


## 8<sup>th</sup> Grade U.S. History Curriculum Bundle #4

<b>Title</b>		<b>Suggested Dates</b>
Articles of Confederation and Constitutional Convention		October 26 – November 13, 2009 (14 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• Many documents and institutions in England and the colonies greatly influenced the ideas and structure of the U.S. Constitution, including the Bill of Rights.</li> <li>• The Articles of Confederation reflected American concerns about strong central government.</li> <li>• 18<sup>th</sup> century American beliefs and principles from different points of view influenced the writing of the U.S. Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>• How did a tradition of representative government develop over time?</li> <li>• Why did the writers develop a weak central government for the Articles of Confederation?</li> <li>• How did different American beliefs and principles influence the writing of the U.S. Constitution?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
<p><b>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</b></p> <p>8.1A identify the major eras in U.S. history through 1877 and describe their defining characteristics;</p>	<ul style="list-style-type: none"> <li>• <b>Constitutional Era (1783-1791): Forging of a new, independent country, Articles of Confederation, Constitution, Philadelphia, Bill of Rights</b></li> </ul>	
<p><b>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</b></p> <p>8.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<p><b>Significant Individuals (Examples)</b></p> <ul style="list-style-type: none"> <li>• <b>George Washington, Ben Franklin, Thomas Jefferson</b></li> </ul> <p><b>Events (Examples)</b></p> <ul style="list-style-type: none"> <li>• <b>Creating the Constitution</b></li> </ul> <p><b>Time Periods</b></p> <ul style="list-style-type: none"> <li>• <b>Constitutional Convention</b></li> </ul>	
<p><b>8.1 History. The student understands traditional historical points of reference in</b></p>	<ul style="list-style-type: none"> <li>• <b>1787 Constitution Written – Constitutional Convention</b></li> </ul>	

## 8<sup>th</sup> Grade U.S. History Curriculum Bundle #4

<p><b>U.S. history through 1877. The student is expected to:</b></p> <p>8.1C explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.</p>	<p style="text-align: center; color: red;">meets in Philadelphia to draft new Constitution</p>	
<p><b>8.4 History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</b></p> <p>8.4C explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; <u>Articles of Confederation</u> and signing the Treaty of Paris; and</p>	<ul style="list-style-type: none"> <li>• <span style="color: red;"><u>Articles of Confederation</u> – First American constitution; written by the Second Continental Congress; created a weak central government; was eventually replaced by the U.S. Constitution</span></li> </ul>	<p>“We Hold These Truths: The Meaning of the Declaration,” <i>Debating the Documents</i> series by MindSparks can help to teach this. (This resource is available in your <b>campus library</b>.)</p> <p>“<u>Classroom Confederation</u>” (Nov. 2007) from Texas Law-Related Education (Helps teach TEKS 8.4C, 8.16B, 8.30D)</p>
<p><b>8.16 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:</b></p> <p>8.16B summarize the strengths and weaknesses of the Articles of Confederation;</p>	<ul style="list-style-type: none"> <li>• <span style="color: red;">Strengths: First form of government for the new republic, created the Land Ordinance of 1785 and the Northwest Ordinance of 1787, outlawed slavery in the Northwest Territories.</span></li> <li>• <span style="color: red;">Weaknesses: No executive or judicial branches of government, Shay’s Rebellion showed that the government could not keep order and a stronger form of national government was needed , no power to tax, no power to regulate trade, no national currency, no army, no foreign respect, territorial disputes. Needed unanimous vote to amend Articles, decisions were not mandatory</span></li> </ul>	<p>Computer Project: Create a Database of the Strengths and Weaknesses of the Articles of Confederation.</p> <p>Project Idea: Create a newspaper supporting or opposing the Articles of Confederation.</p> <p>“<u>Looping Through the Constitution</u>” (Sept. 2005) from Texas Law-Related Education (Helps teach TEKS 8.16) END OF UNIT OR TAKS REVIEW p. 208 “<u>Classroom Confederation</u>” (Nov. 2007) from Texas Law-Related Education (Helps teach TEKS 8.4C, 8.16B, 8.30D)</p> <p>“<u>Strengths and Weaknesses</u> of the Articles of Confederation” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 8.6A, 16B) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p> <p>“<u>Basic Principles</u> of the U.S. Constitution” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 8.16ABCD, 17ABC, 18AB, 19AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p>

## 8<sup>th</sup> Grade U.S. History Curriculum Bundle #4

<p><b>8.6 History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</b></p> <p>8.6A explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;</p>	<p><b>Northwest Ordinance</b></p> <ul style="list-style-type: none"> <li>• Adopted in 1787</li> <li>• new states would be admitted on equal footing</li> <li>• Applied a plan of government that would later be applied to all new land areas in the national domain (how territories could</li> <li>• become states)</li> <li>• Guaranteed inhabitants freedom of religion, civil liberties, and free public education</li> <li>• forbid slavery</li> <li>• Divided land evenly using grid system</li> </ul>	<p>“<a href="#">Strengths and Weaknesses</a> of the Articles of Confederation” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 8.6A, 16B) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p>
<p><b>8.4 History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</b></p> <p>8.4D analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.</p>	<ul style="list-style-type: none"> <li>• <b>Great Compromise</b> – Argument: Delegates from small states insisted that each state have an equal vote in Congress. Compromise: In the House of Representatives, the states would be represented according to population. In the Senate, each state would have equal representation. (Viginia Plan and New Jersey Plan)</li> <li>• <b>Three-Fifths Compromise</b> – Argument: To determine how a slave would be counted in regards to representation. Compromises: Every five enslaved people in a state would count as three free persons for determining both representation and taxes. Atlantic Slave Trade ends in 20 years (1808).</li> <li>• <b>Ratification of the Constitution</b> – Argument: Federalists wanted a strong central government and they argued for ratification of the Constitution based on a belief in a strong central government. The Anti-federalists favored states’ rights and supported the Bill Of Rights. They argued against ratification of the Constitution based on belief of strong state governments and the lack of a Bill of Rights. Compromise: The ratification of the new Constitution with the addition of the Bill of Rights.</li> </ul> <p>Other Examples:</p> <ul style="list-style-type: none"> <li>• <a href="#">Regulation of Trade</a></li> </ul>	<p>Educational Movie “A More Perfect Union” That reenacts the Constitutional Convention.</p>
<p><b>8.22 Citizenship. The student understands the importance of the expression of different</b></p>	<ul style="list-style-type: none"> <li>• <b>Great Compromise</b> – Compromise during the Constitutional Convention that decided the issue of</li> </ul>	<p>“<a href="#">Help Run the Country</a>” (Dec. 2007) from Texas Law-Related Education (Helps teach TEKS 8.5, 8.22)</p>

## 8<sup>th</sup> Grade U.S. History Curriculum Bundle #4

<p><b>points of view in a democratic society. The student is expected to:</b></p> <p>8.22C summarize a historical event in which compromise resulted in a peaceful resolution.</p>	<p>representation in Congress. One house, the Senate, would have equal representation and the other, the House of Representatives, would have representation based on population.</p> <ul style="list-style-type: none"> <li>• <u>Three-Fifths Compromise</u> – Compromise during the Constitutional Convention that decided the issue of how to count slaves when calculating population for representation and taxation. Compromise decided that all slaves would count as 3/5 of a person in both aspects.</li> </ul>	
<p><b>8.15 Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:</b></p> <p>8.15A explain why a free enterprise system of economics developed in the new nation; and</p>	<ul style="list-style-type: none"> <li>• Constitution allowed for private ownership of property</li> </ul>	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online <a href="http://www.econedlink.org/standards/">http://www.econedlink.org/standards/</a></p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Standard” then “Texas.” Lessons will be displayed by individual TEKS.</p> <p>Some lessons could be taught at multiple grade levels. If you find and use a lesson that you want protected at your grade level in future years, please email Sara Lucas to make that request.</p>
<p><b>8.16 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:</b></p> <p>8.16A identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. system of government;</p>	<ul style="list-style-type: none"> <li>• <u>Magna Carta</u> – the first document to limit the power of the English Monarch; also guaranteed due process of law</li> <li>• <u>English Bill of Rights</u> – Protected more individual rights and further limited the power of the monarchs. American Bill of Rights would include many similar rights including freedom of speech, petition, right to bear arms, freedom from cruel and unusual punishment and excessive bail.</li> <li>• <u>Mayflower Compact</u> – Based on the English constitution, this was the first example of a document establishing self-government in the 13 Colonies, majority rule</li> <li>• <u>Declaration of Independence</u> – Influence by the writings of John Locke and championed unalienable rights (LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS) and defined the purpose of government, consent of the governed, equality, and the right to question governmental authority</li> <li>• <u>Federalist Papers</u> – Influenced by English Bill of Rights and the Declaration of Rights, this document led to states</li> </ul>	<p>“<a href="#">Is the Charter Great?</a>” lesson plan (Jan. 2004) from TX Law-Related Education could help teach 8.16A.</p> <p>The Debating the Documents lesson titled “We Hold These Truths” by MindSparks is an excellent resource which is particularly helpful in teaching 4B, 4C, 16A, 20A, and 22A as well as Social Studies Skills 30A-G, 31B, and 31D. (<b>This resource may be found in every campus library.</b>)</p> <p>“We Hold These Truths: The Meaning of the Declaration,” <i>Debating the Documents</i> series by MindSparks can help to teach this. (This resource is available in your <b>campus library</b>.)</p> <p>“<a href="#">Predicting the Meaning</a> of the Declaration of Independence” (Nov. 2006) from Texas Law-Related</p>

## 8<sup>th</sup> Grade U.S. History Curriculum Bundle #4

	<p style="color: red;">ratifying the Constitution, adding the Bill of Rights, and separation of powers of the government;</p> <ul style="list-style-type: none"> <li>• <a href="#">Anti-Federalist writings</a> – Influenced by the idea of a loose central government, this document argued for not ratifying the Constitution as written, pushed for Bill of Rights, limited Presidential power, and states’ rights.</li> </ul>	<p>Education (Helps teach TEKS 8.16AC, 8.20A)</p> <p>“<a href="#">Looping Through the Constitution</a>” (Sept. 2005) from Texas Law-Related Education (Helps teach TEKS 8.16) END OF CIVICS UNIT OR TAKS REVIEW</p> <p><a href="#">A “Workable” Mayflower Compact</a> (Oct. 2003) from Texas Law-Related Education (Helps teach TEKS 8.3B, 8.2B, 8.16A, 8.30, 8.32)</p> <p>“<a href="#">License to Declare Independence</a>” (Nov. 2006) from Texas Law-Related Education (Helps teach TEKS 8.16AC)</p> <p>“<a href="#">Basic Principles</a> of the U.S. Constitution” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 8.16ABCD, 17ABC, 18AB, 19AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p>
<p><b>8.18 Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:</b></p> <p>8.18A analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and</p>	<ul style="list-style-type: none"> <li>• Federalists – argued for a strong central government with broad powers to tax, regulate trade, and include a strong executive branch. <ul style="list-style-type: none"> <li>o Alexander Hamilton</li> <li>o James Madison</li> </ul> </li> <li>• Anti-Federalists – argued against ratification of the Constitution based on the belief that it gave to much power to the central government and did not do enough to protect the rights of the individual or the states. Strongly argued for including a Bill of Rights in the document. <ul style="list-style-type: none"> <li>o Patrick Henry</li> <li>o George Mason</li> </ul> </li> </ul>	<p>“<a href="#">Predicting the Meaning</a> of the Declaration of Independence” (Sept. 2007) from Texas Law-Related Education (Helps teach TEKS 8.16AC, 8.20A)</p> <p>“<a href="#">Basic Principles</a> of the U.S. Constitution” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 8.16ABCD, 17ABC, 18AB, 19AB) Several lessons are included in the PDF. Scroll to the appropriate lesson. p. 219</p>
<p><b>8.21 Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</b></p> <p>8.21B evaluate the contributions of the Founding Fathers as models of civic virtue; and</p>	<p style="color: red;"><i>Founding Fathers</i></p> <ul style="list-style-type: none"> <li>• George Washington – served a president of the Constitutional Convention</li> <li>• Alexander Hamilton – wrote Federalist Papers to convince Americans to support the Constitution</li> <li>• James Madison – He kept the best accounts of the</li> </ul>	<p>“Slavery and Virginia’s Enlightened Aristocracy” <i>Debating the Documents</i> series by MindSparks can help to teach this. (This resource is available in your <b>campus library</b>.)</p>

## 8<sup>th</sup> Grade U.S. History Curriculum Bundle #4

	<p style="color: red;">convention by keeping notes of the closed sessions and authoring the Constitution; “Father of the Constitution”</p>	
<p><b>Social Studies Skills TEKS</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>8.30F identify bias in written, oral, and visual material;</p> <p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>8.30G evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and</p>		
<p><b>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>8.31A use social studies terminology correctly;</p>	<p><b>Assurance Words</b> to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> <li>• Northwest Ordinance</li> <li>• Compromise</li> <li>• Articles of Confederation</li> <li>• Federalists Papers</li> <li>• Ratification</li> </ul> <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p> <p>Mastery: When students actively use them in all social studies activities without being prompted.</p> <p>Examples: When students are able to correctly name a source as either primary or secondary.</p>	

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