

# EIGHTH GRADE: CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY

## Students will be able to...

(Disciplinary Skills and Processes)

- Analyze change and continuity over time
- Evaluate the significance of events to lives and society
- Use questions as a foundation for driving learning toward inquiry
- Analyze multiple perspectives and their impact
- Utilize multiple primary and secondary sources
- Construct and present arguments and explanations while acknowledging strengths and weaknesses
- Use relevant textual and visual evidence to support claims and explanations
- Analyze various causes and effects of events and developments
- Present arguments and explanations to diverse audiences in and out of the classroom.

## Compelling Question

How do citizens influence change in society?

## Priority Standards

- 8.C1.1** Analyze ideas and principles contained in the founding documents of the United States and explain how they influence society and political systems.
- 8.C1.3** Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.
- 8.C3.1** Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy
- 8.C4.1** Compare historical and contemporary means of changing societies to promote the common good.
- 8.E2.1** Explain how economic decisions affect the well-being of individuals, businesses, and society.
- 8.G1.1** Use geographic tools and representations to analyze historical and modern political and economic issues and events.
- 8.H2.2** Investigate how conflict can be both unifying and divisive both domestically and internationally.
- 8.H3.3** Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.

## Students will learn...

(Essential Content Knowledge)

- Philosophical Foundations and Ideals leading to the formation of Government
- The structure and function of the Constitution
- Amendments and Amendment Process (Bill of Rights, Voting Rights)
- Branches of Government
- Linkage Institutions (political parties, Media, interest groups)
- Elections and Voting
- Landmark Supreme Court Cases
- Civil Rights Movements
- Immigration
- Human Rights and Genocides (including the Holocaust)
- Terrorism influence
- Governmental role in environmental issues
- Economics - Personal Finance, Fiscal Policy, Global & Domestic
- *Engage in Civic Action Opportunities*

## Academic Vocabulary as Seen on State Assessment

affect, analyze, argument, central idea, claim, compare, contrast, contribute, counterclaim, different, effect, evidence, purpose, revise, similar, source, summarize

## Content Specific Vocabulary

amendment, checks and balances, civic duty, civic engagement, civil dissent, civil rights, federalism, genocide, globalization, human rights, interest group, investment, limited government, majority/minority rights, naturalization, opportunity cost, platform, political party, popular sovereignty, public policy, rule of law, social contract, suffrage, supply and demand, terrorism

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## Skills and instructional strategies:

- Analyze change and continuity over time
  - [Projecting Across Time](#)
  - [Here, Now/ There, Then](#)
  - [Human Timeline](#)
- Evaluate the significance of events to lives and society
  - [I Used to Think... Now I Think...](#)
  - [Projecting Across Time](#)
- Use questions
  - [Claim, Support, Question](#)
  - [Question Formulation Technique \(QFT\)](#)
- Analyze multiple perspectives and their impact
  - [Discussion Diamond\\*](#)
  - [Circle of Viewpoints](#)
- Utilize multiple primary and secondary sources
  - [Library of Congress Primary Source Analysis](#)
  - [CyberSandwich EduProtocol](#)
- Construct and present arguments and explanations while acknowledging strengths and weaknesses
  - [SPAR \(Spontaneous Argumentation\)](#)
  - [Barometer: Take a Stand](#)
- Use relevant textual and visual evidence to support claims and explanations
  - [Evaluating Sources](#) (Discovery Ed)
- Analyze various causes and effects of events and developments
  - [Cause/Effect Graphic Organizers](#)
- Present arguments and explanations to diverse audiences in and out of the classroom.
  - [See, Think, Wonder](#)
  - [Barometer: Taking a Stand on a Continuum](#)

## ***Social Studies and ELA Connections***

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences. (8.RI.1, 8.SP3.2)

Determine a central idea of a text and analyze its development over the course of the text; objectively summarize. (8.RI.2, 8.SP1.1, 8.SP4.4)

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas or individuals influence ideas or events). (8.RI.3, 8.SP1.4)

Determine an author's point of view/purpose in a text and analyze how the author distinguishes their position from others. (8.RI.6, 8.SP2.2, 8.SP2.3, 8.SP3.5)

Compare and contrast a text to other multimedia versions of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (8.RI.7, 8.SP2.1, 8.SP3.2)

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (8.RI.8, 8.SP3.2-7)

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (8.RI.9, 8.SP2.1-3)

Write arguments to support claims with clear reasons and relevant evidence. (8.W.1, 8.SP4.3)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (8.W.2, 8.SP3.7)

## Suggested Primary and Secondary Sources:

- Philosophical Foundations and Ideals leading to the formation of Government
  - [Foundations of American Government](#) (Bill of Rights Institute)
  - [Magna Carta](#), [English Bill of Rights](#), [Mayflower Compact](#)
  - [Declaration of Independence](#)
- The structure and function of the Constitution
  - [Federalist vs. AntiFederalists](#)
  - [Interactive Constitution](#)
- Amendments and Amendment Process (Bill of Rights, Voting Rights)
  - [Bill of Rights Transcription](#)
  - [Voting Rights in America Lesson](#) (Bill of Rights Institute)
  - [Additional Amendments to the Constitution](#) (Bill of Rights Institute)
- Elections and Voting: Process, Parties, and Interest Groups
  - [Washington's Farewell Address](#)
  - [Party Identification Publications](#) (Pew Research Center)
  - [Voting Lesson](#) (Bill of Rights Institute)
- Landmark Supreme Court Cases
  - [Landmark Library](#) (iCivics)
- Civil Rights Movements
  - [The Civil Rights Movement](#) (Library of Congress)
  - [LGBTQ Activism](#) (Library of Congress)
  - [The Chicano Civil Rights Movement](#) (Library of Congress)
  - [The Struggle for Sovereignty: American Indian Activism in the Nation's Capital, 1968-1978](#)
- Governmental Role in Environmental Issues
  - [Nature Disaster Response and Recovery](#) (US Dept. of Interior)
  - [Laws and Executive Orders](#) (EPA)
- Human Rights and Genocides
  - [US Holocaust Memorial Museum, Echoes and Reflections](#)
  - [What is Genocide?](#) (USHMM)
  - [Country Case Studies](#) (USHMM)
  - [The United Nation Universal Declaration of Human Rights](#)
- Economics
  - [FutureSmart](#) (EverFi)
  - [SmartEconomics: Economics for Middle School](#) (EverFi)
- Media Literacy
  - [Media Literacy Lesson](#) (PBS)
- *Engage in Civic Action Opportunities*
  - [Civic Action Project](#) (C3 Teachers)