**Names of 3-4 Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ch. 2 Constitutional Concepts Posters**

***Criteria for Success***

**College-Ready Objectives:**

In small groups, SWBAT equitably discuss constitutional concepts and create an informative poster to be used as a study tool and driving force for further class discussion. This activity will culminate in a Gallery Walk on Tuesday, 8/20, during which students will visit each group’s poster to study it, respond to peers’ questions, and provide peers with feedback on their work.

***Step 1: Assign Group Roles.*** Select a facilitator (Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) and a participation tracker (Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) within your group. The participation tracker should tally group members’ quality participation efforts, including their own, on this sheet.

Quality participation includes:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| **Name** | **Quality Participation Tally** |
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***Step 2:* *Conduct Group Discussion.*** As a group, spend \_\_\_\_\_\_\_\_\_ minutes discussing your poster topic using your resources. Your resources include: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

***Step 3:* *Essential Question Response*.** Select at least one of the following Ch. 2 Essential Questions and write a response to it on your poster.

* Which conflicts were the framers attempting to remedy with the framing of the Constitution?
* Which conflicts were the framers anticipating for the future as they framed the Constitution?
* What evidence do we have to support the notion that the framers intentionally “paralyzed” or slowed down government decisions? Why did they do this?
* How do we know that the framers feared democracy?
* How flexible is the Constitution?
* To what extent was/is the Constitution democratic?

***Step 4: Create a Visual.*** Create a visual to represent your concept and add it to your poster.

***Step 5: Add Relevant Details.*** Add important information and details from your available resources to the poster.

***Step 6: Connect to Historical and/or Current Examples.*** Add at least \_\_\_\_\_\_\_ example(s) to show how this concept has affected or been affected by historical events. Additionally, add at least \_\_\_\_\_\_\_\_\_ example(s) to connect this concept to a current event.

***Step 7: Pose Questions to the Class.*** As a group, create \_\_\_\_\_\_\_\_ (#) of your own topic-relevant higher-level questions to add to the poster. Use the following question starters if needed:

What evidence do we have to show that…?

Why is it significant that….?

How do we know that….?

To what extent…?

How is…..relevant today?

***Step 8:*** ***Underline Unit 1 Key Terms.*** Underline key terms from your Unit 1 list that are present on your poster. You should strive to have at least \_\_\_\_\_\_\_\_ terms on the poster.