### Social Studies

**8th Grade Social Studies Standard 1.1**

8.History.1.1 Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives.

<table>
<thead>
<tr>
<th>Essential Questions - 21st Century Skills and Readiness Competencies:</th>
<th>Evidence Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How has the Declaration of Independence influenced other nations?</td>
<td>a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives.</td>
</tr>
<tr>
<td>2. Which primary documents have had the greatest impact on the people of the United States?</td>
<td>b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history.</td>
</tr>
<tr>
<td>3. Should and can historians be completely impartial when writing about history?</td>
<td>c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry.</td>
</tr>
<tr>
<td>4. What makes history different from literature?</td>
<td>d. Construct a written historical argument on the use or understanding of primary and secondary sources.</td>
</tr>
<tr>
<td>5. Was it “Westward Expansion” or “Territorial Convergence?”</td>
<td></td>
</tr>
<tr>
<td>6. What makes a good historical question?</td>
<td></td>
</tr>
</tbody>
</table>

#### Academic Vocabulary:
- artifact
- audience
- authenticity
- boom and bust cycle
- context
- critique
- distortion
- historian
- historical argument
- historical context
- historical source
- hypothesis
- impartial
- inquiry
- perspective
- point of view
- primary source
- propaganda
- purpose
- relevant
- secondary source

#### Assessment:
1. Assessment can be the Exit Ticket located at the bottom of the lesson.
2. Assessment is located under the assessment tab. It gives ideas as well as items to download.
3. Create and/or use a rubric to evaluate the writing assignment.

For Activities 4 through 16, and for Activity 18, assessments are located within the lessons.

17. Use the attached worksheet for assessment.

- [3. Writing Rubric](#)
- [3. Student Friendly Writing Rubric](#)
- [3. Writing Rubrics](#)
- [17. Declaration Student Worksheet](#)
## Social Studies
### 8th Grade Social Studies Standard 1.1

<table>
<thead>
<tr>
<th>Suggested Activities/Strategies:</th>
<th>Resources/Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use the Teaching Primary and Secondary Lesson to teach the differences between the two types of sources.</td>
<td><strong>Impeachment of Andrew Johnson</strong></td>
</tr>
<tr>
<td>2. The Declaration of Independence lesson introduces the system of government in the United States. Students already have an understanding of the events leading up to the signing of the Declaration including the concept of taxation without representation, the Boston Massacre, and the growing tension between the Colonies and England.</td>
<td><strong>Teacher Resources for Reconstruction</strong></td>
</tr>
<tr>
<td>3. Use this site as a writing lesson to translate the Declaration of Independence.</td>
<td><strong>Primary Document Activities</strong></td>
</tr>
<tr>
<td>4. The Backwards Unit on Slavery addresses slavery and abolition in America as issues which led to the Civil War.</td>
<td><strong>historyboss.com</strong></td>
</tr>
<tr>
<td>5. Thomas Nast is remembered as one of America’s greatest commentators on the political and social issues of the Civil War and Reconstruction eras. This lesson focuses on the division in ideology over the best way to reincorporate the Southern States back into the Union. The lesson includes analysis of political cartoons for content and context.</td>
<td><strong>timepage.org</strong></td>
</tr>
<tr>
<td>6. Use this lesson for students to analyze the Declaration of Independence and to identify the causes of the American Revolution.</td>
<td><strong>Original Colonies Chart</strong></td>
</tr>
<tr>
<td>7. The Primary versus Secondary Sources lesson focuses on research methods and information gathering tools.</td>
<td><strong>Library of Congress</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Constitution Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Constitution Venn Diagram</strong></td>
</tr>
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<td></td>
<td><strong>jcivics.org</strong></td>
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<td></td>
<td><strong>Japanese Internment Lesson Plan</strong></td>
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<tr>
<td></td>
<td><strong>Definition of Primary and Secondary Sources Lesson</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Interpreting the Declaration of Independence</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Constitution Worksheet</strong></td>
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<tr>
<td></td>
<td><strong>The U.S. Constitution Worksheet</strong></td>
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<tr>
<td></td>
<td><strong>Analyzing the Bill of Rights</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Considering the Constitution</strong></td>
</tr>
</tbody>
</table>
8. The Age of Exploration via Primary Documents and the Library of Congress Lesson- Students will imbibe themselves into the Age of Exploration via Primary Sources, the Library of Congress and other selected internet sources.

9. The Explorations in American Environmental History lessons introduce students to historical perspectives of nature and the environment, drawing on the American Memory collections, digital resources, readings, and writing exercises. Students examine materials in a variety of formats to understand the contexts of America's concern for the environment.

10. Using Visual Primary Sources in the Classroom, students analyze a source which demonstrates the “conformity” expected of the American family during the period, make conclusions about the source and its validity, and speculate about the actual lifestyle of the “typical” 1950s American family.

11. In the Lincoln's Assassination lesson, students create questions surrounding the death of President Abraham Lincoln, relate knowledge from their text and documentary footage to picture analysis concerning Lincoln’s assassination, and connect multiple people, events, and places to tell the history of Lincoln’s assassination.

12. In the Southern Perspective Before the Civil War lesson, students explore what the common Southern perspective was before the Civil War.

13. In the Spanish-American War Lesson- By the end of the lesson, students explore how America expanded its role in the world during the Presidency of William McKinley.
14. Register and use the American Colonies Unit. Type the number #686354 and it will bring up the unit with all attachments and an exam. The unit covers the colonization of the Americas by the Spanish, French, and British. It includes a brief project where students have to create a two-page textbook in order to display their new-found knowledge of a particular European settlement. Also, consider #718020, #750052, #780255, and #788843 for other lesson plans on American Colonization.


16. In the Civil War Photographs lesson, students become reporters assigned to sort through photographs and find one that will bring the war alive to their readers. They write a newspaper article based on their chosen photograph and can publish it online.

17. In this lesson, students examine the Declaration of Independence and an artist's rendition of the signing as primary sources.

18. The purpose of this lesson is for students to examine the Declaration of Independence and to ascertain its true intent as well as its eventual realization.

19. In the Antebellum and the Civil War lesson, students describe the advantages of the North and South and explain the effects of these advantages on the outcome of the war.
| 1. Teaching Primary and Secondary Sources Lesson |
| 2. Declaration of Independence Lesson |
| 3. Declaration of Independence Writing Prompt |
| 4. Backwards Unit on Slavery |
| 5. Reconstruction and Thomas Nast Lesson |
| 6. Declaration of Independence Influenced the Constitution Lesson |
| 7. Primary versus Secondary Sources Lesson |
| 8. Age of Exploration Lesson Plan |
| 9. Explorations in American Environmental History |
| 10. Using Visual Primary Sources Lesson |
| 11. Lincoln's Assassination Lesson |
| 12. A Southern Perspective Before the Civil War Lesson |
| 13. The Spanish-American War Lesson |
| 14. American Colonies Lesson |
| 17. Declaration of Independence Lesson |
| 18. Declaration Lesson |
# Social Studies

## 8th Grade Social Studies Standard 1.2

8.History.1.2 The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another.

### Essential Questions - 21st Century Skills and Readiness Competencies:

1. How have the basic values and principles of American democracy changed over time and in what ways have they been preserved?
2. To what extent are the ideas of the American Revolution and the United States Constitution still affecting the world today?
3. What would the United States be like if the British had won the American Revolution?
4. To what extent was the Civil War an extension of the American Revolution?

### Evidence Outcomes:

- a. Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction, including the examination of different perspectives.
- b. Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise.
- c. Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction.
- d. Evaluate the impact of different factors (e.g., gender, age, ethnicity, and class, etc.) on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period.
- e. Analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction.
- f. Analyze ideas that are critical to the understanding of American history and give examples of the ideals involved in major events and movements. Topics should include but not be limited to representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism.

### Academic Vocabulary:

- abolition
- American Revolution
- capitalism
- compromise
- conflict
- continuity
- democracy

### Assessment:

All assessments are built into the lessons or linked below.

1. Paul Revere Assessment

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### Social Studies

**8th Grade Social Studies Standard 1.2**

<table>
<thead>
<tr>
<th>economic expansion</th>
<th>era</th>
</tr>
</thead>
<tbody>
<tr>
<td>ethnicity</td>
<td>expansionism</td>
</tr>
<tr>
<td>federalism</td>
<td>gender</td>
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<tr>
<td>historical context</td>
<td>impact</td>
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<tr>
<td>judge</td>
<td>lawyer</td>
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<tr>
<td>legislator</td>
<td>media</td>
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<tr>
<td>military expansion</td>
<td>nativism</td>
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<tr>
<td>origin</td>
<td>perspective</td>
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<tr>
<td>policy maker</td>
<td>Reconstruction</td>
</tr>
<tr>
<td>temperance</td>
<td>theme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Suggested Activities/Strategies:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Midnight Ride of Paul Revere lesson is interdisciplinary and focuses on Paul Revere.</td>
</tr>
<tr>
<td>2. The Constitutional Convention Decision Making Activity is a simulation designed to strengthen student understanding of the issues faced by delegates at the Constitutional Convention.</td>
</tr>
<tr>
<td>3. This lesson examines the economic factors and motivation on expansion into California. It includes the California Gold Rush.</td>
</tr>
<tr>
<td>4. Use the Comparison of Confederate and Union soldiers lesson for examining the different experiences of Union and Confederate soldiers.</td>
</tr>
<tr>
<td>5. In the Contrasting the North and South lesson, students research and write about the North and South as two distinct regions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Resources/Technology:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeopardy Game on the 19th Century Economy</td>
</tr>
<tr>
<td>Civil War Crossword Puzzles</td>
</tr>
<tr>
<td>Library of Congress</td>
</tr>
<tr>
<td>Best of History Websites</td>
</tr>
<tr>
<td>History Resources</td>
</tr>
<tr>
<td>National Archives</td>
</tr>
<tr>
<td>Free Resources for the American Revolution</td>
</tr>
<tr>
<td>Library of Congress on the American Revolution</td>
</tr>
<tr>
<td>Library of Congress on the Civil War</td>
</tr>
<tr>
<td>TaxHistory.org</td>
</tr>
<tr>
<td>HippoCampus.org</td>
</tr>
</tbody>
</table>

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Social Studies
8th Grade Social Studies Standard 1.2

6. The Northwest Ordinance lesson defines the ordinance, clarifies main ideas in the document, and highlights ideas on governance, civil liberties, and rights.

7. The Jim Crow Laws lesson is on the free site BetterLesson. Once you join, type the number #19783 and it will bring the lesson up. Students explain how Reconstruction ended with the start of the Jim Crow laws, what the Jim Crow laws were, and how they hurt African Americans in the South.

8. Use the BetterLesson on the Freedman's Bureau, number #19586. Students explain the purpose of the Freedmen’s Bureau and describe what services the Bureau offered.

9. The Reconstruction Unit is also a BetterLesson: number #82167. It contains all the resources and assessments needed.

10. The BetterLesson Civil War Leaders Unit is number #19320. There are three other Civil War lessons: #80620, #80180, and #19560.

11. In the Contrasting the North and the South before the War lesson, students identify the economic, social, and cultural differences between the North and the South during the early 1800’s. Students write a comparative essay on the northern and southern regions.

12. The Prelude to Revolutionary War lesson is #20604 on the BetterLessons site. Students learn the impact of the Seven Years War and how this led to the American Revolution.

13. The purpose of the Reconstruction Lesson is to acquaint students with the consequences of the Civil War and the methods used to rebuild the nation.
14. In the Rebuilding the South lesson students examine the positives and negatives associated with the abolition of slavery in a comparison chart.

15. The attached Social Studies Reading and Writing lessons are contained within a unit with multiple lesson plans that have reading and writing activities.

<table>
<thead>
<tr>
<th>1. Paul Revere Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Constitutional Convention Activity</td>
</tr>
<tr>
<td>3. California Gold Rush Activity</td>
</tr>
<tr>
<td>4. Comparison of Confederate and Union Soldiers</td>
</tr>
<tr>
<td>5. Contrasting the North and South Lesson</td>
</tr>
<tr>
<td>6. Northwest Ordinance Lesson</td>
</tr>
<tr>
<td>7. Jim Crow Laws Lesson</td>
</tr>
<tr>
<td>8. Freedman's Bureau Lesson</td>
</tr>
<tr>
<td>9. Reconstruction Unit</td>
</tr>
<tr>
<td>10. Civil War Leaders Unit</td>
</tr>
<tr>
<td>11. Contrasting the North and the South Before War Lesson</td>
</tr>
<tr>
<td>12. Prelude to the Revolutionary War Lesson</td>
</tr>
<tr>
<td>14. Rebuilding the South</td>
</tr>
<tr>
<td>15. Social Studies Reading and Writing Activities</td>
</tr>
</tbody>
</table>
## Social Studies

### 8th Grade Social Studies Standard 2.1

8.Geometry.2.1 Use geographic tools to analyze patterns in human and physical systems.

<table>
<thead>
<tr>
<th>Essential Questions - 21st Century Skills and Readiness Competencies:</th>
<th>Evidence Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How has human settlement influenced changes in physical systems and culture?</td>
<td>a. Interpret maps and other geographic tools as a primary source to analyze a historic issue.</td>
</tr>
<tr>
<td>2. How can geographic tools help explore patterns in human and physical systems?</td>
<td>b. Describe the nature and spatial distribution of cultural patterns.</td>
</tr>
<tr>
<td>3. How have people and the environment interacted to produce changes over time?</td>
<td>c. Recognize the patterns and networks of economic interdependence.</td>
</tr>
<tr>
<td>4. How is human activity limited by the environment?</td>
<td>d. Explain the establishment of human settlements in relationship to physical attributes and important regional connections.</td>
</tr>
<tr>
<td>5. How has the environment influenced human activity?</td>
<td>e. Calculate and analyze population trends.</td>
</tr>
</tbody>
</table>

### Academic Vocabulary:

- cultural patterns
- culture
- deforestation
- environment
- geographic patterns
- geographic tool
- globe
- growth analysis
- historical issue
- human activity
- human system
- impact
- interdependence
- map
- migration pattern
- physical attribute
- physical system
- population density
- population trends
- primary source
- regional
- secondary source
- spatial distribution
- trend

### Assessment:

All assessments are found within the lessons or linked below.

[Colonial Beginnings Assessment](#)
# Social Studies

## 8th Grade Social Studies Standard 2.1

### Suggested Activities/Strategies:

1. If a Smartboard or Airliner is available, you can go to [SmartExchange](http://www.smartexchange.com) and choose from a variety of mapping lessons.

2. Analyze a [Civil War Battle](http://www.history.com/topics/civil-war). Students complete research and create battlefield brochures to show their knowledge of Civil War battlefields.

3. In the Population Circle lesson, students are reminded that world population is currently about seven billion, but it is instructive to put that number into an historical context.

4. The Oregon Trail lesson is geared for students that live in New York, but can be easily adapted to Colorado. Students explore a map of the original Oregon Trail, note the states that the trail covers, and locate some of the specific places Parkman covered.

5. In the America, Oil and our National Security lesson, students explore the oil crisis of the 1970’s while comparing it to today’s modern oil needs.

6. With the Manifest Destiny lesson, students complete various tasks (panning for gold, note-taking, worksheets) to better understand the reasons for westward expansion and the causes and outcome of the Mexican American War.

7. The Longitude Lesson is found on the free site BetterLesson, #20205. It has all the resources and assessments needed.

8. In the Lead Up to World War I lesson, students examine how nationalism and militarism created an environment that promoted war in Europe during the early 1900s. This is BetterLesson #101508.

### Resources/Technology:

- [Library of Congress Map Collection](http://www.loc.gov/maps/)
- [Internet4classrooms](http://www.internet4classrooms.com)
- [Map Skills Activities](http://www.mapskillsactivities.com)
- [Article on How Physical Systems Affect Human Systems](http://www.human-systems.com/physical-systems.htm)
- [Resources for Students](http://www.resources4students.com)
- [Library of Congress on Geography](http://www.loc.gov/geography/)
- [WorldAtlas.com](http://www.worldatlas.com)
- [America Becomes Big PowerPoint](http://www.americabecomesbiggerpowerpoint.com)
- [Teddy Roosevelt and the Panama Canal](http://www.teddyrooseveltandthepanamacanal.com)
- [fedstats.gov](http://www.fedstats.gov)
- [icivics.org](http://www.icivics.org)
- [Map Resource](http://www.mapresource.com)
- [Race and Ethnicity Wiki](http://www.raceandethnicitywiki.com)
- [Racial Make-up of the U.S.](http://www.racialmake-upoftheus.com)
- [Quick Facts on Census](http://www.quickfacts.census.gov)
- [Resources on Colonization](http://www.resourcesoncolonization.com)
Social Studies
8th Grade Social Studies Standard 2.1

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>9.</td>
<td>The Spanish-American War lesson is BetterLesson #22824. Students explore how America expanded its role in the world during the Presidency of William McKinley.</td>
</tr>
<tr>
<td>10.</td>
<td>In the Population Density in America lesson, students compare several maps to explore relationships between high and low population density, transportation corridors, climate, and land cover in the United States.</td>
</tr>
<tr>
<td>11.</td>
<td>In the Diversity Around Us Lesson, students identify population patterns for various racial and ethnic groups, synthesize information from more than one map, and develop a quiz game on the nation’s racial and ethnic diversity.</td>
</tr>
<tr>
<td>12.</td>
<td>Using the Teaching Tolerance Lesson Plan, students explore their own beliefs about the qualities that make someone qualified to sit on the Supreme Court and hold a discussion with their colleagues about their beliefs. Students demonstrate a knowledge of the history of the U.S. Supreme Court by writing about and debating the ethnic, religious, and gender makeup of the Court.</td>
</tr>
<tr>
<td>13.</td>
<td>In the Getting to the Heart of the Matter Lesson, there is an activity wherein students explore ethnic identity by examining its role as both a benefit and a burden to society. The general discussion of ethnic identity leads to a discussion about the more specific and problematic social issue of discrimination and its causes.</td>
</tr>
<tr>
<td>14.</td>
<td>In the Community and Colonization Lesson, students gain an understanding of the nature of European colonization in the Americas and how it compares to the inception of their community.</td>
</tr>
</tbody>
</table>
### Social Studies
#### 8th Grade Social Studies Standard 2.1

<table>
<thead>
<tr>
<th>3. Population Circle Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Oregon Trail Lesson</td>
</tr>
<tr>
<td>5. America, Oil, and National Security Lesson</td>
</tr>
<tr>
<td>6. Manifest Destiny Lesson</td>
</tr>
<tr>
<td>7. Longitude Lesson</td>
</tr>
<tr>
<td>8. The Lead Up to World War I Lesson</td>
</tr>
<tr>
<td>9. The Spanish-American War Lesson</td>
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<tr>
<td>10. Population Density in America Lesson</td>
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</tbody>
</table>
# Social Studies

## 8th Grade Social Studies Standard 2.2

**8. Geography 2.2** Conflict and cooperation occur over space and resources.

<table>
<thead>
<tr>
<th>Essential Questions - 21st Century Skills and Readiness Competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How will the location of resources lead to cooperation or conflict in the future?</td>
</tr>
<tr>
<td>2. How has conflict over space and resources influenced human migration?</td>
</tr>
<tr>
<td>3. How have differing perspectives regarding resource and land use led to cooperative policies or conflict?</td>
</tr>
<tr>
<td>4. How would human settlement patterns be different if people did not trade resources with others?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions (Local):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How did Union and Confederate leaders interpret the effect of Manifest Destiny in their respective regions?</td>
</tr>
<tr>
<td>2. Why do countries around the world rely on each other for the products they need?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation, and conflict.</td>
</tr>
<tr>
<td>b. Compare how differing geographic perspectives apply to an historic issue.</td>
</tr>
<tr>
<td>c. Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, and sovereignty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
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</thead>
<tbody>
<tr>
<td>cooperation</td>
</tr>
<tr>
<td>conflict</td>
</tr>
<tr>
<td>cultural process</td>
</tr>
<tr>
<td>economic process</td>
</tr>
<tr>
<td>interdependence</td>
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<tr>
<td>location</td>
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<tr>
<td>mediate</td>
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<tr>
<td>migrate</td>
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<tr>
<td>movement</td>
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<tr>
<td>political process</td>
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<tr>
<td>region</td>
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<tr>
<td>resource</td>
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<tr>
<td>settlement</td>
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<tr>
<td>social process</td>
</tr>
<tr>
<td>sovereignty</td>
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<tr>
<td>spatial distribution</td>
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<table>
<thead>
<tr>
<th>Assessment:</th>
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<tbody>
<tr>
<td>All assessments are built into the lessons.</td>
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</tbody>
</table>
### Social Studies

**8th Grade Social Studies Standard 2.2**

<table>
<thead>
<tr>
<th>Suggested Activities/Strategies:</th>
<th>Resources/Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The purpose of the Manifest Destiny and Westward Expansion lesson is to explain the</td>
<td>Manifest Destiny Article</td>
</tr>
<tr>
<td>economic, political, racial, and religious roots of Manifest Destiny and analyze how the</td>
<td>Manifest Destiny Primary Source</td>
</tr>
<tr>
<td>concept influenced the nation’s westward expansion. It also provides an understanding of</td>
<td>Virginia Center for History</td>
</tr>
<tr>
<td>the motivations and expectations of Americans who settled in the West.</td>
<td>Westward Expansion Primary Sources</td>
</tr>
<tr>
<td>2. The Indian Removal lesson compares the policies toward Native Americans pursued by the</td>
<td>Library of Congress Expansion</td>
</tr>
<tr>
<td>presidential administrations through the Jacksonian era. It evaluates the impact of</td>
<td>Lesson Plans and Ideas for Westward Expansion</td>
</tr>
<tr>
<td>assimilation, removal, and resettlement on Native Americans.</td>
<td>icivics.org</td>
</tr>
<tr>
<td>3. In the Great Migration lesson, oral interviews are used as a significant source of</td>
<td></td>
</tr>
<tr>
<td>historical insight.</td>
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</tr>
<tr>
<td>4. The Alaska Purchase lesson is geared for 9-12 graders, but can be adjusted for 8th grade.</td>
<td></td>
</tr>
<tr>
<td>In this lesson, students use primary sources from Russia and the U.S. to examine the</td>
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<tr>
<td>respective Russian and American rationales for agreeing to the sale.</td>
<td></td>
</tr>
<tr>
<td>5. The Major Land Purchases: Comparing Louisiana to Alaska lesson examines the</td>
<td></td>
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<tr>
<td>characteristics and purposes of the two land purchases. Students then compare the two and</td>
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<tr>
<td>determine which one served the country the best and apply their understanding of the U.S.</td>
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<tr>
<td>Constitution as they evaluate the validity of the purchases.</td>
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<tr>
<td>6. In the Map Making with Lewis and Clark lesson, students take a journey of exploration</td>
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<tr>
<td>to an unknown world. There are no accurate maps of this land and students must make their</td>
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</tr>
<tr>
<td>own maps as they go. The goal of the lesson is to have students develop maps as Lewis and</td>
<td></td>
</tr>
<tr>
<td>Clark did- based on observation.</td>
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</tbody>
</table>
# Social Studies
## 8th Grade Social Studies Standard 2.2

7. The Immigration in America lesson is a BetterLesson.com lesson, #23759. Students describe what life was like for many immigrants when they came to America at the turn of the 20th century.

8. America at the Turn of the Century lesson is also a BetterLesson: #98530. Students examine what life was like for many 20th century immigrants.

9. In the [Immigration Policy Analysis](#) lesson, students explore how United States immigration policy affects families with mixed citizenship status.

<table>
<thead>
<tr>
<th>1. Manifest Destiny and Westward Expansion Lesson</th>
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<tbody>
<tr>
<td>2. Indian Removal Lesson</td>
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<tr>
<td>3. The Great Migration Lesson</td>
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<tr>
<td>4. The Alaska Purchase Lesson</td>
</tr>
<tr>
<td>5. Major Land Purchases: Comparing Louisiana to Alaska</td>
</tr>
<tr>
<td>6. Map Making with Lewis and Clark Lesson</td>
</tr>
<tr>
<td>7. Immigration in America Lesson</td>
</tr>
<tr>
<td>8. America at the Turn of the Century Lesson</td>
</tr>
</tbody>
</table>

Plan
Social Studies
8th Grade Social Studies Standard 3.1

8.Economics.3.1 Economic freedom, including free trade, is important for economic growth.

**Essential Questions - 21st Century Skills and Readiness Competencies:**

1. How do societies benefit from trade and exchange?

2. Why is it important for nations to control trade and exchange?

3. What are the benefits and challenges of trade at the international, national, state, local, and individual levels?

4. How does where and how products are purchased affect social, economic, and environmental conditions?

**Essential Questions (Local):**

1. What are the main types of economic systems?

2. How can international resources be utilized to combat scarcity?

3. How does competition benefit a free market?

**Academic Vocabulary:**

- absolute advantage
- capitalism
- communism
- comparative advantage
- consumer
- deficit
- domestic
- economics
- economy
- export
- international
- interdependence
- import
- Law of Supply and Demand
- mercantilism

**Evidence Outcomes:**

a. Give examples of international differences in resources, productivity, and prices that provide a basis for international trade.

b. Describe the factors that lead to a nation having a comparative and absolute advantage in trade.

c. Explain effects of domestic policies on international trade.

d. Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers.

**Assessment:**

1. There are multiple extension activities located at the bottom of the lesson.

2. Evaluate students based upon participation in the initial task and subsequent class discussion, contribution to the research and discussion, and thoughtful completion of the written assignment.

3. Ask the students to write an original paragraph about two fictional countries and the products that they might exchange. Tell them to be sure to explain why these countries chose to produce these products and what kind of trade will take place between these countries. Evaluate based upon reasonableness of
### Social Studies

#### 8th Grade Social Studies Standard 3.1

| natural resource | answers. Differentiate by asking more advanced students to define absolute advantage and comparative advantage and to explain how the two are different. |
| product         | 4, 5, 6, 7, 8, & 9. Assessments are located within the lessons and/or linked below. |
| quota           | Living in a Global Economy Worksheet Economic Terms Worksheet |
| socialism       | Resources/Technology: |
| tariff          | Suggested Activities/Strategies: |
| taxation        | Article on Trade Consensus |
| trade           | Article on Teaching Globally |

**Suggested Activities/Strategies:**

1. In the Trading Up? lesson, students explore the benefits and drawbacks of free trade from the perspective of the United States, Canada, Brazil, Argentina, Venezuela, Chile, and Mexico.

2. In Studying Locally, Teaching Globally, students work in small groups to create outlines and mind-maps that demonstrate their understanding of the effects of outsourcing on economic relationships and the U.S. economy.

3. In the Why Nations Trade Lesson, students read, discuss, and engage in a small group activity based on a narrative about international trade that focuses on opportunity cost and the principle of comparative advantage.

4. The Magic of Markets lesson demonstrates that trade is the voluntary exchange of goods and services. People engaging in trade must be willing to bear a cost (give up something). Therefore, we know that people will only participate voluntarily when they expect to gain from the exchange. If even one of the trading partners believes he cannot gain, the exchange will not take place.

**Resources/Technology:**

- Article on Trade Consensus
- Article on Teaching Globally
- Fair Trade Resources
- Teaching Resources for Free Trade
- Foundation for Teaching Economics
- Teaching International Trade Resources
- International Trade Lesson Resources
- icivics.com
- Understanding Taxes
- Free Trade Pros and Cons Tax Assessment
5. The **Tag Check** lesson makes students aware of the very real presence of international trade in their daily lives. They will find that most of their clothing is made overseas.

6. In the **Limiting Trade Lesson**, students read a narrative describing various types of trade restrictions and their effects, engage in a circle debate about the imposition of a new tariff, evaluate the arguments in favor of and against the tariff, and apply the model described in the narrative to determine who will benefit and who will be hurt by the tariff.

7. The Lesson on Imperialism is a BetterLesson.com lesson, #34770. Students examine the philosophical/mental impact of colonization on colonized countries, leading to their understanding of ways the era of imperialism changed the world.

8. The Economic Issues between U.S. and Russia is BetterLesson #30772. Students examine the economic differences between the Soviet Union and the United States and define the term Iron Curtain.

9. [BetterLesson.com](https://www.betterlesson.com) is a free site with multiple lessons on Economics and Free Trade. Use lessons #141827, #32794, #1017342, and #1017344.

10. With the **Balancing Budget Lesson**, students examine the concept of a balanced federal budget.

11. The **Market Economy Lesson** teaches the basics about the market economy, including the relationships between consumers and producers, supply and demand, and profit and incentive.
# Social Studies

## 8th Grade Social Studies Standard 3.1

<table>
<thead>
<tr>
<th>1. Trading Up? Lesson</th>
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<tbody>
<tr>
<td>2. Studying Locally, Teaching Globally Lesson</td>
</tr>
<tr>
<td>3. Why Nations Trade Lesson</td>
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<tr>
<td>4. The Magic of Markets Lesson</td>
</tr>
<tr>
<td>5. Tag Check</td>
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<tr>
<td>6. Limiting Trade Lesson</td>
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<tr>
<td>7. Lesson on Imperialism</td>
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<tr>
<td>8. Economic Issues between U.S. and Russia Lesson</td>
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Social Studies
8th Grade Social Studies Standard 3.2

8.Economics.3.2 Manage personal credit and debt (PFL).

<table>
<thead>
<tr>
<th>Essential Questions - 21st Century Skills and Readiness Competencies:</th>
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</thead>
<tbody>
<tr>
<td>1. Why is understanding credit and debt important?</td>
</tr>
<tr>
<td>2. How can debt be managed?</td>
</tr>
<tr>
<td>3. Why is it important to know about different types of credit?</td>
</tr>
<tr>
<td>4. How do you personally view debt and credit?</td>
</tr>
<tr>
<td>5. When is debt useful?</td>
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<table>
<thead>
<tr>
<th>Essential Questions (Local):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How has the American lifestyle lead to the rise and acceptance of debt?</td>
</tr>
<tr>
<td>2. When is credit beneficial?</td>
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<tr>
<td>3. What is the difference between needs and wants?</td>
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<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
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<tbody>
<tr>
<td>analyze</td>
</tr>
<tr>
<td>capital</td>
</tr>
<tr>
<td>consumer</td>
</tr>
<tr>
<td>credit</td>
</tr>
<tr>
<td>debt</td>
</tr>
<tr>
<td>economic distribution</td>
</tr>
<tr>
<td>fiscal responsibility</td>
</tr>
<tr>
<td>interdependence</td>
</tr>
<tr>
<td>margin</td>
</tr>
<tr>
<td>production</td>
</tr>
<tr>
<td>stock market</td>
</tr>
<tr>
<td>stocks</td>
</tr>
<tr>
<td>resource</td>
</tr>
<tr>
<td>variable</td>
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<table>
<thead>
<tr>
<th>Evidence Outcomes:</th>
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<tbody>
<tr>
<td>a. Identify and differentiate between purposes and reasons for debt.</td>
</tr>
<tr>
<td>b. Analyze benefits and costs of credit and debt.</td>
</tr>
<tr>
<td>c. Compare sources of credit.</td>
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<tr>
<td>d. Describe the components of a credit history.</td>
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<thead>
<tr>
<th>Assessment:</th>
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<tbody>
<tr>
<td>1. Warm-up questions can be re-asked as &quot;Tickets Out the Door&quot; and/or completed charts can be used as assessment at the end of the lesson.</td>
</tr>
<tr>
<td>2. and 3. Worksheets from within the lessons can be used for assessment.</td>
</tr>
<tr>
<td>4. Grade Credit Reports Homework worksheet for completion and accuracy.</td>
</tr>
<tr>
<td>5, 6, 7, 8, 9, &amp; 10. Assessments are built into the lessons.</td>
</tr>
</tbody>
</table>
Suggested Activities/Strategies:

1. With the Budgeting, Debt, and Saving Interest lesson, students create a personal budget and understand how to calculate savings account interest.

2. In the Thinking about Credit activity, students are introduced to the complex economic world of responsible credit use, including installment credit and credit cards. The learners identify the uses as well as the abuses of various forms of credit, including installment loans and credit cards.

3. The Money Smart lesson teaches and reinforces the "economic way of thinking" along with personal finance concepts (spend, save, invest and donate) in the context of making economic decisions or choices with money.

4. Using the Understanding Credit Reports lesson, students explore the elements of a credit report, distinguish between negative and positive credit, implement positive strategies to develop a positive credit report, request a copy of a credit report, describe steps to correct a mistake on a credit report, understand how a credit score is calculated, and describe how a credit score affects interest rates and credit availability for a consumer.

5. The Great Depression Unit is a BetterLesson.com unit, #12969. The unit delves into two of the largest theoretical (the stock market crash of 1929) and the literal (World War II) crashes of the 20th century. It also explores the causes and effects of the Great Depression and World War II, and how these two major global events relate.

Resources/Technology:

creditcards.com
creditland.com
creditcardguide.com
practicalmoneyskills.com
annualcreditreport.com
smart choices
kids.gov
treasury direct
PBS the Money
icivics.org
Lesson Plans on Finance
Middle School Curriculum and Resources on Finance
Good and Bad Debt
Money in North America History
History of Taxes
6. The [How to "Sell" a Worldview Lesson](#) is BetterLesson #39822. Students use models from the corporate, political and interpersonal worlds to develop a convincing "pitch" for either individualism or collectivism.

7. In the What is the Federal Reserve? lesson, students participate in a simple banking simulation to learn how banks take in deposits, make loans, and hold reserves. Students simulate the difficulties of check clearing without a clearinghouse and efficient check clearing with the Federal Reserve’s clearinghouse.

8. In the Why Money? lesson, students participate in a trading simulation to learn about barter and the benefits of using money. Working in pairs, students receive information cards on different forms of money used during U.S. history and identify specific problems with each.

9. [Sell Your World View Lesson](#) is BetterLesson #160945. Students watch two videos and discuss what went wrong and what went right.

10. [The Banking System Before the Great Depression](#) is BetterLesson #26244. Students explain how the over value of companies and the flow of money led to the collapse of the stock market.

11. The [Creating a Budget](#) lesson shows students how the government gets its budget. It leads students through each step of the legislative process that results in a federal budget.
12. **The Business of Interest Lesson** helps students to develop an understanding of interest, learn how to calculate interest on loans, and comprehend that interest is added onto the principal of the loan and can necessitate additional income for repayment. They also learn key terms associated with loans.

1. **Budgeting Lesson**
2. **Thinking about Credit Lesson**
3. **Money Smart Lesson**
4. **Understanding Credit Reports Lesson**
7. **What is the Federal Reserve Lesson**
8. **Why Money Lesson**
## Social Studies

### 8th Grade Social Studies Standard 4.1

8.Civics.4.1 Analyze elements of continuity and change in the United States government and the role of citizens over time.

### Essential Questions - 21st Century Skills and Readiness Competencies:

1. What is a patriot?
2. What are the various roles of government?
3. How have various people from different eras in our nation’s history promoted change in the face of opposition and what democratic principles were advanced?
4. How have the meanings of American ideals remained the same and changed over time?

### Essential Questions (Local):

1. When does a citizen lose their individual rights?
2. What is the balance between rights and responsibilities?
3. How do citizens (both individually and collectively) influence government policy?
4. What does the Declaration of Independence, Constitution, and Bill of Rights explain and how do they provide for both continuity and change?

### Evidence Outcomes:

a. Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes.

b. Analyze the changing definition of citizenship and give examples of the expansion of rights.

c. Describe examples of citizens and groups who have influenced change in United States government and politics.

d. Evaluate the result of various strategies for political change over time.

e. Analyze primary sources supporting democratic freedoms and the founding of our government (to include but not be limited to the Declaration of Independence, Constitution, and Bill of Rights) and explain how they provide for both continuity and change.

f. Examine ways citizens may effectively voice opinions, monitor government, and bring about change nationally.

### Academic Vocabulary:

- advocate
- Amendment
- analyze
- assembly
- Bill of Rights
- citizenship
- civic
- civil right
- collaborative
- community improvement
- constitution

### Assessment:

Except for Activity 5, all assessments are built into the lessons.

5. For assessment, have students write brief but thorough essays answering the questions that are located in the assessment tab. Evaluate for correctness.

[8. Assessment for First Amendment Lesson Citizenship Test](#)
# Social Studies

## 8th Grade Social Studies Standard 4.1

| continuity | Declaration of Independence |
| maj ority rule | democracy |
| law | government |
| patriot | petition |
| politics | responsibility |
| rule of law | society |
| suffrage | tolerance |

### Suggested Activities/Strategies:

1. In the Middle East lesson, students look at the ongoing situation in the Middle East where several countries are experiencing demonstrations demanding more political freedom and economic opportunity. Students develop foreign policy briefing presentations on key Middle East countries providing recommendations on the best course of action for the United States.

2. Teaching American History for All: Rights and Responsibilities of Citizenship is a writing activity.

3. The Voting Rights Act of 1965 lesson uses facsimiles of historical records from the files of the U.S. House of Representative Judiciary Committee for students to evaluate evidence and consider the constitutional issues that the committee encountered as it deliberated the Voting Rights Act of 1965.

4. In the Divided Opinions Lesson lessons and activities, students have the opportunity to do the following: assess what they already know about the '60s, learn facts and details, and identify causes and issues that shaped the era.

### Resources/Technology:

- Article on Protests in Egypt
- Digital Copy of the Constitution
- Site with Multiple History Links
- Women's Suffrage
- Plans for Petitioning
- icivics.org
- Background Essay on Middle East
- Bill of Rights Primary Document
- The Federalist Papers
- Notes of the Founding Fathers
- The Making of the Constitution
- Bill of Rights Rap Lyrics
- Bill of Rights PowerPoint
- Preamble PowerPoint
- Preamble Slides
- Preamble Quilt Activity
- Colonial Influences
- Colonial Influences PowerPoint
- Rights and Responsibilities Vocabulary Game

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They consider the impact of the decade on individuals who experienced it, think about how the '60s shaped the future of the U.S. and the world, and use a variety of resources and learning strategies to focus on what they know and what they want to learn more about.

5. The Rise and Fall of Joseph McCarthy lesson focuses on McCarthy's crusade against communism, from his bombshell pronouncements in 1950 to his ultimate censure and disgrace in 1954.

6. In the Jim Crow and the Poll Tax lesson, students identify some of the ways African-American were kept from participating in mainstream Arkansas and other Southern States.

7. Teaching Six Big Ideas in the Constitution is a lesson that engages students as they analyze the text of the Constitution in a variety of ways, examine primary sources to identify their relationship to its central ideas, and debate the core constitutional principles as they relate to today's political issues.

8. The Introduction to the First Amendment lesson gives students a broad overview of First Amendment principles as a starting point for other lessons that treat the subject with greater depth.

9. Students engage in learning how to analyze a political cartoon, such as the one attached.

10. In the Citizenship Responsibility lesson, students list at least two civic duties and explain why it is important to do your civic duties. This is a BetterLesson.com lesson, #21259.

11. The Bill of Rights lesson is #84718 at BetterLesson.com. This lesson has students tell why the Bill of Rights were created.
12. The Preamble of the Constitution is BetterLesson.com lesson #20530. Students describe and state why the Framers outlined what they did in the Preamble and Constitution.

13. The Colonial Influences lesson shows how American colonists had some strong ideas about what they wanted in a government. These ideas surface in colonial documents and eventually became a part of the founding documents like the Declaration of Independence and Constitution.

14. In the Why Government? lesson, students learn about Thomas Hobbes and John Locke, two political thinkers who tried to answer that question.

15. The Government and the Economy lesson uses the topic of cell phone service to illustrate how government and the economy are related. Students learn the difference between market, command, and mixed economies.

16. Students will explore and develop an understanding of the concept of citizenship in this lesson. They identify the benefits and responsibilities of citizenship.

17. The Constitutional Convention lesson was designed to help students gain a deeper understanding of the Constitutional Convention of 1787 and some of the issues faced by the delegates.

18. The Limiting Government lesson asks, "What keeps government from having too much power?" Students learn the five basic limits on government.
19. In the **Who Rules Lesson**, students learn about the different forms of government, including democracy, autocracy, oligarchy, and others. They compare and contrast these forms and examine real-life examples in the world today.

20. The **Anatomy of the Constitution Lesson** gives an article-by-article overview of the structure and function of the U.S. Constitution. Students learn about the duties and powers of the three branches, the amendment process, and the role of the Constitution as the supreme law of the land.

21. The **Sovereign State Lesson Plan** teaches the four features of a sovereign state. Graphic organizers and mini-quizzes help reinforce the information. Using what they learned, students create a fictional country and decide on a variety of features their new state will have.

1. Middle East Lesson
2. Teaching American History for All
3. The Voting Rights Act of 1965 Lesson
4. Divided Opinions Lesson
5. The Rise and Fall of Joseph McCarthy Lesson
6. Jim Crow and the Poll Tax
7. Teaching Six Big Ideas in the Constitution
8. Introduction to the First Amendment Lesson
9. Political Cartoon
10. Citizenship Responsibility
11. Bill of Rights Lesson
12. Preamble of the Constitution Lesson
16. Citizenship Lesson
17. Constitutional Convention Lesson
# Social Studies

## 8th Grade Social Studies Standard 4.2

8.Civics.4.2 The place of law in a constitutional system.

### Essential Questions - 21st Century Skills and Readiness Competencies:

1. What is the “common good?”

2. What are some of the court cases and historical events key to the development of the United States?

3. What are examples of successful and unsuccessful conflict resolution in the history of the United States and why would each be classified as such?

4. How has the United States balanced individual rights and law?

5. Which is more effective, the rule of law or the rule of man? Why?

### Essential Questions (Local):

1. What is the impact of a state law and federal law in conflict?

2. What makes for a "good" law?

3. What is the purpose of the Electoral College and should it be revised?

4. What are some ways that our government can take conflict and manage it productively to get laws passed?

5. What are the conflicts between individual rights, state law, and federal law?

6. What are the different types of laws?

7. What is the role of the Constitution and why is it important?

### Evidence Outcomes:

a. Discern various types of law.

b. Evaluate the strengths and weaknesses of the rule of law.

c. Describe and engage in various means of conflict management.

d. Explain the role and importance of the Constitution.

e. Discuss the tensions between individual rights, state law, and national law.

f. Explain how the state and federal court powers of judicial review are reflected in the United States' form of constitutional government.

g. Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good.
### Social Studies
#### 8th Grade Social Studies Standard 4.2

<table>
<thead>
<tr>
<th><strong>Academic Vocabulary:</strong></th>
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<tbody>
<tr>
<td>appeal</td>
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<tr>
<td>autocracy</td>
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<td>civic responsibility</td>
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<td>checks and balances</td>
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<td>civil law</td>
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<td>common good</td>
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<td>conflict management</td>
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<td>conflict resolution</td>
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<td>consequence</td>
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<td>constitution</td>
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<td>constitutional system</td>
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<td>course of action</td>
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<tr>
<td>criminal law</td>
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<td>dictatorship</td>
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<td>domestic diplomacy</td>
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<td>federal court</td>
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<td>individual right</td>
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<td>justice</td>
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<td>judicial review</td>
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<td>judicial system</td>
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<td>jurisdiction</td>
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<tr>
<td>law</td>
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<tr>
<td>national law</td>
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<tr>
<td>oligarchy</td>
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<tr>
<td>power of judicial review</td>
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<tr>
<td>precedent</td>
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<tr>
<td>right</td>
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<tr>
<td>rule</td>
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<td>rule of law</td>
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<tr>
<td>separation of powers</td>
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<tr>
<td>sovereignty</td>
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<td>state court</td>
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<tr>
<td>state law</td>
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<tr>
<td>unconstitutional</td>
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<tr>
<th><strong>Assessment:</strong></th>
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<tr>
<td>All assessments are built into the lessons.</td>
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<tr>
<th><strong>Suggested Activities/Strategies:</strong></th>
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<tr>
<td>1. In the Elements of Negligence lesson, students understand the difference between civil and criminal law, understand what tort is and give examples of some torts, identify the three categories of torts (Intentional Torts, Negligence and Strict Liability), and identify the elements of negligence.</td>
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<tr>
<th><strong>Resources/Technology:</strong></th>
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<tbody>
<tr>
<td>Natural Center for Courts</td>
</tr>
<tr>
<td>Teaching Youth Participation in Democracy</td>
</tr>
<tr>
<td>Middle School Resources on Constitution Day</td>
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<tr>
<td>Resources for the Constitution</td>
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</tbody>
</table>
2. In the Abuse of Power lesson, students process the news of the abuse of Iraqi prisoners in American custody and explore international laws that dictate the treatment of prisoners during wartime.

3. The Conflict Resolution lesson provides an understanding of conflict resolution strategies and the practice of assertive communication.

4. In the Constitution Day lesson, students illustrate the structure, function and powers of the government in the United States as established in Articles I, II, and III of the U.S. Constitution. They also describe how the Constitution of the United States provides separation of powers and checks and balances.

5. The McCulloch vs. Maryland (1819) lesson spotlights one of the first and most important Supreme Court cases on federal power. In this case, the Supreme Court held that Congress has implied powers derived from those listed in Article I, Section 8. The “Necessary and Proper” Clause gave Congress the power to establish a national bank. There is a student handout as well as the answer key.

6. In the Marbury vs. Madison, lesson students learn about the creation of the concept of judicial review. They examine the major concepts and the complexities of the Marbury v. Madison case by taking part in a role-playing activity (in which the case before the Supreme Court is reenacted) and by reading the text of Marshall’s opinion in the Marbury case.

7. The Personal and Civic Responsibility lesson has students compare the personal and civic responsibilities of citizens in a constitutional democracy. Students brainstorm a list of what they see as the personal and civic responsibilities of a good citizen.

Sites for Teaching the Constitution
Lesson Plans on Civil Rights
icivics.org
Law Resources
Free Law Related Education Programs and Resources
Constitution Guide PowerPoint
8. The "So you Think you Can Argue?" lesson prepares students for persuasive writing by introducing them to the concept of making an argument. Students discover there’s a difference between “arguing” and making an argument in support of a position, and that making an argument is a learned skill that doesn’t depend on how you feel about an issue.

9. The American Civics lesson allows students to display their knowledge of the Preamble, Bill of Rights, and citizen responsibilities through a written test.

10. The American Civics Unit is a BetterLesson.com unit, #84690. Students explore the foundation of American civics. While the unit is rather compact, the lessons touch on various topics such as: the Preamble of the Constitution, Bill of Rights, citizen responsibilities, and the amendment process for the U.S. Constitution. In addition, the lessons within this unit encourage students to think about how American civic norms differ from those in other countries.

11. The Rule of Law Lesson Plan focuses on the rule of law and how it protects individual rights and freedoms. By performing short, scripted skits that illustrate what life might be like without the rule of law, students identify six factors that make up the rule of law and analyze how each factor affects daily life.

12. In the You've Got Rights Lesson Plan, students learn about the rights guaranteed by the Bill of Rights and other important constitutional amendments.
| 1. The Elements of Negligence Lesson |
| 2. The Abuse of Power Lesson |
| 3. Conflict Resolution Lesson |
| 4. Constitution Day Lesson |
| 4. Constitution Day Teacher Guide |
| 5. McCulloch vs. Maryland Lesson |
| 5. McCulloch vs. Maryland Student Handout |
| 5. McCulloch vs. Maryland Answer Key |
| 6. Marbury vs. Madison Lesson |
| 7. Personal and Civic Responsibility Lesson |
| 8. So You Think You Can Argue Lesson |
| 9. American Civics Lesson |
| 10. American Civics Unit |