



# U·X·L CIVICS

TEACHER'S GUIDE

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Tracey Vasil Biscontini, Rebecca Zukauskas, and  
Mark G. Dziak  
*Julie L. Carnagie, Editor*

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**U•X•L Civics: Teacher's Guide**

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# The US Government

## *This Chapter Covers the Following Information:*

- Functions and purpose of the federal government
- Common types of government: monarchy, dictatorship, oligarchy, republic, and democracy
- Influences leading to the creation of the US government, including the Magna Carta, British philosophers, and early American colonists
- Events leading to the early colonists' independence from Great Britain
- Decisions leading to the ratification of the US Constitution
- Role and purpose of the three branches of the federal government
- Difference between the federal and state governments, and the role of local governments
- Important events in US society, such as the Great Depression and the New Deal, that affected the government and perceptions of civic duty

## Critical Thinking Questions

1. You are the president of the United States. Knowing that one of the federal government's responsibilities is to protect its citizens from attacks, what can you do to meet that responsibility? Consider the terrorist attacks of September 11, 2001, as you form your plan. What do you need to take into consideration?

2. As a citizen, do you think mass media (newspapers, television, radio) and social media impact your awareness and opinion of politics in more of a positive or negative way? If you were a politician, would your answer be the same?
3. Does your school have a document like the US Constitution, which serves as the foundation upon which your school is governed? If so, do you think it is fair? If there is no such document, imagine you are tasked with creating one. How would you go about this? Who would be involved? What would it say?

### Activities Related to Chapter 1

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

#### Activity 1: Poster about a New Deal Program

**Assignment:** Ask students to imagine that they are working with President Franklin D. Roosevelt on a New Deal program. Divide the students into small groups of three or four. Have each group select a New Deal program and then create a poster explaining the program's purpose and benefits. Then, have students give a visual presentation about the program explaining its value. Presentations should be both informative and entertaining.

**Preparation:** After explaining the assignment, arrange the students into small groups. Then, have students select one New Deal program such as the Civilian Conservation Corps (CCC), Works Progress Administration (WPA), Public Works Administration (PWA), or another program. Students may consult the library and Internet websites for more information about the programs as well as ideas for graphics. You can help by finding public-domain photographs to print on the Library of Congress website. Ask students to think about their programs and the effects the programs had as they create their posters.

**Presentation:** After students create their posters, have each group display its work and give a ten-minute presentation about it. The goal of the presentation is to tell about the New Deal program, but it is also important to engage the audience. Suggest that

students use interesting strategies to bring the topics to life, such as distributing handouts with interesting facts or showing pictures (drawings or photographs) of before-and-after scenarios that demonstrate why a particular program is useful. Explore other possibilities to draw upon the knowledge and talents of each student.

**Assessment:** Ask students to consider the following questions: How did your work and actions contribute to your team’s success? What was the hardest part of creating your poster and giving the presentation? What was the best part?

### **Activity 2: Philosophers Debate**

**Assignment:** Ask students to organize a debate among Thomas Hobbes, John Locke, Charles Montesquieu, and Jean-Jacques Rousseau. Students will be expected to create each argument in the debate, basing the debate on historical facts as well as the students’ own dialogue and interpretations. The goal is to both inform and entertain, and all students should find a way to participate. After the debate has concluded, you can lead a whole-class discussion to determine which philosopher had the greatest influence on the formation of the US government and why.

**Preparation:** Divide the class into five groups—a group for each philosopher (Hobbes, Locke, Montesquieu, and Rousseau) and a group of moderators. Each group should conduct research and be prepared to discuss its philosopher’s views on the purpose of government, what rights people are born with and what additional rights they should be granted, and how government should represent its people. Each group should also be prepared to discuss how its philosopher influenced the formation of the US government and the US Constitution. Moderators should work together to research the four philosophers and create a list of questions to ask each group during the debate. They should write these questions on index cards and divide them equally among group members before the debate. For example, moderators may ask “Who should have the power to declare war?” or “Should people have the right to vote for their leaders?” Students representing a philosopher should be appointed a section of the room where they will stand during the debate and be encouraged to decorate this space in a way that reflects their philosopher.



**Presentation:** Students should break into their groups and move to their designated areas. Moderators should stand in the center of the room. They should take turns asking questions and direct each question to a particular “philosopher.” Pay close attention to student answers to make sure they are relevant and correct, and ask students to politely point out any mistakes they may notice. Should a student representing a philosopher answer a question incorrectly, his or her teammates should offer a correct response. Other “philosophers” should have about two or three minutes to indicate why they agree or disagree with the response. The goal of the debate is not to select a winner but to help students understand each philosopher’s contribution to the formation of the US government and the US Constitution. After the debate, have students discuss which philosopher made the most significant contributions and why.

**Assessment:** After the activity, ask students to consider the following questions: How did your work and actions contribute to your team’s success? What was the hardest part about working in a team? Did working in a team help you to learn?

### **Activity 3: Boston Tea Party Newspaper Articles**

**Assignment:** Ask students to imagine they are newspaper reporters writing articles about the Boston Tea Party, including the events leading up to it. Their articles should be objective and answer the questions *Who? What? When? Where? Why?* and *How?* Each should include a lead sentence that will grab the reader’s attention, and at least one quotation from an eyewitness in 1773 that appeared in an actual newspaper article about this event. The student articles should be well-organized and end in a memorable way.

**Preparation:** The first task for students is to use the library and/or a website to research the Boston Tea Party and the events that led to it. They should also look for a quotation or two to incorporate into their articles. You can help them write effectively by having them prepare an outline that includes the following requirements: a lead sentence that grabs the reader’s attention, a main body that answers the questions *Who? What? When? Where? Why?* and *How?*, and a conclusion that ends the article in an interesting way. Students may have to draft their articles several times to assemble the needed information and determine the best patterns of organization.

**Presentation:** After the students have done their research, drafted their articles, and prepared their final copies, they can submit them for grading and/or present them to the class. When evaluating the articles, be sure they are accurate and free of typographical and grammatical errors, and that they meet the criteria stated in the assignment.

**Assessment:** Ask students to consider the following questions: What new skills did you learn? How is writing a newspaper article different from writing a report? Which kind of writing do you prefer? Would you want to be a reporter in a time of great social and political change?

## This Chapter Correlates to the Following Common Core Standards

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

## This Chapter Correlates to the Following National Standards for Civics and Government

### I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?

- A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.

2. **Necessity and purposes of government.** Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

## II. WHAT ARE THE FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?

A. What is the American idea of constitutional government?

1. **The American idea of constitutional government.** Students should be able to explain the essential ideas of American constitutional government.

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# Branches of the Government

## *This Chapter Covers the Following Information:*

- Separation of powers among the legislative, executive, and judicial branches of government
- Checks and balances among the three branches of government
- Structure and responsibilities of the legislative branch
- Organization of and activities that take place within the House of Representatives and the Senate
- Structure and responsibilities of the executive branch
- Powers and duties of the president and the vice president
- Members of the Executive Office of the President
- Members of the cabinet and how they are appointed
- Structure and responsibilities of the judicial branch
- Duties of the United States Supreme Court
- Purposes and roles of lower and special courts

## **Critical Thinking Questions**

1. If you had to design a government from scratch, how would you organize it? Would you divide power between multiple branches? If yes, how would you do it? If no, how would you keep your government from becoming inefficient or oppressive? Would you set up a federalist system, in which smaller administrative bodies have self-governance or would you set up a strong central government? Explain your choice.

2. One of the most common complaints about the design of the US federal government is the way the president of the United States is elected. Do you think the Electoral College works well? Why or why not? Do you think that the two-party political system helps to maintain a stable government or does it prevent progress and reform by preventing new voices and ideas to be heard? Explain your answer.
3. Are there any agencies of the federal government that you think are unnecessary? Why? Are there any agencies that you think need to be created? Why?

## Activities Related to Chapter 2

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

### Activity 1: Write Your Own Bill

**Assignment:** Put students in groups of three and ask them to come up with an idea for a bill for a law that they think should be passed. Students may conduct research online and use classroom and library resources to come up with ideas for their bill. After choosing a topic, each group should draft a bill using the correct format. Then, the groups will present their bills to the class. After each presentation, ask the other students if the bill should be passed and why or why not.

**Preparation:** Students may conduct research online or look at magazines and newspapers that you provide. Remind students that they should choose a topic that is important to them. In addition, explain that the topic of the bill should be somewhat controversial to facilitate conversation. For example, a group might propose a bill for a law that shortens the school year. Such a bill would bring up a number of important questions (Will US children fall behind students in other countries if the school year is shortened? What are the benefits of shortening the school year? How would shortening the school year affect teachers and other school staff members?) that students can discuss. However, remind students that they might want to avoid topics that are too

complex for their audience to understand. For instance, a bill proposing a reorganization of tax brackets might be difficult for all students to grasp.

Students should also format their bill like a real bill. This means that they will need a preamble, a body, and an enactment clause. They should use the preamble to state the reasons why their bill should be passed. The body should be separated into sections and subsections. Each subsection will provide additional details about the information in the bill. The enactment clause is the last section of the bill. This clause explains when the bill will take effect if it is passed.

Provide students with the following outline to help them write their bills:

- Title of Bill
- Preamble: Be it enacted by the students in this class that ... (Include the main idea of the bill here.)
- Section 1: (Add additional information about the bill here. Use these sections to outline the idea behind the bill and then include additional sections if necessary.)
- Section 2: (if necessary)
- Section 3: (if necessary)
- Enactment Clause: (Include a date when the proposed bill would take effect. This date can be more than a year or so in the future.)

**Presentation:** Each group should present their bill to the class. They may want to provide handouts or use an overhead projector so students can read the bill. Students should explain why they think their bill is important and should be passed into law. When the presentation is over, ask the other students what they think of the bill. You may even conduct a vote to see if the students would pass the bill. Remember to ask students why they think the bill should or should not be passed. Ask them what issues might arise from the passing of a certain bill. Allow time for classroom discussion and debate.

**Assessment:** When the activity is over, ask students a few questions. What did they learn from creating their own bill? What was the most difficult part? Do they think the process of writing and presenting bills is necessary?



### **Activity 2: Branches of the Federal Government Game Show**

**Assignment:** Organize a game show in which students answer questions about the executive, legislative, and judicial branches of government. Divide the class into three groups. Start by asking the first group a question. Students within each group will take turns answering questions. If a student answers the question correctly, then another student in the group gets a turn to answer a question. If the student answers incorrectly, then he or she becomes a member of the audience and the turn moves to the next group. The last group that still has a member, or members, not in the audience wins the game.

**Preparation:** Before class, prepare questions for the students to answer. Some examples of appropriate questions for the game might include “Which branch of government has the power to collect taxes?” and “The duties of which branch are detailed in Article II of the Constitution?” Students should review material from the chapter before the game begins. Regardless of which team they are on, students should be prepared to answer questions about all branches of the government. When class begins, divide the students into three groups. Allow students to choose an imaginative group name related to the three branches of government. Some ideas might include the Justice Seekers, the Executive Powers, or the Legislative Lightning. Students may also choose to decorate their desks in team colors or create a banner for their team’s area of the classroom.

**Presentation:** Students should break into their groups and move to their designated areas. You should stand in the center of the room with your questions. Determine which group should go first by asking representatives from each group to draw straws or pick numbers out of a hat. Once the order is determined, you may begin the game by asking the first question.

**Assessment:** When the game is over, ask the students some questions. How did your work and actions contribute to your team’s success? What was the hardest part of about working in a team? Why is working together important in government?

### **Activity 3: Persuasive Essay for or against the Electoral College**

**Assignment:** Ask each student to write a persuasive essay about the Electoral College, the system used to elect the president and vice president. Explain that under this system, the president and the vice

president are not elected by popular vote but by electors. Tell students that a state has the same number of electors as it has members in Congress. This means that some states have many more electors, and therefore more votes, than other states. Each essay should be two to three pages long. Tell students that their essay should include an opening statement that grabs the reader's attention and a clear thesis stating whether the student is for or against the Electoral College and why. Key points should be stated in the body of the essay, and each point should be supported by facts. Students should also include a counterargument and a rebuttal explaining why the counterargument is wrong. Students should summarize their ideas in the conclusion and document their sources.

**Preparation:** Provide time for students to conduct research on the pros and cons of the Electoral College at the library or online. During their research, students should ask themselves whether the country should continue using the Electoral College or abandon it in favor of the popular vote. Once they finish their research, students should create an outline with a working thesis, a list of key points, a strong counterargument, and a rebuttal. After that, they should write a rough draft of their essay and spend time reorganizing their key points to make the essay as persuasive as possible.

**Presentation:** Students should prepare the final version of their essay. Remind students that their essay should be free of typographical and grammatical errors and that it should meet the criteria stated in the assignment.

**Assessment:** After students have turned in their work, ask them some questions. What new information did you learn? How is writing a persuasive essay different from writing a report? Is there anything that you might do differently the next time you write a persuasive essay?

## This Chapter Correlates to the Following Common Core Standards

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

## **This Chapter Correlates to the Following National Standards for Civics and Government**

### **I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?**

A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.
2. **Necessity and purposes of government.** Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

### **II. WHAT ARE THE FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?**

A. What is the American idea of constitutional government?

1. **The American idea of constitutional government.** Students should be able to explain the essential ideas of American constitutional government.

### **III. HOW DOES THE GOVERNMENT ESTABLISHED BY THE CONSTITUTION EMBODY THE PURPOSE, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY?**

A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

1. **Distributing, sharing, and limiting powers of the national government.** Students should be able to explain how the powers of the national government are distributed, shared, and limited.

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# US Political Parties and Presidential Elections

## *This Chapter Covers the Following Information:*

- The history of the two party system in the United States
- Early political parties such as the Federalist Party, the Democratic Republican Party, and the Whig Party
- Other historical parties such as the Prohibition Party and the Populist Party
- Differences between the Republican Party and the Democratic Party, including their core philosophies and views on economics, taxes, gun control, foreign policy, and the environment
- Modern third parties including the Libertarian and Green Parties
- How a candidate is chosen and runs for president

## Critical Thinking Questions

1. Think about the values of the Republican Party and the Democratic Party. If you could form your own political party, what values would you uphold? Would your party be completely different than the Republican Party and the Democratic Party? Would your political party be able to right some of the wrongs you see in politics today? If so, how?
2. Do you think the Electoral College is a fair way to determine who becomes president of the United States? If not, what do you believe would be a more fair strategy that would still honor the fact that voters who live in states with lower populations want their votes to count as much as voters who live in states with larger populations?

3. What qualities are important in a presidential candidate? Why? If you could interview the presidential candidates in the next election, what three questions would you ask each of them? Why did you choose the questions you asked?

### Activities Related to Chapter 3

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

#### Activity 1: Create a Political Party

**Assignment:** Ask students to work in groups to create a political party.

Students may choose a name and symbol for their party and create a poster that provides information about their party. The group members should work together to determine their party's core philosophy and its views about important topics, such as taxes, the minimum wage, gun control, military spending, foreign policy, and the environment. After this, students should choose a problem in the news and decide how their party would respond to it. In a five- to ten-minute presentation, students should tell the class about their political party and discuss their solution to a real-life problem. Students may create a poster to go along with their class presentation.

**Preparation:** First, have students divide into groups. Next, review the core philosophies of both the Democratic and Republican parties and discuss their views on the issues listed above. Ask students to determine how their party feels about these issues. Allow students time to come up with a name and a symbol for their party, and provide materials for them to create a poster that explains some of the beliefs of their political party. When they are finished, ask students to review news websites and newspapers to find a current event or problem. Based on their party's philosophy and values, each group should come up with a solution to a problem. Hand out index cards and ask students to write down what each group member will say during their presentation.

**Presentation:** Before the start of each presentation, ask the presenting group to place its poster where the rest of the class can see it.

Students should begin their presentations by discussing their party's name and symbol. After that, the group should tell the class about their party. Once the group members have discussed their party's philosophy and values, they should explain a problem in the news and provide the class with some background information about the problem. Presenters may write on the chalkboard or provide handouts for their classmates. Then, the group members should explain their potential solution for this problem.

**Assessment:** Once the presentations are over, ask students some questions.

Was it difficult to come up with core values as a group? How did you handle group members who did not agree with suggested values? How did you divide responsibilities for the presentation? Did all group members speak during the presentation? Why or why not?

### **Activity 2: Why Shouldn't the United States Just Print More Money?**

**Assignment:** Ask the students to research an answer to the question "Why shouldn't the United States just print more money?" After that, instruct students to write a two- to three-page essay that answers the question. Students may use the Internet for research, but remind them to document their sources.

**Preparation:** Have students use online resources to find out when and why the United States prints money. Ask them to try to find answers to the following questions: Does money in the United States have value? What will happen to the cost of goods if the country prints more money to give to Americans? If everyone has more money, what will happen to hourly wages and salaries? What could happen to the country in the long run? When students have finished their research, ask them to create an outline of their essay, which should address whether they believe printing more money is a good idea. Remind them to include a strong thesis statement in their outline. After that, students should work on a rough draft of their essay.

**Presentation:** Provide students with time to edit and proofread their work. Remind them that the final version of their essay should be free of typographical and grammatical errors.

**Assessment:** Once students turn in their work, ask them some questions about the activity. What did you learn about money from conducting



your research? Did you know more or less than you expected? What surprised you? What else would you like to know about the topic?

### **Activity 3: Mock Presidential Debate**

**Assignment:** Inform students that they will participate in a mock presidential debate. Divide the class into three or four groups: the Republicans, the Democrats, a third party (optional), and the moderators. Each political group should conduct research on its party's platform and study its views and philosophies. Groups should also research current events that might be discussed during a debate. Each group representing a political party should choose a member to be its presidential candidate. Moderators should prepare questions to ask the candidates. During the debate, students who are not actively involved in the debate should take notes for a whole-class discussion about the debate and the candidates' responses to questions.

**Preparation:** After you have assigned students to their groups, allow time for students to conduct research about their party's position on important issues. Moderators should conduct research about each party while drafting questions to ask political candidates. Once group members are familiar with their party, they should research current events and consider how each party would resolve related conflicts. Then group members should choose a candidate and help their candidate prepare for the debate.

**Presentation:** Students may decorate the classroom on the day of the debate. During the debate, moderators should take turns asking the candidates questions. Group members who are not candidates should sit in the audience. They should quietly take notes about candidates' responses to the moderators' questions. After the debate or during the next class, engage students in a discussion about whether the candidates' responses were on target for their particular party.

**Assessment:** Once the debate is over, ask students a few questions. What did you learn about the philosophies and values of certain political parties? What surprised you about what you learned? What would you have changed about your participation in the debate if you could?

## This Chapter Correlates to the Following Common Core Standards

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

## This Chapter Correlates to the Following National Standards for Civics and Government

### I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?

A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.
2. **Necessity and purposes of government.** Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

### II. HOW DOES THE GOVERNMENT ESTABLISHED BY THE CONSTITUTION EMBODY THE PURPOSE, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY?

A. How does the American political system provide for choice and opportunities for participation?

1. **Political parties, campaigns, and elections.** Students should be able to explain how political parties, campaigns, and elections

provide opportunities for citizens to participate in the political process.

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# Influencing the Government

## *This Chapter Covers the Following Information:*

- The essential purpose of a government and factors that affect government
- Early influences on the US government, including the Magna Carta and European philosophers
- The first written codes of law in what would become the United States
- The importance of grassroots and civil rights activism in affecting government
- Ways in which wars and protests affect lawmaking
- Political and corporate effects and corruption in government policy
- Influences of political activists, lobbyists, and parties
- The importance of social media and satire in swaying political policies and opinions

## Critical Thinking Questions

1. Think about the town you live in. What are some of the problems you know of that affect its citizens? How could you solve those problems? Could you solve the problems alone or would you need help? What kind of help would you need?
2. Would you ever involve yourself in an act of civil disobedience? If so, what would make an issue important enough for you to get involved?

3. What kinds of changes should the media make in order to make politics and political issues more interesting and important to young people? Would you like to see more or less of something? Is the tone of a news report as important as the story? What makes a news source reliable?

## Activities Related to Chapter 4

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

### Activity 1: The Magna Carta and the US Constitution

**Assignment:** Ask students to review the main points of the Magna Carta and the US Constitution. In teams, students should compare and contrast these points and write down their findings. Later in a class discussion, the teams should explain how and why these documents differ. You may also challenge students to speculate on why the Founding Fathers chose to include some aspects of the Magna Carta and discarded others when creating the US Constitution.

**Preparation:** Find text versions of the Magna Carta and the US Constitution. It will likely also help to find explanatory material and simplified outlines of the documents' main points. Provide this material to students to set the groundwork for the activity. After ensuring that students understand how to compare and contrast materials, place students into small or medium-sized groups and ask them to list similarities and differences between the documents.

**Presentation:** After students have compared and contrasted the documents, you may lead a class discussion about their findings. Ask each group to contribute one similarity and one difference between the documents and list them on the board. Ask groups to speculate on the reasons for the similarities and differences. You may want to assign one member of each group to write down the group ideas and another member to present them to the class.

**Assessment:** Ask students to consider the following questions: What did you learn about comparing and contrasting? Did this

activity help you to gain a new perspective on the government? Why do you think leaders must constantly review and update founding documents?

### **Activity 2: Starting a Grassroots Movement**

**Assignment:** After reviewing material about grassroots activism, ask students to choose a debatable position related to government policy and create a poster or website design plan to promote that position. The poster or website should motivate viewers to action and set out a plan for bringing change, possibly through demonstrations, rallies, petitions, or protests. The students may work by themselves or in teams.

**Preparation:** Ensure that students understand how grassroots activism works and provide some examples (such as the civil rights movement in the text or even the presidential campaign of Barack Obama). Then, help them formulate positions on topics that affect politics. These topics may be broad, such as equal rights, or more localized, such as bringing change in a local community. Provide art materials and help students brainstorm ways to create artwork that can spread their ideas and motivate people to participate in a grassroots movement.

**Presentation:** When students are finished with their work, have students explain their posters or website designs to the class. Then, collect and evaluate the work. Look for designs that communicate the topic suitably, show a clear position, and give motivation and information people would need to join the movement.

**Assessment:** After the activity, ask students the following questions: How are grassroots movements important? How can they overcome the gap between individual citizens and the highest powers of government? Would you want to participate in the grassroots movement you outlined in this activity? Why or why not?

### **Activity 3: Candidate Campaign Plans**

**Assignment:** Students, working by themselves or in teams, should outline an imaginary campaign meant to sway voters to choose a particular political candidate. The candidate may be a real government leader, a fictional one, or even one of the students in the class. The media campaign may use (imaginary) television or radio ads, social media



applications, lobbying plans, or other features such as rallies and endorsements. Encourage students to use their imaginations, but ask them to make their campaigns somewhat realistic in nature.

**Preparation:** Carefully review the material in the text about how various forces in politics and media influence campaigns. Discuss some of these methods and anecdotes from the text. Then, ask students to create their own campaigns to publicize and promote a particular candidate, real or fictional. Students may use different approaches, but they should be imaginative and compelling. Ask students to base their plans on mostly realistic ideas; if students present plans you feel are unrealistic, ask them to justify their reasoning.

**Presentation:** Once students have had sufficient time to plan their campaigns, have them present the campaigns to the class. You may ask students in the “audience” to vote for the most compelling ones or to assess the methods that were used to promote the candidates. When evaluating student work, look for originality and effectiveness.

**Assessment:** Ask students to consider the following questions: How do the media and forces outside of politics affect the government and voter perceptions? In what ways are these effects beneficial or harmful to the political process? Would you enjoy being a campaign manager? Why or why not?

### This Chapter Correlates to the Following Common Core Standards

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

## This Chapter Correlates to the Following National Standards for Civics and Government

### I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?

A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.
2. **Necessity and purposes of government.** Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

B. What are the essential characteristics of limited and unlimited government?

1. **Limited and unlimited governments.** Students should be able to describe the essential characteristics of limited and unlimited governments.
2. **The rule of law.** Students should be able to explain the importance of the rule of law for the protection of individual rights and the common good.

C. What are the nature and purposes of constitutions?

1. **Concepts of “constitution.”** Students should be able to explain alternative uses of the term constitution and to distinguish between governments with a constitution and a constitutional government.
2. **Purposes and uses of constitutions.** Students should be able to explain the various purposes constitutions serve.

3. **Conditions under which constitutional government flourishes.** Students should be able to explain those conditions that are essential for the flourishing of constitutional government.
- D. What are alternative ways of organizing constitutional governments?
1. **Shared powers and parliamentary systems.** Students should be able to describe the major characteristics of systems of shared powers and of parliamentary systems.
  2. **Confederal, federal, and unitary systems.** Students should be able to explain the advantages and disadvantages of confederal, federal, and unitary systems of government.

## II. WHAT ARE THE FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?

- A. What is the American idea of constitutional government?
1. **The American idea of constitutional government.** Students should be able to explain the essential ideas of American constitutional government.
- B. What are the distinctive characteristics of American society?
1. **Distinctive characteristics of American society.** Students should be able to identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society.
  2. **The role of voluntarism in American life.** Students should be able to evaluate, take, and defend positions on the importance of voluntarism in American society.
  3. **Diversity in American society.** Students should be able to evaluate, take, and defend positions on the value and challenges of diversity in American life.

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# The Government and the Economy

## *This Chapter Covers the Following Information:*

- The history and constitutional basis for government interaction in the economy
- The reasons for increased government involvement in the economy over time
- The people and events that helped shape the government's modern relationship with the economy
- The causes of economic problems in the twenty first century and the government's response to these problems
- The six economic functions of the government and the issues surrounding these functions
- How the government generates income
- How the government allocates its funds
- The government's fiscal and monetary policies

## Critical Thinking Questions

1. A fundamental disagreement between conservative and liberal politicians is the extent to which the government should be involved in the economy. What is your opinion? Do you think the government should take an active role in guiding and regulating the economy? Or do you think the government should intrude as little as possible into the realm of trade and commerce, doing as little as necessary to ensure cohesion and stability?

2. Do you think monopolies should be allowed to exist as the natural victors of a capitalist economy that inspires competition or do you agree with the regulations that protect competition by containing monopolies?
3. There are hundreds of federal offices and agencies responsible for managing different aspects of the economy, enforcing standards ranging from food safety to units of weight and measure. Are there any regulations that exist that you think are unnecessary? Are there any regulations that do not exist that you think should?

### Activities Related to Chapter 5

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

#### Activity 1: Stock Market Crash Scenes

**Assignment:** Students will work in three groups to create a three-scene play about the stock market crash of 1929. They will use print and online resources to research the events leading up to the crash, the panic Americans felt during the crash, and the effects the crash had on the national economy. Each group will then write a scene about their topic. One student from each group will act as a director. Some students will perform various roles in the scene, while other students will assist the director by making props, creating any necessary sound effects, and taking care of other off-stage duties. When all three scenes have been performed, you may lead a class discussion about the scenes.

**Preparation:** Divide students into three groups. Each group will work on a different scene. One group will create a scene that explains an event or events that contributed to the stock market crash. The second group should write a scene that demonstrates the panic that people felt when the market crashed. The third group should focus on showing the effects of the stock market crash. Provide students with time to research their topics. Students may use the Internet or browse the library for other resources. After finishing their research, students should work together to create a short scene (about five to eight minutes) about their topic.

After writing their scene, the students in each group should select a director, actors, prop manager, costume manager, and stage helpers. Students may create props and costumes using classroom supplies, or they may bring in these items from home for use on the day of their presentation. The prop and costume managers should work with the director and the stage helpers to determine who will create and/or bring certain items. Allow each group sufficient time to rehearse their scenes. Remind actors that they should try to memorize their lines.

**Presentation:** Scenes should be performed in order. The group that worked on a scene about an event or events leading up to the crash should go first. The scene about the panic people felt should come next, followed by the scene about the effects of the crash. Students who are not involved in a group performance should sit in the audience and take notes for a class discussion. Once the performances are over, lead the students in a class discussion about the events portrayed in the scenes.

**Assessment:** When the scenes are finished, ask the students some questions. Were the scenes factually accurate? Were events dramatized for effect? Did the scenes work together to create a unified play? If not, how could the scenes have been improved? Did working on the scenes provide a deeper understanding of the causes and effects of the stock market crash? How so?

### **Activity 2: Great Recession Mock Trial**

**Assignment:** Students will participate in a mock trial during which they attempt to determine who is most at fault for the Great Recession of the late 2000s: the government or the banks and lending institutions. Students will be divided into three groups: the defense for the government, the defense for the banks and lending institutions, and the jury. The two defense groups will use the Internet and/or the library to research their “client’s” involvement in the recession. During the trial, each side will present its case to the jury, explaining why its client is not most at fault for the recession. The jury will listen, take notes, and ask each side questions. In the end, the jury will work together to come to a decision. Who is most at fault? Are both sides equally at fault?



**Preparation:** Discuss the Great Recession in class. After your discussion, explain the mock trial to students and divide them into the three groups. Provide the defense groups with time to use the Internet or go to the library to find facts that will support their case. During this time, provide the members of the jury with some general articles about the recession. Try to find articles that do not place blame solely on the government or the banks and lending institutions. Rather, these articles should provide students with a more general overview of the topic to help them formulate questions to ask during the trial. When the defense groups have finished their research, have them write up a short speech (about three to five minutes) that sums up their case. Each group should elect one representative to read the speech to the jury; however, all members from each defense group should be prepared to answer questions from the jury.

**Presentation:** Flip a coin or have students draw straws to determine which group goes first. The representative from the first group should present his or her case to the jury. Remind jury members that they should listen carefully and take notes during this speech. When the speech is over, the representative from the next group goes. After both speeches have been presented, the jury will have time to ask both sides questions. Before the questions start, remind both defense groups that they should not talk while the other group is answering the jury's questions. When the jury has finished asking questions, allow them to go to a quiet place to discuss their decision. After the jury finishes their discussion, have them present their decision to the class. Ask the jury members how and why they came to this decision. Ask the members of the defense groups if they agree or disagree with the jury's decision and ask them to explain their answers.

**Assessment:** After the trial, ask the students some more questions. Do you feel that one group was more at fault for the Great Recession? Why or why not? What could the government and the banks and lending institutions have done differently to prevent the recession? Do you think that the government did a good job handling the effects of the recession? What could have been improved?

### **Activity 3: Create a Budget**

**Assignment:** In this activity, students will create a fake federal budget. Students will work in groups that will attempt to mimic the

government groups that work on the federal budget. One group will represent the president's role in this process, another will represent the House of Representatives, and the last group will represent the Senate. Students will have a deadline to pass a budget. If the deadline is not met, the groups will need to work on a compromise to get the budget passed. To simplify things, it may be best to leave mandatory and discretionary spending matters out of the classroom budget. The main idea of the activity is to ask students to determine how much money should go to each category and see if they can work together to create a balanced budget.

**Preparation:** Come up with a fake monetary amount for the students to work with. It may be best to work with a round number (such as \$1 billion) to avoid confusion with percentages. Break the students into three groups. One group will represent the president, one will represent the House of Representatives, and one will represent the Senate. On the chalkboard, list twelve spending categories. These categories may be the ones used by the government for discretionary spending (military; education; veteran's benefits; government; housing and community; Medicare and health; social security and unemployment and labor; energy and environment; international affairs; science; transportation; and food and agriculture), or you may choose to come up with your own categories for this mock budget.

First, have the presidential group create a proposed budget. Explain that they must decide what percentage of the government's funds will go toward each category. It may be best to ask students to create a pie chart so that the other groups can clearly see where the money is going. While the presidential group is doing this, ask the other groups to discuss the categories you have listed on the board. Do they already have opinions about which categories are most important? Remind students that they will need to work together to pass the budget by your proposed deadline. It may be best to give the students two class periods to work on this.

**Presentation:** When the presidential group is done, they will present their proposed budget to the groups representing the House and the Senate. The House and Senate groups will review the proposed budget and debate any changes they might want to make. Inform students that, when making decisions during this phase, it may be easiest to adopt a "majority rules" policy for any votes they hold.

Once the House and Senate groups have finalized any changes, they must present their revised budget to the Presidential group. The Presidential group should review the budget and decide whether to sign it or veto it. Remind all groups that they must work out some sort of compromise if the budget is not passed by the deadline.

**Assessment:** When the activity is over, ask the students the following questions: Was it difficult to determine where the money would go? What motivated your decisions to allocate funds in the ways that you did? How did the different groups work together? What problems did you encounter when trying to pass the budget?

### This Chapter Correlates to the Following Common Core Standards

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.

Distinguish among fact, opinion, and reasoned judgment in a text.

### This Chapter Correlates to the Following National Standards for Civics and Government

#### I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?

A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.
2. **Necessity and purposes of government.** Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

## II. HOW DOES THE GOVERNMENT ESTABLISHED BY THE CONSTITUTION EMBODY THE PURPOSES, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY?

- A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
1. **Distributing, sharing, and limiting powers of the national government.** Students should be able to explain how the powers of the national government are distributed, shared, and limited.
- B. What does the national government do?
1. **Major responsibilities for domestic and foreign policy.** Students should be able to explain the major responsibilities of the national government for domestic and foreign policy.
  2. **Financing government through taxation.** Students should be able to explain the necessity of taxes and the purposes for which taxes are used.

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# Citizenship in the United States

## *This Chapter Covers the Following Information:*

- The meaning of civics—the study of the rights and responsibilities of citizens
- The effects of immigration and the experiences of immigrants to the United States
- The methods by which a person may gain citizenship in the United States
- The civic rights and responsibilities guaranteed to US citizens
- The branches of the federal government and the functions of state and local governments
- Some attitudes and activities that demonstrate good citizenship
- The importance and effects of campaigns and petitions

## **Critical Thinking Questions**

1. If you could change one rule or law at your school, what would it be and how would you go about changing it?
2. Imagine life in the late 1800s and early 1900s, before the advent of cell phones, technology, and social media. As an immigrant traveling alone, what do you think would be some of the most difficult challenges you would face going through the immigration process and how would you respond to them?

3. What are some of the ways in which you are an effective citizen? How could you do more?

## Activities Related to Chapter 6

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

### Activity 1: Investigating Immigration

**Assignment:** After students have learned about the immigrant experience in the United States, ask them to prepare a report and presentation about one person who immigrated to the country. This person may be a relative, friend, neighbor, or even the student. The student may also choose to work with a historical figure. Students should compile a profile of the person that includes biographical information, a map showing where he or she originally lived, and facts or anecdotes relating to the person's reasons for immigrating and his or her experiences in doing so.

**Preparation:** Ensure that students understand the background information on the immigrant experience. Give them examples of immigrants, both famous and not-so-famous, and help them think of good candidates to research. Make research suggestions for students, such as interviewing family members, checking family trees, or accessing immigration records online or at the library.

**Presentation:** When students complete their research, assemble the students into small groups. Ask them to compare and contrast their findings, searching for ways in which the experiences of immigrants are similar and different. Later, have each student report his and her findings and lead a class discussion about what the students learned from the activity.

**Assessment:** After the activity, ask students to consider the following questions: What have you learned about the immigrant experience from this activity? In what ways has immigration improved life in the United States? How would you feel if you were moving to a new country?

**Activity 2: Acting Out Rights and Responsibilities**

**Assignment:** When students have learned about citizenship in the United States, ask them to develop short skits that demonstrate some citizen rights and responsibilities. Students, working alone or in groups, should write short scripts for their skits. Each script should include one or more characters and a scenario that involves at least one right or responsibility. Students may gain extra credit for addressing multiple rights or responsibilities in their skits. The students will then act out their skits for the class.

**Preparation:** First, review the information in the text about the rights and responsibilities of US citizens, and help students brainstorm about real-life scenarios in which citizens can exercise rights or must take on responsibilities. Then, have the students, alone or in small groups, write skits that demonstrate one or more of these rights and responsibilities in dramatic form. Circulate among the students, offering help and suggestions. You may also want to gather some simple props for use in the skits, if needed, or provide materials (paper, glue, markers, cardboard, and so on) for the students to make their own props.

**Presentation:** When students have completed their scripts, ask them to perform the skits for the class. The skits should clearly demonstrate at least one right or responsibility of US citizens in a clear, accurate, and interesting way. Assess the skits by their accuracy, imagination, and how well they engage the audience.

**Assessment:** When the activity is over, ask students some questions. Why is it important to be a citizen? What benefits do citizens have? Are the benefits important and valuable enough to make the responsibilities worthwhile? Why or why not?

**Activity 3: “Wanted: Good Citizens” Poster**

**Assignment:** Following the lessons on citizenship, ask students to create posters that display some of the characteristics and behaviors of good citizens. These posters may be designed to resemble employment advertisements or the famous “Wanted” posters of the Wild West. Each poster should list qualities of good citizens and include pictures (drawn, printed from the Internet, or cut from newspapers



or magazines) showing people demonstrating positive citizenship behaviors.

**Preparation:** Review lessons on citizenship with students and ask students to brainstorm ways in which people can demonstrate good citizenship. Then, introduce the poster activity and show some examples of employment advertisements and “Wanted” posters. Give students time to find pictures online and provide newspapers and magazines from which students may cut out images. Check on students as they work and help them if they have questions or difficulties.

**Presentation:** When students are finished with their posters, you may display the posters and ask students to explain their choices. The posters may then lead into a class discussion of good citizenship behaviors. Assess student work based on accurate information, creative thinking, and the effort put into the assignment.

**Assessment:** Ask students to consider the following questions: Why is it important for citizens to act in a certain way? If everyone were a good citizen, how would the country be different? Is it easy or difficult to be a good citizen? Why or why not?

## This Chapter Correlates to the Following Common Core Standards

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

## This Chapter Correlates to the Following National Standards for Civics and Government

### I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?

A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.
2. **Necessity and purposes of government.** Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

B. What are alternative ways of organizing constitutional governments?

1. **Shared powers and parliamentary systems.** Students should be able to describe the major characteristics of systems of shared powers and of parliamentary systems.

### II. WHAT ARE THE FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?

A. What is the American idea of constitutional government?

1. **The American idea of constitutional government.** Students should be able to explain the essential ideas of American constitutional government.

B. What are the distinctive characteristics of American society?

1. **Distinctive characteristics of American society.** Students should be able to identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society.
2. **The role of voluntarism in American life.** Students should be able to evaluate, take, and defend positions on the importance of voluntarism in American society.
3. **Diversity in American society.** Students should be able to evaluate, take, and defend positions on the value and challenges of diversity in American life.

### III. HOW DOES THE GOVERNMENT ESTABLISHED BY THE CONSTITUTION EMBODY THE PURPOSES, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY?

A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

1. **Distributing, sharing, and limiting powers of the national government.** Students should be able to explain how the powers of the national government are distributed, shared, and limited.

#### IV. WHAT ARE THE ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY?

- A. What is citizenship?
- B. What are the rights of citizens?
- C. What are the responsibilities of citizens?
- D. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
- E. How can citizens take part in civic life?

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# Creating the US Constitution

## *This Chapter Covers the Following Information:*

- The events leading up to the Revolutionary War, and how the revolution led to the need for a new system of government in America
- The problems with the Articles of Confederation
- The issues debated at the Constitutional Convention, including how states would be represented in the government and how power would be balanced between the states and the federal government
- How the Connecticut Compromise and the Three Fifths Compromise settled disputes among the states during the convention
- How the delegates of the Constitutional Convention devised a governmental system of checks and balances
- How the delegates determined the powers of and the term lengths for certain federal officials, including the president, and how they addressed the question of slavery
- How the delegates developed a process for amending the Constitution in the future
- Issues with the ratification of the Constitution
- The adoption of the Bill of Rights and the addition of subsequent amendments to the Constitution

## Critical Thinking Questions

1. The entire process of creating the US Constitution was based on compromise. The most prominent compromise was that between those for and those against having a strong central government. Looking at the United States today, do you think the proper balance of power exists between the states and the federal government? What, if anything, would you change?
2. Once nine states ratified the US Constitution, it went in to effect. At that point it was possible that no other states would ratify it. If the remaining states had refused to ratify the Constitution and were not part of the Union, how do you think the history of the country would be different? Without the large and wealthy states of Virginia and New York (which were not among the first nine states to ratify the Constitution), do you think the United States would still have been successful?
3. It is very difficult for the Constitution to be amended, and for good reason—its designers wanted the document to remain simple and easy to interpret, rather than subject to constant change as political tides rose and fell. Looking at the list of amendments in the appendix, are there any amendments to the Constitution that don't exist, that you think should? Are there any that do exist, that you do not think should exist? Why?

## Activities Related to Chapter 7

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

### Activity 1: Constitutional Convention Yearbook

**Assignment:** In this activity, students will research a delegate to the Constitutional Convention. They may use the Internet and/or the library for their research. Students will use their research to write a short biography (one to two pages) about their chosen delegate. Depending on the size of your class, you may have students choose the delegate they wish to write about or you may assign delegates to students. The students should also include a picture (if possible) of the delegate with their biography. After all the biographies are turned in,

the students can put them together in a Constitutional Convention “yearbook.”

**Preparation:** Determine whether you will assign students delegates or allow them to choose their own. After the students have their delegates, provide time for them to conduct research. Remind students to look at a variety of sources, including primary and secondary sources. In addition, students should cite the sources they use. If necessary, discuss the proper format for citing different sources. When students have finished their research, have them write their biographies. Students should include some basic information in each biography. They should note which state the delegate represented and include the delegate’s educational and work backgrounds. If possible, they should also discuss the delegate’s role in the Constitutional Convention.

**Presentation:** Tell students that the final version of their work should be free of typographical and grammatical errors. Remind them that they should also include a picture of their delegate in their final draft, if possible. Once the students have handed in their work, they can put the biographies together in a yearbook.

**Assessment:** When the activity is over, ask the students some questions. What was the most surprising thing you learned about your delegate? Why was it surprising? Were you able to determine if your delegate played a significant role in the Constitutional Convention? If so, what effect did your delegate have on the proceedings?

### **Activity 2: State Powers Versus Federal Powers Game**

**Assignment:** In this activity, students will be divided into two teams to play a game in which they will identify state and federal powers. During each round, a representative from one team will face off against a representative from the other team. The representatives will have to determine if a particular power is a state power, a federal power, or a shared power. The representatives will write “the states,” “the federal government,” or “both” on a piece of paper during their turn (like contestants do in the final round of *Jeopardy!*). Groups will be awarded one point for each correct answer. They will not be penalized for incorrect responses. The team that has the most points at the end of the game wins.



**Preparation:** Discuss the state and federal powers established by the Constitution with students and explain that they will play a game that focuses on these powers during the next class period. Before the game, write down the questions you will ask students. Some examples might include “Who has the power to issue licenses?” and “Who has the power to establish post offices?” When class begins, divide the students into two teams (if you have a large class, you may want to divide the students into three teams so everyone has the chance to answer a question). If time allows, you may encourage students to come up with a team name and create a banner for their team. Have the students on both teams write their names on pieces of paper and fold them up. Then put the names into separate containers. During the game, you will draw names from each container to determine which students will play during each round.

**Presentation:** Draw two names and call the first representatives to the front of the room. Remind the students who are not playing that they cannot call out answers to their teammates. They must be quiet. Ask the two representatives a question. The students will write “the states,” “the federal government,” or “both” on a piece of paper and then show their answers to you and the class. The representatives may come up with the same answer. This is fine. Points are only awarded for correct answers. Continue playing until every student has had a chance to answer a question. The team with the most points at the end wins the game.

**Assessment:** When the activity is over, ask the students the following questions: Are there any powers that belong to the federal government that you believe should belong to the states, or vice versa? Which powers? What problems might arise if the states or the federal government gained more powers? How might this affect citizens?

### **Activity 3: Create Your Own Amendment**

**Assignment:** In this activity, students will create their own amendments to the Constitution. Students will work in groups of four or five to draft an amendment. Then, they will present their amendment to the class. The class will vote on whether to ratify the amendment. Three-fourths of the class must vote in favor of the amendment for it to be ratified.

**Preparation:** Explain the process of amending the Constitution to the students. Then, inform students that they will work in groups of four or five to come up with a proposed amendment. Allow students time to do some research on the Constitutional amendments. They may use the Internet or go to the library. Remind students that an amendment can do one of two things: it can repeal an already existing amendment or it can add something new to the Constitution. Tell students that looking at the existing amendments might generate ideas for their amendment. Reading the language of the amendments could also help the students with the wording of their own amendment.

The members of each group should work together to come up with an amendment. Then, they must create a two- to three-minute presentation for the class. In this presentation, they should describe their amendment and explain why they think the class should ratify it. Remind students that they will need three-fourths of the class to ratify their amendment, so their presentation should be as persuasive as possible. Each group should select one student to give the presentation to the class. Students may also choose to create posters or handouts for use during their presentation.

**Presentation:** A speaker from each group will present their amendment to the class. Encourage students to take notes during another group's presentation. After each group's presentation, provide time for students in the audience to ask questions about the proposed amendment. Once the presentations are over, students will vote on whether or not to ratify the amendments. An amendment will be considered ratified if three-fourths of the students vote in favor of it.

**Assessment:** After the activity, ask students the following questions: Why are amendments important? Do you think the Constitution should have more amendments? Why or why not? Do you think that the process for amending the Constitution is fair? Why or why not?

## This Chapter Correlates to the Following Common Core Standards

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text’s description of a process related to history/ social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

## **This Chapter Correlates to the Following National Standards for Civics and Government**

### **I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?**

A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.
2. **Necessity and purposes of government.** Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

B. What are the nature and purposes of constitutions?

1. **Concepts of “constitution.”** Students should be able to explain alternative uses of the term constitution and to distinguish between governments with a constitution and a constitutional government.
2. **Purposes and uses of constitutions.** Students should be able to explain the various purposes constitutions serve.
3. **Conditions under which constitutional government flourishes.** Students should be able to explain those conditions that are essential for the flourishing of constitutional government.

### **I. HOW DOES THE GOVERNMENT ESTABLISHED BY THE CONSTITUTION EMBODY THE PURPOSES, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY?**

A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

1. **Distributing, sharing, and limiting powers of the national government.** Students should be able to explain how the powers of the national government are distributed, shared, and limited.

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# Amendments to the US Constitution

## *This Chapter Covers the Following Information:*

- The events and debates leading to the creation of the US Constitution
- Reasons why lawmakers decided to allow amendments to the Constitution
- The importance of the Bill of Rights in protecting citizens' freedoms
- The meaning and purpose of each of the ten amendments in the Bill of Rights
- The process by which new amendments are proposed, considered, and enacted
- How the Bill of Rights applies to important legal cases and social issues

## Critical Thinking Questions

1. In the town or state that you live in, is there a law you believe should not exist because you believe it is wrong? If so, do you believe it is wrong because you simply have a different opinion than a person who believes in the law, or do you think there is something in the law that is unfair? Think back in history and identify a law that was wrong and was changed by a court. Think of a current law where two sides severely disagree.
2. Think about social changes that have occurred such as the advancement of technology (computers, social media, smartphones, etc.). How do you think the Founding Fathers would have approached the

writing of the Bill of Rights today? Do you think they would have asked for feedback from common citizens while writing it using such media as Facebook or Twitter?

3. Many important Supreme Court trials have involved students' rights. Several are mentioned in this chapter, including *Tinker v. Des Moines Independent Community School District* (which involved free speech) and *Brown v. Board of Education of Topeka*. Can you think of situations or disagreements that have arisen in your school that required school administration intervention? In those cases, were you satisfied with how the problem was addressed? Was it a serious enough issue that you think it could or should have led to a trial?

## Activities Related to Chapter 8

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

### Activity 1: The Missing Amendments

**Assignment:** After discussing the creation of the Bill of Rights, point out to students that there had been other amendments proposed for the Bill of Rights that were not agreed upon at the time. Assign students a reading prompt about this little-known fact from Constitutional history. There are several good articles available online. One example can be found at <http://teachinghistory.org/history-content/ask-a-historian/21861>. After the students have read the article, ask them to write a paragraph or two discussing some reasons why the amendments may not have been accepted at the time but proved important at a later date.

**Preparation:** The students must have a working knowledge of the Bill of Rights and the amendment process. To prepare for this activity, find information about the missing amendments in books or on the Internet. Assign one or more articles to the class as reading prompts. Then, have students write short essays giving some possible reasons why the amendments were not accepted during the drafting of the Bill of Rights but are still important today.

**Presentation:** You may encourage students to read or discuss their essays with the class or lead a class discussion of some of the student theories on this matter. If you collect the essays for grading, assess the students based on their accurate use of knowledge, their creative thinking, and their clarity of expression.

**Assessment:** Ask students a few questions. Why is it important for leaders to agree on laws? How is the Constitution designed to constantly grow and change? How do amendments reflect the concerns of leaders and citizens?

### **Activity 2: Rights of the Accused**

**Assignment:** Several of the amendments in the Bill of Rights affect the rights of people accused of crimes. In this activity, present students with one or more legal scenarios (real or fictional) and ask them to serve as defense attorneys, using the Bill of Rights to defend the accused.

**Preparation:** Prepare one or more legal scenarios in which people are charged with a crime. Be sure to include Constitutional violations in the scenario. For instance, you may write, “Police heard rumors that Sam Smith may have stolen money from a local shop. The police raided Smith’s home and found several hundred dollars. Smith was immediately arrested and kept in jail for two years awaiting trial. During his trial, a group of powerful businesspeople forced him to admit guilt and then sentenced him to be tortured.” (This example contains violations of Amendments 4 through 8.) Ask students, working individually or in small groups, to analyze the case and use the Bill of Rights to write and present a defense for the accused.

**Presentation:** You may assess the students’ work as written, or ask students to present their ideas in a simulated courtroom setting. In the former case, be sure to assess student’s accurate representation of facts and ideas, clarity of thinking, and creativity. In the latter case, you may ask students to make a ruling determining which defense attorney was most effective in defending his or her client.

**Assessment:** After the activity, ask students to consider the following questions: Why does the Bill of Rights most likely defend accused people? What must have prompted early leaders to guarantee such protections? What would life in the United States be like without these protections?



### **Activity 3: Matching and Elaborating**

**Assignment:** Once students are familiar with the amendments, challenge them to match each of the first ten amendments to their purposes. For each amendment, have students write a short narrative example of the amendment at work and ask them to provide an example of what life might be like without that amendment.

**Preparation:** Create a simple handout containing two columns. On the left, list the numbered amendments from one to ten. On the right, provide summaries explaining the purpose of each amendment, placed in random order. Ask students to connect each amendment with its purpose. Then, for each amendment, have students write two short narratives. One describes a situation in which the amendment is needed. The other describes what life would be like if the amendment were revoked or had never been adopted in the first place.

**Presentation:** When students are finished with the activity, you may collect their papers or use them in a class discussion. In the former case, be sure to assess not only correct answers but also accurate and imaginative narratives. In the latter case, check the matching part of the activity as a class and then ask students to volunteer narratives. Use their ideas to begin discussions of the various rights and protections in the Bill of Rights.

**Assessment:** Ask students to consider these questions: What is the purpose of the Bill of Rights? Why did the Founding Fathers think it was so important? What might be different about life today if there were no Bill of Rights?

## **This Chapter Correlates to the Following Common Core Standards**

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

## This Chapter Correlates to the Following National Standards for Civics and Government

### I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?

A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.
2. **Necessity and purposes of government.** Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

B. What are the essential characteristics of limited and unlimited government?

II. **The rule of law.** Students should be able to explain the importance of the rule of law for the protection of individual rights and the common good.

A. What are the nature and purposes of constitutions?

1. **Concepts of “constitution.”** Students should be able to explain alternative uses of the term constitution and to distinguish between governments with a constitution and a constitutional government.
2. **Purposes and uses of constitutions.** Students should be able to explain the various purposes constitutions serve.

### III. WHAT ARE THE FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?

- A. What is the American idea of constitutional government?
1. **The American idea of constitutional government.** Students should be able to explain the essential ideas of American constitutional government.

### IV. HOW DOES THE GOVERNMENT ESTABLISHED BY THE CONSTITUTION EMBODY THE PURPOSES, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY?

- A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
1. **Distributing, sharing, and limiting powers of the national government.** Students should be able to explain how the powers of the national government are distributed, shared, and limited.
  2. **Sharing of powers between the national and state governments.** Students should be able to explain how and why powers are distributed and shared between national and state governments in the federal system.
- B. What does the national government do?
1. **Major responsibilities for domestic and foreign policy.** Students should be able to explain the major responsibilities of the national government for domestic and foreign policy.

### V. WHAT ARE THE ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY?

- A. What are the rights of citizens?
- B. What are the responsibilities of citizens?

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# The American Civil War and Reconstruction

## *This Chapter Covers the Following Information:*

- The causes of the American Civil War, including the controversy over slavery in the United States
- The secession of the Southern states following the election of President Abraham Lincoln in 1860
- The signing of the Emancipation Proclamation
- Major fought battles during the war, including the Battle of Gettysburg
- The Constitutional amendments that were adopted after the war
- The efforts made to reconstruct the Union
- The Black Codes and other attempts made by Southerners to deny newly freed African Americans their civil rights
- The controversy surrounding the election of 1876 and how it affected Reconstruction

## Critical Thinking Questions

1. In what ways might Reconstruction have looked different if President Abraham Lincoln had not been assassinated?
2. Imagine someone you knew was a member of the Ku Klux Klan? Would you try to change his mind? What would you do if you could not?

3. Imagine you are a newly emancipated slave in the South just after the American Civil War. What would be more important to you, exercising your right to vote or receiving a plot of land? Why?

## Activities Related to Chapter 9

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

### Activity 1: Political Cartoon Activity

**Assignment:** In this activity, students will create political cartoons based on issues or events that took place during the Civil War and Reconstruction. Students will learn about political cartoons and view some cartoons from the Civil War and Reconstruction eras. When they are finished, students will display their work around the classroom.

**Preparation:** Explain to students that political cartoons are cartoons that attempt to make a statement about an important issue or event. Political cartoonists accomplish this by using various techniques, including irony (the use of words that mean the opposite of what you think they mean), exaggeration, and symbolism. You may need to provide explanations of these techniques during your discussion.

Unlike other cartoons, political cartoons are not necessarily funny. Although some use humor as a way to discuss important issues, others can be quite serious or even emotional. To help students understand, present the class with some political cartoons from the Civil War and Reconstruction eras. Discuss and analyze each cartoon. When you have finished your discussion, ask students to think of an event or issue from the Civil War or Reconstruction eras that they could use to create a political cartoon. Allow time for the students to research their topic/event online or at the library. Provide art supplies for students to draw their political cartoons.

**Presentation:** Display students' finished political cartoons around the room. Allow the students to look at their classmates' work. Then, lead a class discussion using the questions in the assessment section.

**Assessment:** After the activity, ask the students the following questions: What was the most difficult part of creating your cartoon? What

makes a political cartoon effective? What, if anything, would you have done differently to improve your political cartoon?

### **Activity 2: Persuasive Letters**

**Assignment:** Have students pretend that they are political officials from either the North or the South during the period right before the outbreak of the Civil War. Pretending to be these officials, they will write letters to the leaders in Virginia and try to persuade the state to either secede or stay with the Union. When students are finished, ask volunteers from both sides (North and South) to read their letters to the class. Discuss which arguments might have been effective in swaying the opinions of the Virginian officials.

**Preparation:** Discuss the reasons that the Southern states wanted to secede from the Union with the class. Afterwards, explain that each student will write a persuasive letter to the leaders in Virginia and attempt to convince them either to stay with the Union or to secede. Before they begin, ask students to choose a side. They may write from the perspective of a Northerner (who favors preserving the Union) or a Southerner (who favors secession). Once they have chosen a side, students should research the issue using the Internet. Then, allow students time to prewrite. They may choose to make a pro/con list to help them understand the benefits and disadvantages of staying with the Union or seceding, or they may choose to make a web to organize the ideas they want to put in their letters.

Remind students that they are writing persuasive letters. Each letter should include a strong thesis statement that is supported by facts and key points. In addition, students should remember to write their letters as if they were living during the period before the Civil War. That means that they cannot use information about what happens during and after the war to support their arguments.

**Presentation:** Remind students that the final versions of their letters should be free of typographical and grammatical errors. When students are finished, ask volunteers to read their letters to the class. Discuss the effectiveness of the arguments presented.

**Assessment:** After the activity, ask the students some questions. Do you think that the Southern states could have been persuaded to stay



with the Union? Why or why not? What could the Northern states have done differently to convince them to stay?

### **Activity 3: Life in the South During Reconstruction**

**Assignment:** In this activity, students will imagine that they live in the South during Reconstruction. They will write a journal entry that explains what it was like living in the region during this period. Students can choose to write their entry from the perspective of a newly freed slave, a native Southerner, or a “carpetbagger” or “scalawag.” Students will conduct research using a variety of sources to create their entries.

**Preparation:** Lead a class discussion about life in the South during Reconstruction. Discuss the hardships that various groups faced and explain how these groups interacted. After your discussion, ask students to choose a perspective from which to write their journal entries. Once they have chosen a perspective, allow students time to research what life was like in the South during this time. They may use the Internet or the library to conduct their research. If possible, encourage students to look at primary sources, such as diary entries or letters, from the Reconstruction era. This could provide a better understanding of the topic. Allow students time to compose their journal entries.

**Presentation:** Before students work on the final versions of their entries, ask them to switch their work with another student and peer edit. Remind students to look for typographical and grammatical errors as they edit. When the peer editing is finished, ask students to compose their final drafts and hand them in.

**Assessment:** When the activity is over, ask students the following questions: What is something new you learned about life in the South during Reconstruction? Did what you learn change your perspective of newly freed slaves, native Southerners, carpetbaggers, or scalawags? How so?

### **This Chapter Correlates to the Following Common Core Standards**

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text’s description of a process related to history/ social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

## This Chapter Correlates to the Following National Standards for Civics and Government

### I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?

- A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.
  2. **Necessity and purposes of government.** Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.
- B. What are the nature and purposes of constitutions?
1. **Concepts of “constitution.”** Students should be able to explain alternative uses of the term constitution and to distinguish between governments with a constitution and a constitutional government.
  2. **Purposes and uses of constitutions.** Students should be able to explain the various purposes constitutions serve.
  3. **Conditions under which constitutional government flourishes.** Students should be able to explain those conditions that are essential for the flourishing of constitutional government.

### II. WHAT ARE THE FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?

- A. What is the American idea of constitutional government?
1. **The American idea of constitutional government.** Students should be able to explain the essential ideas of American constitutional government.
- B. What are the distinctive characteristics of American society?
1. **Distinctive characteristics of American society.** Students should be able to identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society.
  2. **Diversity in American society.** Students should be able to evaluate, take, and defend positions on the value and challenges of diversity in American life.

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# Civil Rights: Reconstruction through 1968

## *This Chapter Covers the Following Information:*

- The goals and shortcomings of the Reconstruction era
- The social problems of the South, such as poverty, lynching, and the Jim Crow laws
- Landmark cases and important leaders in the early civil rights movement
- Social changes in the twentieth century affecting racial and gender equality
- The work of reformers such as Martin Luther King Jr. and the Little Rock Nine
- Protests, riots, assassinations, and other problems during the twentieth century
- Changing government policies in the civil rights era

## **Critical Thinking Questions**

1. How might the civil rights movement have unfolded differently if early activists had embraced violence instead of nonviolence in their efforts?
2. Are racial equality and gender equality equally valued in American culture? In your opinion, are they equally important? Why or why not?
3. Why do you think African American men received the right to vote before women, and how might the two populations have worked together to achieve their goal?

## Activities Related to Chapter 10

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

### Activity 1: Gender and Racial Rights

**Assignment:** After reviewing the material in this chapter, have students analyze the similarities and differences in the movements for gender and racial equality. Students may focus on particular people or events that show how these reform efforts were similar or different. They may also choose to compare and contrast the results of each movement. Ask students to prepare a list of similarities and differences and then discuss which approaches were most useful and which groups made the most progress.

**Preparation:** Give students time to read and understand the material in this chapter. Discuss what they have learned and try to answer any questions they may have. Then, have students, working alone or in small groups, choose people or events (from the text or other historical sources) that represent the movements for gender and racial rights. Ask students to note at least two or three similarities and two or three differences between the two movements' actions, goals, and results. Afterward, lead a discussion about the different movements and ask students to share their findings.

**Presentation:** Students should write out the similarities and differences between the movements, as described above. You may assess the clarity of their explanations, the creativity of their thinking, and the accuracy of their information. You may choose to award extra credit to students who present their findings to the class or participate in a class discussion afterward.

**Assessment:** Ask students to consider these questions: Why did so many people work for gender and racial rights? Are these movements still necessary today? Why do you think so?

### Activity 2: A Better Reconstruction Plan

**Assignment:** In this chapter, students will learn that the plan for Reconstruction in the South was tragically flawed and ineffective in many ways. Challenge students to use information in the chapter

and from other historical sources to outline a better plan for Reconstruction that might have avoided some of the problems that occurred during that era. You may ask students to present their work in the form of a narrative story or a persuasive proposal.

**Preparation:** Ensure that students read and understand the material in this chapter relating to the Reconstruction era. You may want to reinforce class knowledge by leading a short discussion of what leaders hoped to accomplish with Reconstruction and explain why it did not work as anticipated. Then, challenge the students to reconsider the policies of Reconstruction and design a new plan that might work better. Allow students time to think and write, and be attentive to their questions and concerns. You may ask students to write a narrative on the topic (for example, a story about a politician or reformer promoting his or her ideas) or a persuasive proposal for the new policy. You may also encourage them to incorporate photos, drawings, or charts in their work.

**Presentation:** You may ask students to submit their work for assessment and/or ask them to present it to the class. In the former case, assess the students' use of facts, imaginative solutions, and reasonable conclusions. In the latter case, you may also want to assess students' presentation skills and (in the case of a persuasive proposal) success in explaining and promoting the new policy to the class. You may even ask the class to vote to accept or decline the various proposals.

**Assessment:** After the activity, ask students the following questions: Why was Reconstruction necessary? Should lawmakers have realized it would not work the way they had intended? What changes to policy might have made it more effective?

### Activity 3: Planning a Protest

**Assignment:** One of the recurring themes in this chapter is the spirit of protest. Protesting was and still is a powerful and frequently impactful way of bringing social change. In this assignment, discuss protests with students. Then, ask students to form groups and draw up plans for a nonviolent protest for or against some historical or modern policy.

**Preparation:** After students understand how protests work and why they are important, have students split into small groups of three or four. You may require that group members take certain jobs, such as



researcher, secretary, reporter, organizer, and so on. The groups should then prepare protest plans that include some real-life policy (historic or modern) that the students will seek to change. You may assign policies or allow students to choose their own. Each group should create an analysis of the current state of a policy, a goal for changing the policy, and a detailed action plan for a realistic nonviolent protest to bring attention to the issue.

**Presentation:** You may ask students to submit their work as a written portfolio or as a presentation in which they try to persuade class members to join their cause. Students should use accurate facts, compelling arguments, and sound reasoning in their writing and/or presentation. You may also ask that other students to comment upon or to vote for the protest plans that seem most likely to succeed.

**Assessment:** Ask students to consider these questions after the activity: Have you ever seen or participated in a protest or met anyone who has? What do you think it would be like at a protest? Why are protests an effective way of gaining attention and support? Do you think some protests are unnecessary or excessive, and why do you think so?

## This Chapter Correlates to the Following Common Core Standards

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

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2. **Diversity in American society.** Students should be able to evaluate, take, and defend positions on the value and challenges of diversity in American life.

### III. HOW DOES THE GOVERNMENT ESTABLISHED BY THE CONSTITUTION EMBODY THE PURPOSES, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY?

- A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
1. **Distributing, sharing, and limiting powers of the national government.** Students should be able to explain how the powers of the national government are distributed, shared, and limited.
  2. **Sharing of powers between the national and state governments.** Students should be able to explain how and why powers are distributed and shared between national and state governments in the federal system.

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# US Foreign Policy

## *This Chapter Covers the Following Information:*

- The development of early US foreign policy
- How the country's foreign policy changed as the United States acquired more territory
- How US control over various territories affected the country's relationships with other nations
- US foreign policy during, between, and after World War I and World War II
- How US foreign policy changed during the Cold War to fight the spread of Communism
- The state of US foreign policy during and after the Vietnam War
- How US foreign policy affected relations between the United States and the Middle East
- How the presidents of the late twentieth and early twenty first centuries including Ronald Reagan, George H. W. Bush, Bill Clinton, George W. Bush, and Barack Obama handled matters relating to foreign policy
- How the executive and legislative branches of the government influence and shape foreign policy
- The use of diplomacy and coercion in foreign policy matters
- The difference between formal and public diplomacy



## Critical Thinking Questions

1. The early United States practiced expansionism. Was the nation wise to seek such vast growth? How did it benefit the United States? What were the disadvantages?
2. Throughout history, the United States has used diplomacy and military intervention in different ways to achieve different goals. In what type of situation would using diplomacy be more successful than using military intervention? Why? In what type of situation would using military intervention be more successful? Why? Support your answers by providing examples of when the United States successfully used diplomacy or military intervention.
3. The protection and prosperity of the American economy is always a chief consideration of the United States as it interacts with other nations. How do economic factors, such as trade, the availability of resources, wartime loans, and foreign aid, influence US foreign policy? In what ways does the United States use its economic power to its advantage? The United States will often change its foreign policy when another nation threatens its economic well-being. Give an example of a policy change the United States made for this reason.

## Activities Related to Chapter 11

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

### Activity 1: Isolationism and Washington's Farewell Address

**Assignment:** In this activity, students will read George Washington's farewell address. After reading, students will discuss Washington's ideas about isolationism and US foreign policy. Students will then be instructed to write a short story that imagines a world in which future American leaders followed Washington's advice and stayed out of foreign affairs.

**Preparation:** Provide students with copies of Washington's farewell address and read the address with the class. Lead a class discussion in which you talk about Washington's ideas regarding isolationism and foreign policy. Ask students to think about why Washington would have encouraged future leaders to avoid conflict with other nations.

Afterwards, provide time for students to do some research using the Internet. Have them research instances of US interventionism (examples of interventionism might include involvement in World War I and World War II as well as various events during the Cold War). Tell them to think about what the world and the United States would be like if US leaders had not intervened in certain situations. Then, ask them to focus on one of these events and write a short story (about two to three pages) that explains how the world would be different if the United States had chosen isolation over intervention.

**Presentation:** Remind students that their finished short story should be free of typographical and grammatical errors. Ask volunteers to read their stories to the class. Then, lead a class discussion using the assessment questions below.

**Assessment:** After the activity, ask the students the following questions:  
Does the United States intervene too much in foreign affairs? What are some benefits of isolationism? What are some benefits of interventionism? Should US foreign policy follow one or the other? Should it be a balance of the two? Why do you think so?

### **Activity 2: Presidential Foreign Policy Compare and Contrast**

**Assignment:** Students will work in pairs in this activity. Each student in each pair will research the foreign policy approach of a president. Then, the students in each pair will work together to create a compare/contrast chart of the two presidents they researched. The pairs will then present their work to the class and explain how the foreign policy approaches of the two presidents compared.

**Preparation:** Explain that different presidents have different approaches to foreign policy. Some presidents favor intervention, while others take a more isolated approach. Ask students to work in pairs. Each student from each pair will choose a president to research. Using the Internet or library resources, the students should determine how their chosen president handled matters of foreign policy. Did their president favor isolationism or interventionism? Did the president disagree with Congress over foreign affairs issues? Did the president face major challenges, such as a war, during his presidency? How did this affect his foreign policy stance? After students have completed their research, they should work with their partner to create a compare/

contrast chart to show the similarities and differences in their chosen presidents' foreign policy approaches.

**Presentation:** Students will then present their charts to the class and explain how the two presidents compared in regards to foreign affairs. As students present their work, you might choose to keep track of which presidents favored isolationism and which favored interventionism to facilitate a class discussion after the presentations.

**Assessment:** After the activity, ask students a few questions. What factors influence a president's foreign policy approach? Why are presidents' foreign policy approaches important? Do you think that past presidents influence the foreign policy approaches of future presidents? How so?

### **Activity 3: Diplomacy or Coercion Debate**

**Assignment:** For this activity, you will present students with an imaginary foreign policy crisis. For instance, ask students to imagine that a foreign nation has taken control of a valuable natural resource, such as oil, in a US territory. After presenting your scenario, explain that the class will be divided into three groups. One group will act as the government and will have the ultimate say in how the nation responds to this situation. The government group will listen to a debate between the other two groups. One group will argue that the government should address the situation using diplomacy, while the other will argue for coercion. Students will research similar instances in US history to help strengthen their arguments.

**Preparation:** Divide the class into the three groups. Explain your imaginary scenario to the class, and then allow students time to research similar situations in US history. The diplomacy and coercion groups will use this research to strengthen their arguments, while the government group will use this research to provide a better understanding of how the United States has responded to such crises in the past. Provide time for the groups to formulate their arguments and select representatives to speak to the government group. Remind students that their arguments must be persuasive, so they should have a strong thesis statement that is supported by key points and historical precedents, if possible. Representatives may read from prepared statements during their arguments.

**Presentation:** Representatives from the diplomacy and coercion groups will present their arguments to the government group. The government group may ask the representatives questions after the presentations. Then, the government will decide if they want to use diplomacy or coercion to try to rectify the foreign policy problem.

**Assessment:** Ask students some questions after the activity. In what instances is it best to use diplomacy? What about coercion? Does the United States use diplomacy or coercion too frequently? Why do you think so?

## This Chapter Correlates to the Following Common Core Standards

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

## This Chapter Correlates to the Following National Standards for Civics and Government

### I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?

A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.

2. **Necessity and purposes of government.** Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

## II. WHAT IS THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS AND TO WORLD AFFAIRS?

- A. How has the United States influenced other nations and how have other nations influenced American politics and society?
  1. **Impact of the American concept of democracy and individual rights on the world.** Students should be able to describe the influence of American political ideas on other nations.

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# Intergovernmental Organizations

## *This Chapter Covers the Following Information:*

- The definition, types, and functions of intergovernmental organizations (IGOs)
- The process by which IGOs are created by agreements between nations
- The early empires, alliances, and unions that were precursors to IGOs
- The League of Nations and the eventual creation of the United Nations
- The development, structure, goals, and actions of the United Nations
- The significant rise in IGOs in the Cold War and its aftermath
- The roles and importance of regional IGOs that work in specific locations

## Critical Thinking Questions

1. Intergovernmental organizations (IGOs) have varying degrees of influence over their member nations. Some, such as the United Nations and the European Union, have legal authority over their members, while others, such as the Commonwealth of Nations, exercise only symbolic power. What is the proper role that should be played in global politics by IGOs? How much authority should they have over the actions of their members?



2. The permanent members of the UN Security Council wield a great amount of control over the organization's activity compared to the rest of its members. Do you believe that it is a good or bad idea to let just five nations have absolute veto power in the UN? Why?
3. Before the creation of intergovernmental organizations, individual states were not bound by any commitments to the international community other than the ones they willingly made for political purposes. Do you think the world was better off without a global set of "rules" by which all nations abide? Explain your answer.

### Activities Related to Chapter 12

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

#### Activity 1: Debate on IGOs

**Assignment:** As outlined in this chapter, IGOs offer the world many benefits, but they also have some serious shortcomings. For this activity, ask students to choose sides on the topic "IGOs: Helpful or Harmful?" Working alone or in groups, students on both sides of the debate should research the question and provide reasons and explanations for their stance on the issue. Then, they can present their findings in a persuasive debate.

**Preparation:** Ensure that students understand the material in the chapter and some of the pros and cons of IGOs. Point students to resources both online and in the library and give them tips if needed to help them choose a position. (For instance, you may point out that international alliances were a root cause of World War I, but such alliances ultimately helped to keep the Cold War from becoming World War III.) Then, have students work alone or in groups to flesh out debates based on their attitudes toward IGOs. When their debates are ready, split the class into teams to present their arguments. You may serve as the judge, or you may assign a third group of students to serve as judges.

**Presentation:** The debate teams should take turns presenting arguments and offering counterarguments. Closely moderate the debate to ensure it stays on course and that arguments are polite, accurate, and relevant.

Also, be sure to ensure the proper use of facts and opinions in arguments. You may ask a third group of students to serve as a panel of judges, and they can vote for a winner. Alternately, you may judge the winner, or you may assess students individually based on their careful planning, accurate arguments, and effectiveness in the debate.

**Assessment:** After the activity, ask students to consider these questions: Why do you think the world is moving toward more IGOs? Do you think this may lead to problems in the future? What are some current events that hint at the future of IGOs?

### **Activity 2: Team Negotiations**

**Assignment:** One of the great challenges of the IGO is balancing national and international laws. In this activity, divide the class into groups of five. In each group, four students will represent countries. Each student will prepare a short dossier on his or her country (which may be a real country or a realistic imaginary country) that includes its location, its main industries, and some important facets of its culture. The fifth student on each team will serve as moderator. He or she will be tasked with helping the four other students/nations to join into an IGO.

**Preparation:** After students have grasped the lessons on IGOs, have them divide into groups of five. These groups can be smaller or larger depending on class size. Just make sure that there are enough students in each group to represent several nations. Give students time to research using online sources and/or the library, or realistically invent, countries to represent. Give them ideas of the necessary information they should gather (location, economy, cultural norms, etc.). Then, once the individual countries have been plotted out, have them work together with their team moderator to choose a goal for an IGO and balance their countries' laws and concerns in order to form an alliance.

**Presentation:** Most of the work will take place within the groups, so be sure to circulate among them to answer questions. When the activity is over, ask moderators to present the guidelines they have compiled for their new IGOs. Have them explain the reasoning behind these guidelines and ask them to describe the agreements reached among the students/nations. Assess the students on their accurate information, creative thinking, and clarity of presentation.

**Assessment:** Ask students some questions following the activity. What were some of the benefits in working as a team? What were some of the difficulties? How did this activity help to clarify the benefits and difficulties of forming IGOs?

### Activity 3: Designing a New IGO

**Assignment:** The chapter explains that there are many kinds of IGOs. Some focus on a specific region, business interest, or social or political mission. For this activity, ask students to design a new IGO for a particular region, interest, or mission. They may work alone or in groups.

**Preparation:** Review material in the chapter that explains the significant variety in IGOs. Then, help students brainstorm ideas for a new IGO. They may want to focus on a region (the Americas, Asia, Southern Europe, etc.), an interest (oil drilling, technology, industry, etc.), and/or a mission (improving healthcare, working against poverty, improving education, etc.). Discuss the essentials for an effective IGO. Then, have students write ideas for their new IGO, such as how it will be organized, who will be involved, where it will be based, and what actions it will take to achieve its goal.

**Presentation:** Students may present their work to the class or submit it for grading as a written assignment. Assess students on their creative thinking, accurate use of facts, and effectiveness in conveying their ideas.

**Assessment:** Ask students to consider these questions: How can an IGO do more than a single country to further a particular cause? Do you think IGOs will be necessary in the future globalized world? Why or why not? Would you like to work for an IGO someday?

## This Chapter Correlates to the Following Common Core Standards

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

## This Chapter Correlates to the Following National Standards for Civics and Government

### I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?

A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.
2. **Necessity and purposes of government.** Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

B. What are the essential characteristics of limited and unlimited government?

1. **The rule of law.** Students should be able to explain the importance of the rule of law for the protection of individual rights and the common good.

C. What are the nature and purposes of constitutions?

1. **Concepts of “constitution.”** Students should be able to explain alternative uses of the term constitution and to distinguish between governments with a constitution and a constitutional government.
2. **Purposes and uses of constitutions.** Students should be able to explain the various purposes constitutions serve.
3. **Conditions under which constitutional government flourishes.** Students should be able to explain those conditions that are essential for the flourishing of constitutional government.

D. What are alternative ways of organizing constitutional governments?

1. **Shared powers and parliamentary systems.** Students should be able to describe the major characteristics of systems of shared powers and of parliamentary systems.

## II. WHAT IS THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS AND TO WORLD AFFAIRS?

1. How has the United States influenced other nations and how have other nations influenced American politics and society?
2. **Impact of the American concept of democracy and individual rights on the world.** Students should be able to describe the influence of American political ideas on other nations.

## For More Information

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# Global Justice

## *This Chapter Covers the Following Information:*

- The history of human rights and how people have fought for these rights over the years
- The various committees and intergovernmental organizations (IGOs) designed to protect human rights and preserve peace
- The formation of the United Nations and the adoption of the Universal Declaration of Human Rights (UDHR)
- Human rights challenges and advancements made during the Cold War period
- How global justice works and the legal foundation for human rights
- The role nongovernmental organizations (NGOs) play in global justice
- The contemporary state of human rights in regards to the treatment of women, children, immigrants and refugees, and indigenous people
- Human rights issues in the twenty first century, including LGBT (lesbian, gay, bisexual, and transgender) rights, reproductive rights, and the right to a clean environment
- Humanitarian law and the International Criminal Court (ICC)
- Major human rights violations during the last one hundred years



## Critical Thinking Questions

1. Of the notable examples of major human rights violations provided in this chapter, which do you think was the most destructive to the societies and people that experienced them? What do you think could have been done to stop it, either by the international community or the people involved?
2. Not all nations agree with the concept of human rights. Some nations do not believe that certain groups of people within their populations, such as women, have rights. Should other nations and world organizations, such as the United Nations, continue to try to convince these nations to change the way they treat their people? Why? What actions can the world take to pressure these nations to change? Name two or three.
3. There is great disagreement among nations about what rights should be recognized as inalienable, universal human rights. Are there any rights that should be added to the Universal Declaration of Human Rights? Why? Are there any rights that should be removed? Why?
4. One of the most frequent criticisms of the notion of human rights is that the idea of a universal set of human rights does not exist; rather, different cultures and societies hold different values and structures that see the rights and responsibilities of individuals and governments differently. Do you think this argument is accurate and valid, or do you think that the idea of human rights as developed in the Western world should be adopted by and applied to everyone in every culture?
5. Despite great advances in global justice, conflicts and atrocities still occur in the twenty-first century. Can lasting peace and security ever be achieved by following the principles of mutual respect, human dignity, and participatory government? Why or why not?

## Activities Related to Chapter 13

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

**Activity 1: Create a Nongovernmental Organization**

**Assignment:** In this activity, students will research a human rights issue and work in groups to create a nongovernmental organization (NGO) to help raise awareness of the issue. The students will need to create a mission statement for their NGO and explain the actions their organization will take to raise awareness of a particular issue. They will then create posters for their NGO and display them around the classroom.

**Preparation:** Discuss the role of NGOs in global justice and explain how they are helpful. Then, ask students to separate into groups of four or five. Each group will select a contemporary human rights issue (examples might include issues related to poverty, the death penalty, or climate change) and conduct research on their chosen topic using the Internet and/or library resources. After that, the students in each group should work together to create a mission statement for their NGO. This should explain what the NGO hopes to accomplish. The students should also explain how their NGO will fulfill its mission and raise awareness. Will the NGO hold events to help raise awareness? Will the organization use forms of social media to promote its cause? How will the NGO inspire people to take action?

**Presentation:** Students will need to compose a document that includes their NGO's mission statement and explains how their NGO will raise awareness of a particular human rights issue. Then, the students will create posters for their NGO. These posters should provide information about the issue their organization promotes. Display the posters around the room, and discuss the new NGOs with the class.

**Assessment:** Ask the students some questions after the activity. Are NGOs a necessary part of global justice? Why or why not? What did you learn while creating your own NGO? Did this change your opinion of these organizations in general? How so?

**Activity 2: Human Rights Activist Oral Presentations**

**Assignment:** In this activity, each student will select a human rights activist to research. Then, students will prepare oral presentations about their chosen activist. Students may include charts, pictures, or other audio/visual elements in their presentation.

**Preparation:** Explain the role of human rights activists in global justice and provide the class with some famous examples (Desmond Tutu and Nelson Mandela, for instance). Also, provide the students with information on some lesser-known activists (such as Betty Williams, Mairead Corrigan, and Aung San Suu Kyi). Tell students that they will select an activist and create an oral presentation about that activist's life and work. Allow students time to research activists using the Internet or the library. If students are having trouble choosing an activist, encourage them to look at the recipients of the Nobel Peace Prize at [nobelprize.org](http://nobelprize.org). This could help generate some ideas. Once their research is complete, students should begin creating their oral presentations. Remind students that they must include information about the activist's life and work on human rights issues in their presentations. They may also include pictures, charts, and other audio/visual elements (perhaps a video of a Nobel Peace Prize winner's acceptance speech) in their presentation.

**Presentation:** Provide time for students to give their presentations. When the presentations are over, lead a class discussion using the assessment questions below.

**Assessment:** Did the activists in the presentations fight for similar causes? How were their methods of bringing change similar? How were they different?

### **Activity 3: Mock ICC Case**

**Assignment:** In this activity, students will work in groups to research a historical example of a crime against humanity or a war crime and prepare a mock case to go before the International Criminal Court (ICC). After all the cases have been presented, the students will discuss whether they believe the ICC would have convicted the individuals involved in the case.

**Preparation:** In a class discussion, explain that the ICC, the court that prosecutes people for war crimes and crimes against humanity, was not created until 2002. Of course, people have committed war crimes and crimes against humanity for thousands of years. Explain what constitutes a war crime or a crime against humanity (the BBC has a good list of examples at [http://www.bbc.co.uk/ethics/war/overview/crimes\\_1.shtml](http://www.bbc.co.uk/ethics/war/overview/crimes_1.shtml)). Then, ask students to work in groups of four or five. They will research a historical example

of a crime against humanity or a war crime and prepare a case to be heard by the rest of the class (who will act as a mock ICC). Historical examples of these crimes might include early US government officials' involvement in the removal of Native Americans from their ancestral land or Genghis Khan's participation in the deaths of millions during his reign in Asia.

Students may use the Internet or library resources for their research.

Remind students that they need to identify the individuals who will be brought before the ICC for prosecution. In addition, they must also bring charges against these individuals and explain their crimes to the rest of the class. Students should work together to prepare a presentation for the class. Students may use visual elements—such as charts, graphs, or pictures—in their presentations. They can also create handouts for the class.

**Presentation:** Each group should pick a representative to present its case to the class. The other students in the group may help by holding graphs, charts, or pictures. They may also pass out handouts to the class if necessary. Encourage students in the audience to take notes on each case. They should specifically note whether they would prosecute the individuals involved in the case if they were acting as judges on the ICC. After the cases have been presented, ask the students to consider whether they think the ICC would find the individuals guilty. Have students vote on each case and then discuss the results of these votes.

**Assessment:** Ask students some questions after the activity. Is the ICC a useful institution? Why or why not? Do you think that the ICC could have made a difference if it had existed long ago? How so?

## This Chapter Correlates to the Following Common Core Standards

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

## This Chapter Correlates to the Following National Standards for Civics and Government

### I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?

A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.
2. **Necessity and purposes of government.** Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

### II. WHAT IS THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS AND TO WORLD AFFAIRS?

A. How is the world organized politically?

1. **Interaction among nation-states.** Students should be able to explain how nation-states interact with each other.
2. **International organizations.** Students should be able to explain the role of major international organizations in the world today.

B. How has the United States influenced other nations and how have other nations influenced American politics and society?

1. **Impact of the American concept of democracy and individual rights on the world.** Students should be able to describe the influence of American political ideas on other nations.

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# The Global Economy

## *This Chapter Covers the Following Information:*

- The meaning and components of the global economy
- The development of the various facets of the global economy
- The historical basis of bartering systems and trading networks
- Forces such as mercantilism, imperialism, and competition
- The effects of the Industrial Revolution on businesses and markets
- How wars and other international affairs impact economics
- Differences among world economies, such as capitalist and communist economies
- The effects of globalization starting in the late twentieth century
- Economic organizations such as NATO, WTO, IMF, and WBG
- Inequalities, recessions, and other factors in modern economics
- Possibilities for the future of the global economy

## Critical Thinking Questions

1. The modern global economic system is based on the idea that free trade and open markets are the key to stability and economic development. Opinions differ on the value such policies and the degree to which they should be adopted. Some experts argue that nations should use whatever policies are the most beneficial to their own economic growth, rather than allowing the agenda of other nations to influence their economic activity. Should nations only focus on



their own economic growth? Why or why not? Should nations place barriers on foreign trade and investment, or should the international marketplace be allowed to regulate itself? Why? Is cooperation or competition more effective at stimulating economic growth? Why?

2. Since the 1980s, businesses have moved factories and other production centers out of nations with large economies and into nations with smaller economies, where labor and materials are cheaper and taxes are lower. Are these businesses taking advantage of nations with smaller economies? Why or why not? Is the presence of foreign factories and production centers beneficial for the nations with smaller economies? Why or why not?
3. For most of the history of human society, the value of a given currency was fixed in a relation to the gold reserves of the government that issued it. Since 1971, however, most currencies have maintained a “floating” exchange rate, in which their value is determined by the relative performance of the economies to which they are tied. Which system do you think is better for global trade and commerce? Why?

## Activities Related to Chapter 14

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

### Activity 1: Everyday Signs of a Global Economy

**Assignment:** The globalization of the economy has become a major part of modern life. Its effects may be seen all over the world. In this assignment, challenge students to look for and analyze signs of the global economy in their everyday lives and even in their classroom environment.

**Preparation:** Ensure that students read and understand the material in this chapter relating to the global economy. Then, ask students, working alone or in small groups, to list the signs of the global economy they have noticed that day. Their lists may include things like foreign-made cars in the parking lot, textbooks printed in other countries, or clothing or accessories made in faraway places. You may give extra credit for signs found within the

classroom (such as pencils made in China or shoes made in Mexico) or exceptionally thoughtful answers (such as noting where a certain product was made and then where the resources used to make the product may have originated).

**Presentation:** When students have had a prearranged amount of time to list items, you may choose to collect the lists for evaluation. Be sure to assess students on their productivity (the amount of items listed), the general accuracy of their notes, and the sophistication of their thinking during this activity. You may also choose to use the results for a discussion on globalization or for an “I Spy”-type game using classroom items or objects visible outside a window.

**Assessment:** After the activity, ask students to consider these questions: How important is globalization of the economy? Do you think it’s mostly a good or bad thing? Why? Were you surprised to discover how much the global economy impacts your everyday life?

### Activity 2: Five Areas of Modern Trade

**Assignment:** In this chapter, students will learn that there are five main areas of modern trade: communication, transportation, standardization, policy, and production. While working in groups, have students choose one area of trade that they think is most important in the modern world. Ask each group to research that area and find information about its history, development, and impact on the economy. Then, have the groups participate in a debate in which they argue why their particular area is the most important.

**Preparation:** Ask students to review the information in this chapter and ensure they understand the meaning of each of these areas of trade. A class discussion may help to elucidate the terms. Then, divide the class into groups of approximately five students, with each group representing one area of trade. (Not all areas need be represented.) Give students time to brainstorm ideas and search for information in books and online, if possible. Also, remind them that using facts, details, and examples rather than just opinions will make their presentations more compelling. They may even choose to make posters or charts to support their points. Their goal will be to argue that their area of trade is the most important of the five.

**Presentation:** When students have assembled their research and arguments, lead a discussion about how these elements of trade developed over time and how they interact today. Then, have the groups present their arguments about which area of trade is most important. There need not be a winning team (since the question really has no answer), so this activity is meant to share ideas and show how all the parts of trade are important and interrelated. Assess students on the quality of their research and the clarity of their presentations.

**Assessment:** Ask students some questions following the activity. What are some examples of how trade has changed over time? How do you think trade may change in the future? What do you think would be different if you were a trader long ago?

### **Activity 3: Trading through Time Narratives**

**Assignment:** This chapter outlines how economies have developed through time. In this activity, ask students to write short narratives (stories or fictional journal accounts) about people who deal with economics. They may write about people long ago (during the time of the barter system and the earliest trading networks), or they may write about people in a realistic near future (when trade will be more advanced than it is today). In either case, the narratives should deal with people who are buying, trading, or selling goods or services and should mix creativity with accurate ideas about the economy.

**Preparation:** After reviewing the information in the chapter, ask students to brainstorm about what trade was like long ago and how it has developed in modern times. Then, present the assignment. Ask students to write short interesting fictional stories based on the above guidelines. When they are done, they may submit the narratives for grading or read them (or act them out) for the class.

**Presentation:** Students may submit their narratives for grading or present them to the class. In the former case, be sure to assess students' creativity and their use of facts and details. In the latter case, you may also assess the students' presentation skills.

**Assessment:** Ask students to consider these questions: Why did you choose to write about the time you chose (past or future)? Would you prefer to be a merchant in a past or future economy? Why?

## This Chapter Correlates to the Following Common Core Standards

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

## This Chapter Correlates to the Following National Standards for Civics and Government

### I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?

A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.

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- A. How is the world organized politically?
1. **Interaction among nation-states.** Students should be able to explain how nation-states interact with each other.
  2. **International organizations.** Students should be able to explain the role of major international organizations in the world today.
- B. How has the United States influenced other nations and how have other nations influenced American politics and society?
1. **Impact of the American concept of democracy and individual rights on the world.** Students should be able to describe the influence of American political ideas on other nations.

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## US Foreign Aid

### *This Chapter Covers the Following Information:*

- What constitutes foreign aid
- The reasons why countries provide other nations with foreign aid
- The types of foreign aid, including military aid, developmental aid, poverty relief, humanitarian aid, and emergency services
- The history of US foreign aid and the creation of the US Agency for International Development (USAID)
- The various organizations, agencies, and government departments involved in providing foreign aid
- Criticism of the United States' foreign aid policies and operations

### **Critical Thinking Questions**

1. The United States not only distributes foreign aid to help people in need and to assist developing economies, but also to advance its own agenda. Should nations coordinate the distribution of foreign aid with achieving its own goals? Why or why not?
2. The United States often places conditions on the foreign aid it offers. In these cases, it will only provide aid if the recipient nation agrees to do something in return for the aid. Is it acceptable for nations to ask for something in return for the foreign aid they provide? Why or why not?
3. The United States provides many types of foreign aid. Which type is the most important? Why? Which types of aid have the most impact on human well-being? Which have the least?



## Activities Related to Chapter 15

The following list of research and activity ideas is intended to offer suggestions for complementing social studies and history curricula, to trigger additional ideas for enhancing learning, and to suggest cross-disciplinary projects for library and classroom use.

### Activity 1: Foreign Aid Plan

**Assignment:** In this activity, students will work in groups to create a foreign aid plan in response to a particular situation. Students will identify what type of foreign aid is needed, and create a plan that explains what they plan to do to help the nation in need. They will then present their plans to the class.

**Preparation:** Come up with three scenarios in which a country might require foreign aid. One scenario might involve the outbreak of a disease, another might involve a military incursion, and another might involve a natural disaster. Provide students with information about the country needing aid in each scenario. Is the country developed? Does it have a military of its own? What is the United States' relationship with this country? This information will help students develop their foreign aid plan.

Break students into three groups and present each group with a scenario. Next, ask students to research their scenario using the Internet and library resources. Ask them to figure out how the United States has responded to similar situations in the past. They will use this information to help them develop their plan. Remind students that their foreign aid plan must answer the following questions: What type(s) of foreign aid will be provided (military, development, humanitarian, etc.)? What agencies/organizations will be involved in providing aid? What sort of services will these agencies/organizations provide to the country (food/water, weapons, money, personnel, etc.)? How will this aid help the country resolve its problems?

**Presentation:** Each group will elect a representative to present their foreign aid plan to the class. Students may include charts, timelines, or other graphics in their presentation. After the presentations, discuss the foreign aid plans with the class. How were the plans similar? How were they different? What would they change about certain plans? Why?

**Assessment:** After the activity, ask students some questions. What did they learn about foreign aid by participating in this assignment?

Are certain forms of foreign aid more common than others? Why is foreign aid important?

### **Activity 2: Foreign Aid Persuasive Essay**

**Assignment:** Discuss foreign aid with students. Explain that some people believe that foreign aid is unnecessary and feel that the United States should reduce the amount of time and money it devotes to foreign aid. Tell students that they will write a persuasive essay of about two to three pages explaining why or why not the United States should reduce foreign aid.

**Preparation:** Allow students time to research foreign aid using the Internet or the library. Students should research the pros and cons of foreign aid and determine if they are in favor of providing foreign aid or against it. Once their research is complete, students should create an outline for their essay. They should also develop a strong thesis statement that they will support with facts and key points.

**Presentation:** Remind students that their final essay should be free of grammatical and typographical errors. After students hand in their work, lead a class discussion about foreign aid. Ask students to raise their hands to show if they wrote in favor of foreign aid or against it. Discuss the various reasons why students chose the sides they did.

**Assessment:** Ask students some questions after the activity. Why do you think there is so much debate over foreign aid? How does the United States benefit from providing foreign aid? Do these benefits outweigh the costs of foreign aid?

### **Activity 3: Foreign Aid Budget Proposals**

**Assignment:** Students will work in groups of four or five in this activity. They will imagine that the US federal budget has \$2 billion devoted to foreign aid for the coming year. Each group will then create a pie chart to show how they think that money should be allocated. The groups will present their charts to the class. Afterwards, lead a class discussion about how and why each group allocated the budgeted money the way it did.

**Preparation:** Explain the assignment to students and divide them into groups of four or five. Tell students that they can allocate the money in the budget into several categories: military aid, developmental aid, poverty relief, and humanitarian and emergency

services. How they allocate the money is up to them. Allow students time to use the Internet to conduct some research on the different areas of foreign aid to help them determine how they should divvy up the money in the budget.

**Presentation:** Each group should create a pie chart to show what percentage of the budget has been devoted to each foreign aid category. Once the charts are complete, ask students to share their work with the class. Then, lead a class discussion using the assessment questions below.

**Assessment:** After the activity, ask students the following questions: Why did your group allocate the money the way it did? Did you think that certain categories of foreign aid were more important than others? Why or why not?

### **This Chapter Correlates to the Following Common Core Standards**

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### **This Chapter Correlates to the Following National Standards for Civics and Government**

#### **I. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?**

A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

1. **Defining civic life, politics, and government.** Students should be able to explain the meaning of the terms civic life, politics, and government.
2. **Necessity and purposes of government.** Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

## II. WHAT IS THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS AND TO WORLD AFFAIRS?

### A. How is the world organized politically?

1. **Interaction among nation-states.** Students should be able to explain how nation-states interact with each other.
2. **United States' relations with other nation-states.** Students should be able to explain how United States foreign policy is made and the means by which it is carried out.
3. **International organizations.** Students should be able to explain the role of major international organizations in the world today.

### B. How has the United States influenced other nations and how have other nations influenced American politics and society?

1. **Impact of the American concept of democracy and individual rights on the world.** Students should be able to describe the influence of American political ideas on other nations.

## For More Information

### BOOKS

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- “Fact Sheet: Powering Africa: Increasing Access to Power in Sub Saharan Africa.” White House. [http://www.whitehouse.gov/the\\_press\\_office/2014/08/05/fact\\_sheet\\_powering\\_africa\\_increasing\\_access\\_power\\_sub\\_saharan\\_africa](http://www.whitehouse.gov/the_press_office/2014/08/05/fact_sheet_powering_africa_increasing_access_power_sub_saharan_africa) (accessed August 8, 2014).
- “Fact Sheet: US Global Development Policy.” White House. [http://www.whitehouse.gov/the\\_press\\_office/2010/09/22/fact\\_sheet\\_us\\_global\\_development\\_policy](http://www.whitehouse.gov/the_press_office/2010/09/22/fact_sheet_us_global_development_policy) (accessed August 8, 2014).
- Feed the Future. <http://www.feedthefuture.gov> (accessed August 8, 2014).
- “Foreign Aid 101.” Oxfam. [http://www.oxfamamerica.org/static/media/files/Foreign\\_Aid\\_101\\_Mar2014\\_single\\_Oxfam\\_America.pdf](http://www.oxfamamerica.org/static/media/files/Foreign_Aid_101_Mar2014_single_Oxfam_America.pdf) (accessed August 8, 2014).
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