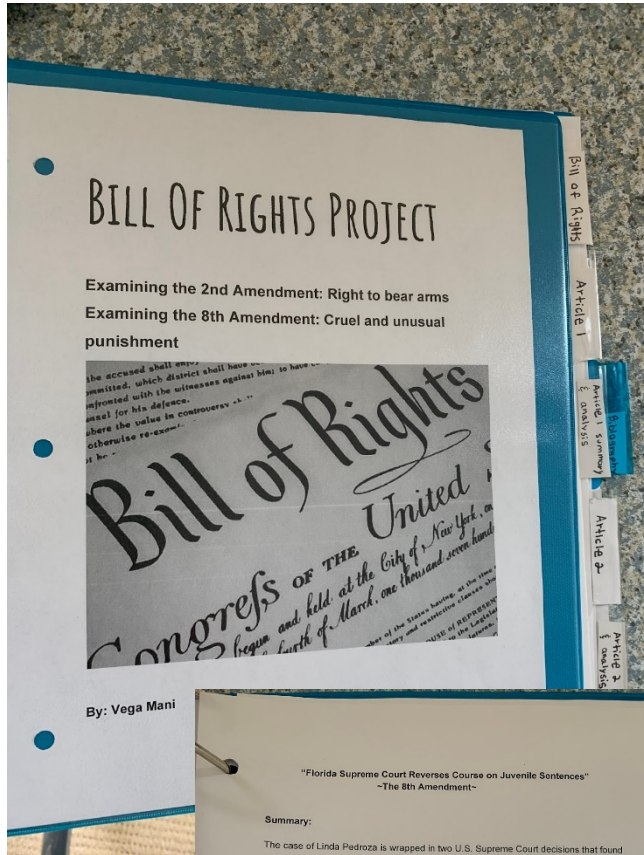


Seventh Grade

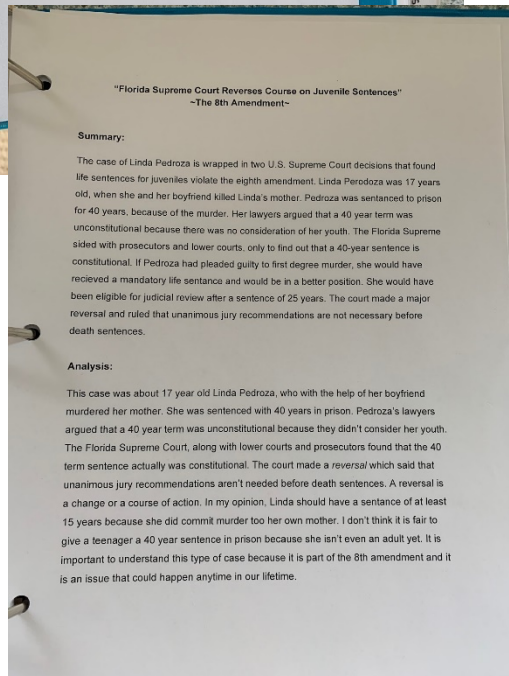
Jacksonian Democracy and The Bill of Rights Project

Student work submitted to the Google Classroom

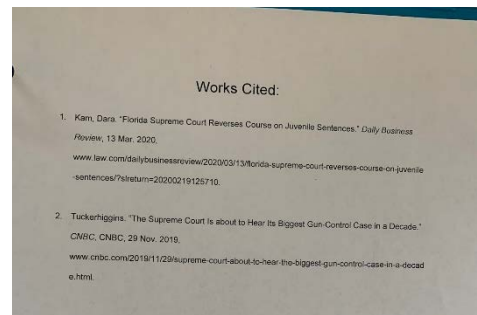
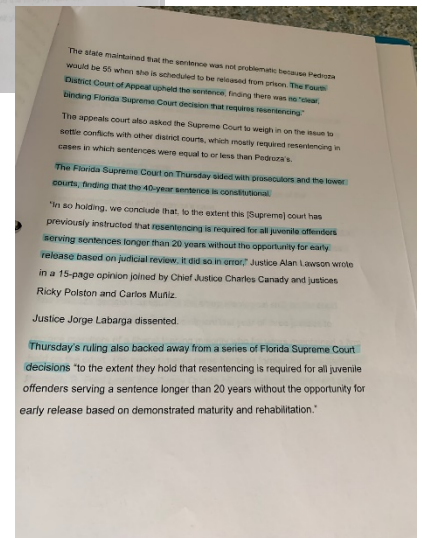
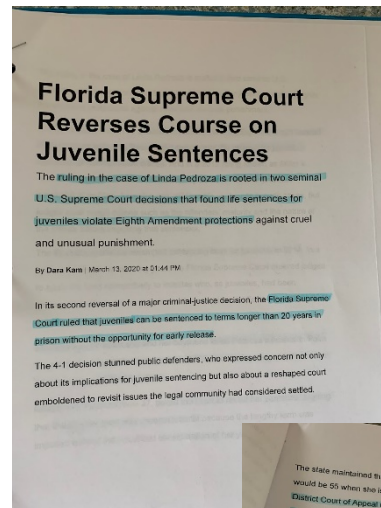
Bill of Rights project binder– Sample pages



Student summary and analysis



Current Event article



Peer Assessments

100% Normal text Tahoma 18 B I U A [Rich Text Editor Icons]

Name Evie Passero

Bill of Rights Project Review and Assessment

Note: You will be sharing with ME ONLY. Your classmate will NOT see your review and assessment of their work. However, you will be able to use the assessment to give positive feedback in comments on the shared doc.

Nora Faraci

Name of the person whose project you are reviewing

Exploring Abortion and Legal Rights in a Quarantine
Article One: What's Going on in the Fight Over US Abortion Rights?

Name article

A. Content review

Name the amendment or constitutional section related to the article:

The 10th amendment: states and people have the power if it is not named or granted to the federal government.

Summarize the issue in two or three sentences. (Read the student summary and give a brief explanation of how the article relates to the Bill of Rights.)

Nora's 1st article relates to the BoR and especially the 10th amendment: people have the power to make their own choices. Nora's article includes many different views and opinions on the right to get an abortion. While some argue that women should not be able to get an abortion after a certain time, others focus on women's rights, bodily freedom, and that women should have the power to make their own choices and choose whether they want an abortion.

Karen McDow...
1:13 PM Apr 9
Excellent summary!

100% Normal text Tahoma 18 B I U A [Rich Text Editor Icons]

Name Aadi Sengupta

Bill of Rights Project Review and Assessment

Note: You will be sharing with ME ONLY. Your classmate will NOT see your review and assessment of their work. However, you will be able to use the assessment to give positive feedback in comments on the shared doc.

Mason Roberts

Name of the person whose project you are reviewing

Our Government Has Failed to Defend the Sixth Amendment

Name article

A. Content review

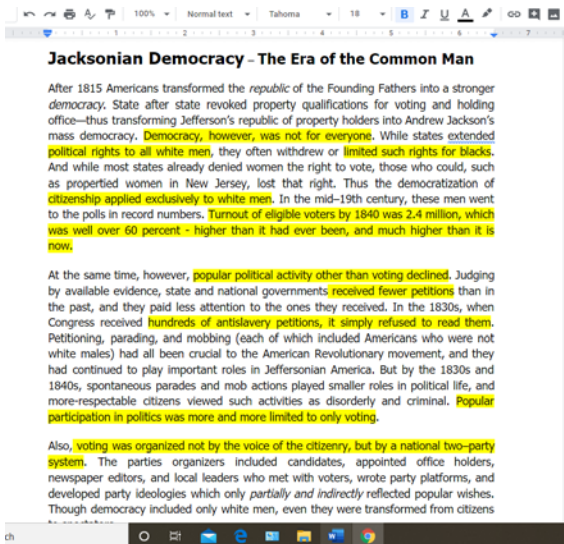
Name the amendment or constitutional section related to the article:

The Sixth Amendment- trial by jury and right to a lawyer

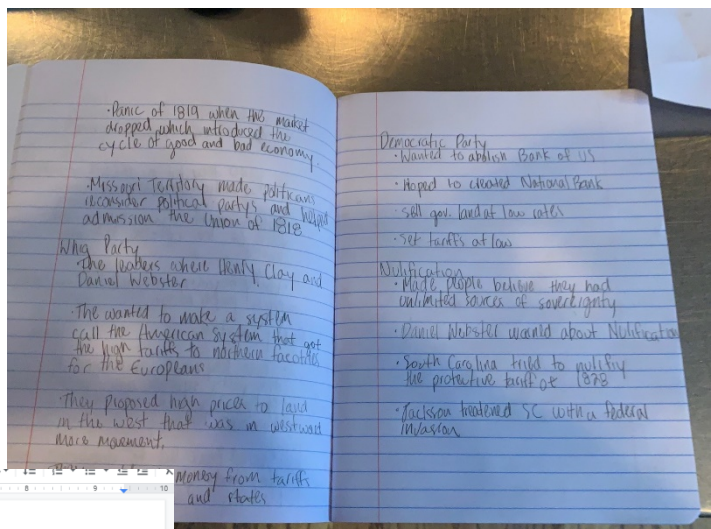
Summarize the issue in two or three sentences. (Read the student summary and give a brief explanation of how the article relates to the Bill of Rights.)

This article talks about public defenders. Since public defenders have an overflowing amount of cases, they do not have nearly as much time to research each case to help their client. The Equal Defense Act proposed by Kamala Harris would use federal money to ask more lawyers to become public defenders for people who are less wealthy.

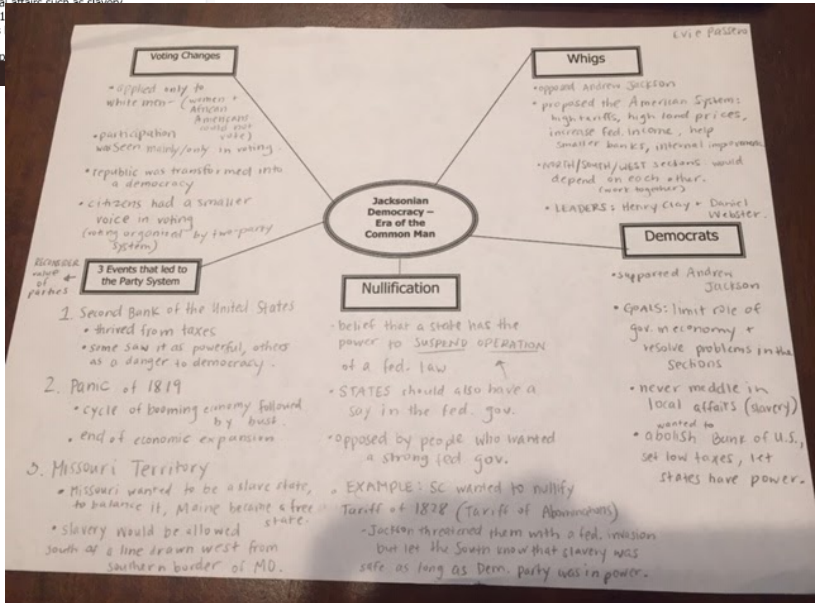
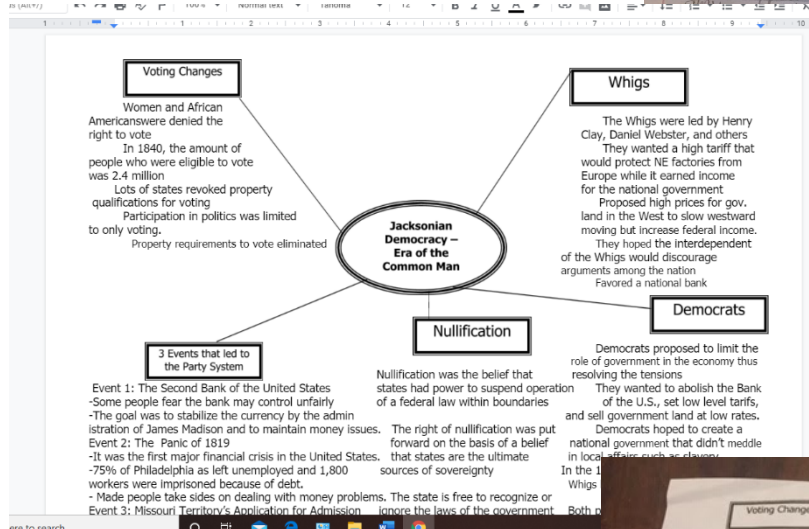
Karen McDow...
12:38 PM Apr 13
Good summary Aadi.



Electronic Highlighting and traditional outlining



or webbing



Andrew Jackson - Good Evil & The Presidency - PBS Documentary



and shared Jigsaw notes

https://docs.google.com/document/d/1eOwt-Yk21eFpht2X7SRIVeNCG2s_dR3ZQ0QkFG366Ro/edit

The Great White Father

Natalia

- He believed that small self-employed Americans made America great, wanted to keep expanding west
- 1830- an Indian Removal Act was approved, this made Native Americans who were living east of the Mississippi could be removed and moved west of the Mississippi
- The Cherokee thought that everything was to be shared, had a very specific way of life; very "organized" and had many rituals
- The Cherokee took Thomas Jefferson's advice to save them, embrace the white man's way of life
- They were in Georgia, that was not their land, so a case was brought to the Supreme Court by two Christian missionaries, challenging Georgia's jurisdiction over the Cherokee nation
- Supreme Court ruled on the Cherokee's side but Andrew Jackson didn't agree and said to ignore the Cherokee because they weren't a nation
- Cherokee fighters who fought in the Battle of Horseshoe Bend helped bring Andrew Jackson's fame
- Just because of the color of their skin they were forced to leave their homes and traveled on the Trails of Tears- more than 2 thousand died (because of disease and infections)
- He tried to tell Native Americans that he was their Great White Father but the Cherokee called him Jackson-na which meant Jackson the devil
- **Overall point**- Americans would do anything to separate Indians from their land, including disobeying laws

Lilly

- Andrew Jackson believed that small farmers were what made America great
- He believed that expanding west was the best idea so future generations could have their own farms
- In 1830, Jackson won approval for an Indian Removal Act that made Native Americans living east of the Mississippi leave their homes and move west

7 th SS – Week of April 14 th – Due Monday, April 20 th		
	Assignment	Estimated Time
1.	<p>Jackson – End of Unit options</p> <p>Choose ONE of these options as your concluding assessment.</p> <ol style="list-style-type: none"> Jackson Open Notebook Test – A parent must email me that you have met test conditions as if you were in school: No use of technology except to complete the electronic test posted in Googledocs or Google Forms; no consultation with friends or family. You can use your notebook, your web, and you can open the shared notes about the documentary on the googledoc. See the study guide and plan to study for the week and take the test on Monday the 20th within an afternoon time frame I will establish. Five paragraph essay – See the directions and rubric. Timeline using Sutori - https://www.sutori.com/story/timeline-template--5LyEYJ2NPKVZqDf5KXUwUIGP See the directions and rubric. ThingLink Multimedia Interactive Poster – See the directions and rubric . 	180 Min (3 Hours)
2.	<p>Bill of Rights Project – POST Article Two in the shared folder</p> <p>Include YOUR NAME in the doc name. See how the first articles were named.</p> <p>If needed, IMPROVE your second article using ideas from your assessment of your peers. Upload to the Google Classroom or SHARE with me at kamrcdowell@thecampuschool.org</p> <p>Next week, we will follow the same procedure as last week for peer assessment but you will be able to choose which student's article to assess.</p>	30 min
3.	<p>Optional ZOOM meeting – Tuesday, April 15th, at 12:30</p> <p>Purpose: to review questions about google classroom, last week's assignments, or to ask about the Jackson conclusion options.</p>	30 min

Posted assignments in the Google Classroom

Sample Options

Test:

<https://drive.google.com/open?id=1qOo3gysBbE4qZzWe8hU-yaHS5G050uMf4ujjemVqbwM>

Essay

<https://docs.google.com/document/d/1ocxsOiF9fS4dVSM0VdhvIQvTQ6h1a-cdGCU7Nu04IXE/edit>

Timeline

<https://www.sutori.com/story/andrew-jackson--DboKcr2L4cYvoNRFof9JZkeg>

	<p>Enrichment</p> <p>Investigate political cartoons - Choose a topic related to social studies. Create a doc naming the topic and included five cartoons related to the topic. Give a short summary of the meaning or main idea of each cartoon, especially of the cartoonist's message or viewpoint.</p> <p>Extra Credit: (2 pts = 2 % on a Quiz)</p> <p>Possible search terms:</p> <ul style="list-style-type: none"> political cartoon Lincoln political cartoon coronavirus political cartoon (your topic) 	
	<p>Enrichment</p> <p>Independent exploration about our next topic: <i>Events Leading to the Civil War</i></p> <p>Extra Credit: (2 pts = 2 % on a Quiz)</p> <p>Investigate one event that is a key event leading to the Civil War. Create a googledoc with the title: <i>Key Event Leading to the Civil War</i> Include a picture that relates to the event, five details about the event, and a primary document related to the event. Share the doc with me.</p>	