

# Week of May 4th - 8th, 2020

## 6th - 8th

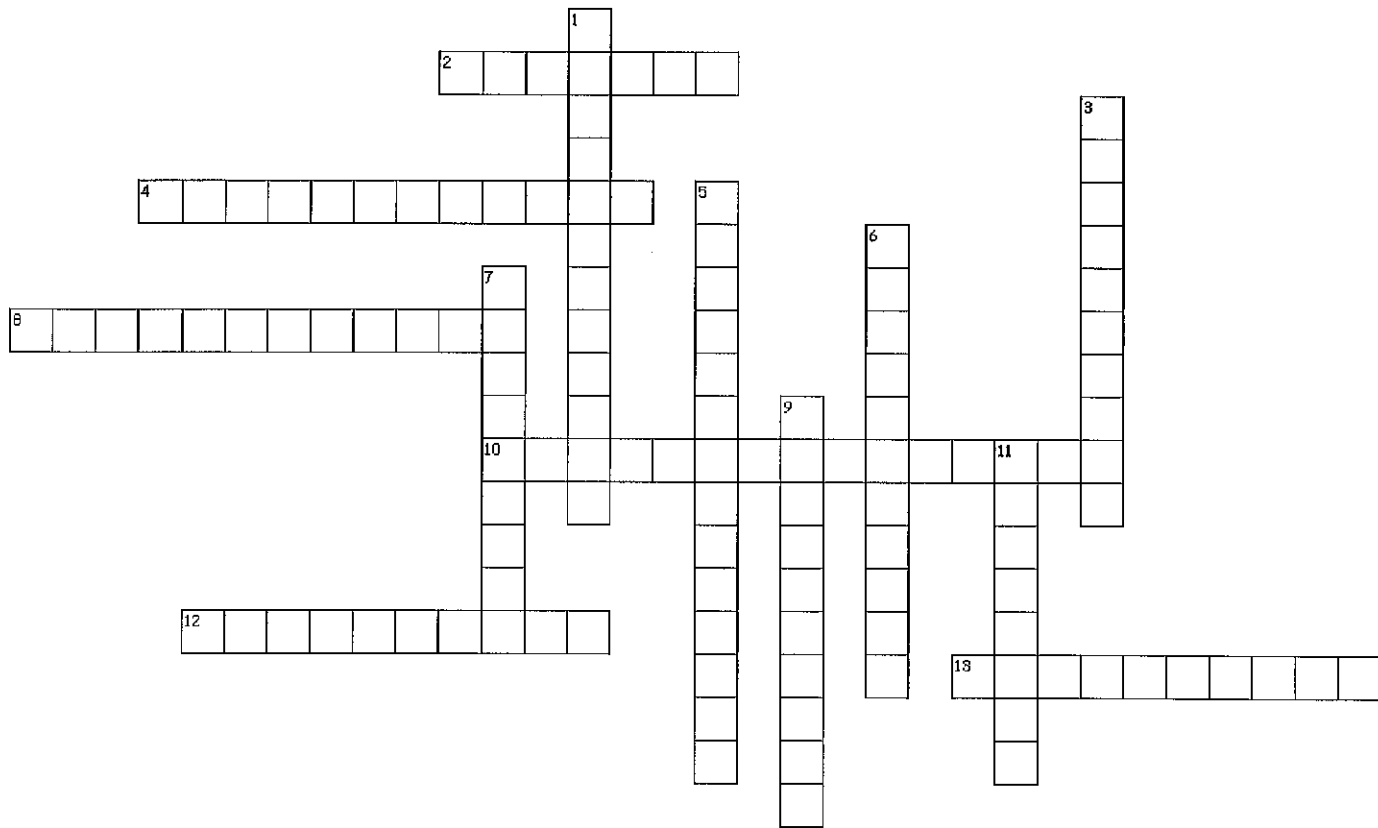
### Jeremy Hoenes

Hello Junior High students & parents! I hope you all are doing well, and making the best of our current situation. Let me start off by saying that I am here to help you as much as I can. If you have any questions about any of my assignments, materials, how to submit them, or anything else please feel free to contact me. You can email me at anytime @ [jeremy.hoenes@oakland5.org](mailto:jeremy.hoenes@oakland5.org) or through teacherease. I will also have times through the week where I will specifically be watching for emails. Those times are as follows: Mondays & Tuesdays - 10 - Noon, and Wednesdays 2 - 4. For each subject there are 3 choices for you to choose from. You only need to do one choice for each subject that you have with me, and turn in or submit to me. There are different ways to do this based on the assignment. If it is a WS, questions out of the book, or something you created (timeline, outline etc) you can return those to the school, take a picture with your phone and email it to me, or you can put the answers on a google doc and share it with me. There might also be times you can do social studies (7th & 8th only) via Ed Your Friend in Learning. We have used this site several times throughout this year. You might have an option, and if you have the capability to do that on the site, and submit the assignment that way as well.

Class	Choice 1	Choice 2	Choice 3 (Enrichment)
6th Grade Language Arts	Action Verbs WS	Practice B Homophones WS	2 paragraph writing prompt: Write about your dream pet
6th Grade Social Studies	Ch 5 Vocabulary Crossword	WS CH 5 LS 1	Choose any lesson from Ch 5. Make a powerpoint presentation in Google Slides highlighting the important information as if you were going to teach the class about the lesson.
7th Grade Language Arts	Like Meanings and Opposite Meanings Vocabulary - Lesson 5. Use a dictionary, or Google to help if needed.	Noun, Pronoun, or Adjective WS	Write a summary of a book you have read, a movie you have watched, or a video game you have played while we have been out.

7th Grade Social Studies	Module 5 Vocabulary Crossword	Complete the Guided Reading WS for Module 5 Economics - Lesson 4: Living in a Global Community.	Using the letters A-M in the alphabet, list a country in our world that starts with each letter and tell me what continent it is on. For example: A - Afghanistan - Asia
8th Grade Social Studies	Module 5 Vocabulary Crossword	Complete the Guided Reading WS for Module 5 Forming a Government - Lesson 3: Creating the Constitution.	Illinois State Symbol Worksheet.

# Module 5 Vocabulary



Across

- 2. taxes on imports and exports.
- 4. set of basic principles and laws that states the powers and duties of a government.
- 8. official approval.
- 10. people who opposed the Constitution.
- 12. official changes.
- 13. document signed in 1215 making the King subject to law.

Down

- 1. 10 of the proposed amendments intended to protect citizens' rights.
- 3. divides the powers of government between a central government and the states that make up a nation.
- 5. uprising of farmers to protest high taxes and heavy debt.
- 6. supporters of the Constitution.
- 7. occurs when there are increased prices for goods combined with reduced value of money.
- 9. period of low economic activity combined with a rise in unemployment.
- 11. right to vote.

# Forming a Government

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## Lesson 3



### MAIN IDEAS

1. The Constitutional Convention met to improve the government of the United States.
2. The issue of representation led to the Great Compromise.
3. Regional debate over slavery led to the Three-Fifths Compromise.
4. The U.S. Constitution created federalism and a balance of power.

## Key Terms and People

**Constitutional Convention** meeting held in Philadelphia to create a new constitution

**James Madison** delegate from Virginia known as the "Father of the Constitution"

**Virginia Plan** a plan giving supreme power to the central government and creating a bicameral legislature made of two groups, or houses, of representatives

**New Jersey Plan** a plan creating a unicameral, or one-house, legislature

**Great Compromise** an agreement that gave each state one vote in the upper house of the legislature and a number of representatives based on its population in the lower house

**Three-Fifths Compromise** only three-fifths of a state's slaves were counted when deciding representation in Congress

**popular sovereignty** the idea that political power belongs to the people

**federalism** the sharing of power between a central government and the states

**legislative branch** a Congress of two houses that proposes and passes laws

**executive branch** the president and the departments that help run the government

**judicial branch** a system of all the national courts

**checks and balances** a system that keeps any branch of government from becoming too powerful

## Lesson Summary

### CONSTITUTIONAL CONVENTION

The **Constitutional Convention** met in May 1787 in Philadelphia, where America had declared independence. Twelve states sent delegates. Most

Name one reason Philadelphia was chosen as the site of the Convention.

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

Lesson 3, continued

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delegates were educated and had served in state legislatures or Congress. **James Madison** of Virginia had good ideas about government and was able to lead the delegates to agreement.

**GREAT COMPROMISE**

States disagreed about representation, tariffs, slavery, and strength of the central government. In the **Virginia Plan**, two groups of representatives would be selected on the basis of each state's population. The **New Jersey Plan** proposed a one-house legislature in which each state received the same number of votes. The **Great Compromise** gave every state, regardless of size, an equal vote in the upper house of the legislature. Each state would be represented in the lower house based on population.

In which plan would there be only one group, or house, of representatives?  
\_\_\_\_\_  
\_\_\_\_\_

**THREE-FIFTHS COMPROMISE**

The **Three-Fifths Compromise** satisfied northerners, who wanted the number of slaves in southern states to determine taxes but not representation. It also satisfied southern delegates, who wanted slaves counted as part of their state populations to increase their power. The delegates agreed to end the slave trade in 20 years.

Underline the sentence that explains what action the delegates took about the slave trade.

**A NEW SYSTEM OF GOVERNMENT**

The delegates wanted to protect **popular sovereignty**. They thought **federalism** could accomplish that. States would control government functions not assigned to the federal government.

What is the purpose of checks and balances?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Constitution balances power among the **legislative branch**, the **executive branch**, and the **judicial branch**. The Constitution's framers established **checks and balances** to prevent any one branch from becoming too strong. The Constitution was completed in September 1787.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Lesson 3, *continued*

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~~CHALLENGE ACTIVITY~~

~~Critical Thinking: Make Judgments~~ Decide whether you support the Great Compromise. Give a two-minute speech about your view.

**DIRECTIONS** Match the terms in the first column with their correct definitions from the second column by placing the letter of the correct definition in the space provided before each term.

- |                                    |  |
|------------------------------------|--|
| _____ 1. checks and balances       | a. meeting where delegates discussed ways to improve the Articles of Confederation   |
| _____ 2. Constitutional Convention | b. the sharing of power between a central government and the states it is comprised of   |
| _____ 3. Great Compromise          | c. Virginia delegate called the Father of the Constitution   |
| _____ 4. James Madison             | d. called for a two-house legislature with representation based on population  |
| _____ 5. New Jersey Plan           | e. responsible for proposing and passing laws  |
| _____ 6. popular sovereignty       | f. called for a one-house legislature in which each state had an equal number of votes   |
| _____ 7. Three-Fifths Compromise   | g. gave each state an equal vote in the upper house of the legislature, while granting to the lower house representation based on population |
| _____ 8. Virginia Plan             | h. agreement that only part of the slave population of a state would be used when determining representation                                 |
| _____ 9. federalism                | i. the idea that political authority belongs to the people   |
| _____ 10. legislative branch       | j. system by which any one branch of government is prevented from becoming too powerful  |

**Illinois State Symbols**

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Go to [http://www.museum.state.il.us/exhibits/symbols/game\\_top.html](http://www.museum.state.il.us/exhibits/symbols/game_top.html)

Once you are there scroll down on click on the link **State Symbols of Illinois Web Exhibit**

What is the state symbol for each of the following? Write down one fact about each of the symbols that you find.

Tree:

Flower:

Bird:

Mineral:

Insect:

Animal:

Fish:

Prairie Grass:

Fossil: