillian, Leigha,
Hezekiah

Expectations-

Conversation- Level 1 quiet voice... if you can hear then that is perfect

Help? - ask the captains, if that doesn't work then re-examine Tori question to see if you can figure it out. If not then wait.

Activity - small group activities

movement is allowed during transition only. One bathroom pass per student NOT DURING INSTRUCTION- let Ms Thomsen know... you have 3 min

5th Period

The North Pole- Zoom Kids

Snowflakes-
JeShawn, Anthony, Kalissa,
Lena

Christmas Trees-
Elise, Isabella, Grace

Expectations-

Conversation- Level 1 quiet voice... if you can hear then that is perfect

Help? - ask the captains, if that doesn't work then re-examine Tori question to see if you can figure it out. If not then wait.

Activity - small group activities ... rotate following the group numbers on the desks movement is allowed during transition only. One bathroom pass per student NOT DURING INSTRUCTION- let Ms Thomsen know... you have 3 min

6th Period

The North Pole- Zoom
Kids

Snowflakes-
Nathaly, Bryan, Gabby,
David

Christmas Trees-
Yami, Je'Caryous, Gianna,
Kendrick, Samirah

Elves- Joseph, Deng,
Laura

Expectations-
Conversation- Level 1 quiet voice... if you can hear then that is perfect

Help? - ask the captains, if that doesn't work then re-examine Tori question to see if you can figure it out. If not then wait.

Activity - small group activities ... rotate following the group numbers on the desks movement is allowed during transition only. One bathroom pass per student NOT DURING INSTRUCTION- let Ms Thomsen know... you have 3 min

7th Period

The North Pole- Zoom Kids

Snowflakes-

Christmas Trees-

Elves-

Expectations-

Conversation- Level 1 quiet voice... if you can hear then that is perfect

Help? - ask the captains, if that doesn't work then re-examine Tori question to see if you can figure it out. If not then wait.

Activity - small group activities ... rotate following the group numbers on the desks movement is allowed during transition only.

One bathroom pass per student NOT DURING INSTRUCTION- let Ms Thomsen know... you have 3 min

Major Principles of Government

[SS.7.C.1.1](#), [SS.7.C.1.7](#), [SS.7.C.1.9](#), [LA.7.1.7.1](#)

GUIDING QUESTION *What are the principles of United States government?*

Principles are basic beliefs by which people live their lives. Countries can have principles, too. Many of our nation's principles are stated in the U.S. Constitution. Often people take these principles for granted. However, they are some of the most important ideas in human history. Countless people have fought and died for them. People all over the world still dream of living in a country with such noble principles.

The U.S. Constitution seems filled with details about how our government should be structured. However, these details fall under five basic principles of government. The five principles are

- popular sovereignty
- limited government and the rule of law
- separation of powers
- checks and balances
- federalism

They are the foundation on which our government is built.

Popular Sovereignty

Article IV of the Constitution guarantees the American people “a Republican Form of Government.” Today the word *republic* can mean any representative government headed by a president or other elected leader. This differs from a government in which the leader, such as a king or queen, inherits his or her position. The Framers of the Constitution, however, used the term *republic* to describe a representative democracy. In this kind of government, power belongs to the people. The people state their will through elected representatives. This idea was valued by the early English colonists who came to America.

The idea that the power of government lies with the people is called **popular sovereignty** (SAH•vuhnr•tee). Sovereignty means “the right to rule.” The word *popular*, in this case, means “the people or public.” Thus, *popular* sovereignty means “the people’s right to rule.”

The Declaration of Independence is a statement about popular sovereignty. It says that governments should draw their powers “from the consent of the governed.” The same idea is echoed in the “We the People” phrase with which the Constitution begins.

Further, the Constitution includes several parts that protect and **ensure**, or guarantee, the sovereignty of the people. Under the Constitution, the will of the people is stated most strongly through elections. By a majority vote, citizens decide who will represent them in Congress. Through the Electoral College, voters also choose the president and vice president. Elected officials must always answer to the people. Elections are held at set times. Voters can reject and replace representatives who serve them poorly.

Limited Government and the Rule of Law

The Framers firmly believed that the government should be strong, but not too strong. They therefore included in the Constitution the principle of **limited government**. This means that government can do only what the people allow it to do.

PRIMARY SOURCE

"In framing a government which is to be administered [run] by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige [require] it to control itself."

— James Madison, *The Federalist*, No. 51

The Constitution limits the power of both the federal and state governments. It says what each may and may not do. English monarchs, before the Magna Carta, headed unlimited governments. The powers of these rulers had few limits.

Under the Constitution, the U.S. government is also limited by the **rule of law**. This means that the law applies to everyone, even those who govern. No one may break the law. No one, even at the highest level of government, can escape its reach. Thus, limited government and the rule of law may prevent tyranny by the government and protect the liberty of the people.

Separation of Powers

The Framers acted to protect Americans against the abuse, or misuse, of power. They also took steps to keep any one person or group from gaining too much power. To set limits on power, the Framers divided the federal government into three branches. Each branch would have different tasks. The Framers' ideas were influenced by French thinker Baron de Montesquieu.

Montesquieu believed that the people's liberty could be protected by separating the legislative, executive, and judicial tasks of government. He thought each task should be **assigned** to a separate branch of government. This division of authority is called **separation of powers**.

This separation of powers, the Framers believed, would limit the ability of any one branch from gaining too much power in another way. The Framers relied on human nature. The ambition of people serving in each branch will lead them to guard their own power from attempts by another branch to expand its power.

Checks and Balances

Separation of powers was set up to check unlimited authority. However, the Framers feared that one branch of government could still gain control of the other two. Therefore, they developed another plan. Its goal was to keep any one of the three branches from becoming too powerful.

This plan was called **checks and balances**. Under a system of checks and balances, each branch of government is able to check, or limit, the power of the other two branches in a number of ways. The chart of checks and balances shows you how each branch interacts with the other two.

READING PROGRESS CHECK

Synthesizing How is the will of the people, or popular sovereignty, most strongly expressed according to the Constitution?

US History slides

Guided Reading

The American Revolution

Lesson 1 *The War for Independence*



Women were not allowed to fight in the American Revolution, but Deborah Sampson disguised herself as a man and joined the army. A doctor finally discovered her secret when she was in his care to treat a high fever. Sampson was honorably discharged and later became the first woman to receive a military pension from the government.



The Continental Army

The Second Continental Congress established the Continental Army, America's first regular army, in 1775.

Led by General George Washington, this army was made up of two groups: a "standing" permanent army and supplemental soldiers from each state, known as militias.

The state militias were temporary and only fought for a specific amount of time. Following the Treaty of Paris (1783) at the end of the war, the Continental Army was officially disbanded.



ACTIVITY As you read, use the diagram to list the Patriot defeats and victories during the early years of the American Revolution.

Early Battles

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graph TD; A[Early Battles] --> B[Defeats]; A --> C[Victories];
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Defeats

Victories

Listing In the first column, list the strengths of the British military at the time of the American Revolution. In the second column, note the strengths of the Patriot forces.

Strengths of the British Military	Strengths of the Patriot Forces
1. 	Higher sense of purpose and motivation
Strongest navy in the world	4.
2. 	Guerilla warfare tactics
Wealth of worldwide empire	5.
3. 	Support of women on the battlefield and at home

Revolutionary War Fighting Forces

British Army

Strengths:

- experienced, well-trained soldiers
- had uniforms, supplies, and weapons

Weaknesses:

- took time and money to ship soldiers and supplies to colonies
- fighting far from home

Continental Soldiers (made up of local militia)

Strengths:

- fighting on own soil
- greater motivation to fight
- led by strong leader, George Washington

Weaknesses:

- no regular army and a weak navy
- inexperienced soldiers
- lacked uniforms, supplies, and weapons

Early Campaigns

True or False Use your textbook to determine if each statement is true or false. Write **T** or **F** in the blank next to the statement. If the statement is false, rewrite it to make it true.

1. The Patriots outnumbered the British at the Battle of Long Island.

2. Nathan Hale was a schoolteacher who was hanged for spying on the British troops.

3. Following their defeat at the Battle of Long Island, the British fled to Pennsylvania.

4. In the winter of 1776, the Patriot cause was near collapse.

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5. George Washington asked Congress to allow African Americans to enlist in the British army.

6. Despite the ban on African Americans serving in the army, many states allowed them to enlist.

7. In a surprise attack on Christmas night in 1776, Washington defeated the British in Philadelphia.

As you read the section on BRITISH STRATEGY, answer **3 OF** the following questions in complete sentences on a sheet of notebook paper. More than 3 will count as extra credit.

1. Explaining Why did the British plan to seize control of Albany, New York, in 1777?

2. Making Connections Why do you think British General Howe wanted to capture Philadelphia?

3. Describing What slowed General Burgoyne and his army's journey toward Albany?

4. Identifying What militia group prevented General Burgoyne's army from capturing supplies from an American supply base at Bennington, Vermont?

5. Making Connections Why was the Battle of Saratoga an important victory for the Americans?

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American Revolution: A Puzzle From the Past

Few people know about the Battle of Chelsea Creek, which took place during the Revolutionary War. Officials are hoping to tell the story of the battle—and locate a ship that has been missing ever since.

Take a look at some of the key words in today's story.

blight (*verb*)
to ruin or destroy



encounter (*noun*)
meeting



reinforcement (*noun*)
an additional supply of soldiers or materials



skirmish (*noun*)
a battle

