

Wyoming Content Standard End of Grade 8	Benchmark	WTP Lessons and Activities
<p>1. <u>Citizenship/Government/Democracy</u> Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.</p>	<p>1. Students identify the rights, duties, and responsibilities of a U.S. citizen and explain their relationships.</p>	<p>1. ST, Lesson 2, p.9 This problem solving exercise gets students thinking in terms of rights and responsibilities</p> <p>2. ST, Lesson 3, p. 14 ‘Defining Higher Law’, This section lists the basic concepts of republican government including guarantees of rights</p> <p>3. ST, Lesson 4, Great on presenting how Checks and Balances protect rights.</p> <p>4. ST, Lesson 5 This section deals with the origin of rights in England with emphasis on the Magna Carta and the English Bill of Rights.</p> <p>5. ST, Lesson 7 This section covers the Declaration of Independence</p> <p>6. ST, Lesson 8 pp. 32-3 Basic ideas of government and clearly expressed here.</p> <p>7. ST, Lesson 10 The concepts of the Articles of Confederation are discussed here.</p> <p>8. ST, Lesson 12, The battle over representation in Congress is highlighted here. The ‘Problem Solving’ exercise on page 51 is a great hands-on exercise for this concept.</p> <p>9. ST, Lesson 14, The ‘problem Solving’ exercise on pp. 59-60 provides a ‘hands-on’ activity to learn how a bill becomes a law.</p> <p>10. ST, Lesson 15, The powers of the executive and legislative branches are clearly discussed here.</p> <p>11. ST, Lesson 17, pp.72-3 The arguments between the Federalists and Anti-Federalists are clearly outlined here.</p> <p>12. ST, Lesson 18, The basic concepts of federalism are clearly discussed here.</p> <p>13. ST, Lesson 19, The Bill of Rights is discussed here.</p> <p>14. ST, Lessons 21-22, The role of the judicial branch of government is discussed in these chapters. The ‘Problem Solving’ exercise on p. 92 gives students a ‘hands-on’ approach to judicial review.</p> <p>15. ST, Lesson 23, This lesson deals with freedom of expression. The ‘Problem Solving’ exercise on p. 100 focuses in on freedom of expression in schools.</p> <p>16. ST, Lesson 24 Deals with freedom of religion. ‘Problem Solving’ exercise on p. 105 deals with religion in the schools.</p> <p>18. St, Lesson 26 Deals with the concept of ‘equal protection’. ‘Problem Solving’ exercise on p. 112 applies ‘equal protection’ to unfair discrimination.</p> <p>19. ST, Lesson 27 ‘Due Process’ is clearly discussed in this lesson. Particular emphasis is placed on the case of <u>In re Gault</u> and its relationship tot the due</p>

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<p>1. <u>Citizenship/Government/Democracy</u> Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.</p> <p>Cont'd</p>	<p>1. Students identify the rights, duties, and responsibilities of a U.S. citizen and explain their relationships.</p> <p>2. Students describe the role of government at the federal, state, and local levels.</p> <p>4. Students describe the issues involved in the drafting and ratification of the US Constitution.</p> <p>5. Students identify the three branches of U.S. government and their leadership positions.</p> <p>6. Students recognize and apply basic principles of the US Constitution, Bill of rights, and other amendments to real life scenarios.</p>	<p>process rights of minors. 20. ST, Lessons 28-29 The responsibilities on citizenship are clearly outlined on pp. 123-4. Pages 126-8 deal with the ethical dilemma citizens face when obeying an unjust law.</p> <p>1. The federal powers of the legislative branch are outlined in Lesson 14. Those of the executive and judicial branches in Lessons 15 and 21-22. 2. The conflict between the Federalists and Anti-Federalists are clearly outlined in Lesson 17. 3. The expansion of federal power through the 14th Amendment 'due process' and 'equal protection' clauses are clearly discussed in Lessons 25-27.</p> <p>1. Lessons 11-12 thoroughly and clearly discuss ratification issues debated at the Constitutional Convention. 'Problem Solving' exercises on p. 55 (Developing compromises to form the Union), p. 69 (analyzing George Mason's objections) and the Anti-Federalist v. Federalist chart on pp. 72-3 afford students the opportunity to discuss the main issues.</p> <p>1. The federal powers of the legislative branch are outlined in Lesson 14. Those of the executive and judicial branches in Lessons 15 and 21-22. 2. The concepts of 'separation of powers' and 'checks and balances are clearly covered in Lesson 4.</p> <p>1. To apply WTP to this benchmark check out the 'Problem Solving' exercises on pp. 59-60 (Creating bills that are constitutional), p. 77 (What is a federal system?), p. 92 (How would you decide?), p. 100 (Balancing rights and interests), p. 105 (Religion in the schools) p. 107 (Rebellion over voting rights-right or wrong?), p. 112 (What is unfair discrimination?), p. 118 (What are fair procedures?), and pp. 127-8 (What decision would you reach?)</p>
<p>2. <u>Culture/Cultural Diversity</u> Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.</p>	<p>2. Students explain how cultures and experiences influence people's perceptions.</p>	<p>1. ST, Lesson 9, pp. 36-39 describes the background and class differences of Americans in the 1780's and how they looked at government. 2. ST, Lessons 23, 24-26 lend themselves to dealing with cultural differences with regard to freedom of expression, religion and racial discrimination.</p>

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<p>4. <u>Time, Continuity and Change</u> Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation and world.</p>	<p>1. Students identify people, events, problems, conflicts, and ideas and explain their historical significance</p> <p>2. Students discuss and analyze current events</p> <p>3. Students organize historical events, eras, and trends chronologically.</p> <p>4. Students analyze the impact of historical events and people on present conditions, situations, or circumstances.</p>	<p>1. ST, Lessons 5-17 deal with the historical development of the US Constitution and the significance of key events, problems, conflicts and ideas. Pay special attention to the ‘hands-on’ ‘Problem Solving’ exercises contained in these lessons.</p> <p>1. ST, All lessons, Current events lend themselves to the basic ideas of constitutionalism mentioned throughout We The People. Have students bring in and discuss current events relating to key governmental concepts.</p> <p>1. ST, Lessons 5-10 (Events leading to the American revolution and the writing of the US Constitution) lend themselves to a time line exercise. So does the expansion of voting rights in Lesson 25.</p> <p>1. Most of the ‘Problem Solving’ exercises found in We The People can be applied to present situations. Good examples are exercises on pp.127-8 (What decision would you reach?) and pp. 128-129 (Conflicting responsibilities of a representative).</p>
<p>5. <u>People, Places and Environments</u> Students demonstrate an understanding of interrelationships among people, places, economies, and environments.</p>	<p>2. Students identify the five themes of geography (place, region, location, movement and human/environmental interaction) and apply them to the topic being studied.</p> <p>3. Students use mental mapping as a skill to organize and process spatial information</p>	<p>1. Geographic themes can be applied to the geographic information contained on pp. 36-37. Maps can be made of the 13 colonies. Population density maps can also be developed as a class exercise.</p> <p>1. Mental maps can be made of the 13 states. Population density charts comparing the US in the 1780’s with today’s statistics.</p>

We the People: The Citizen and the Constitution

Correlation

For

Wyoming Social Studies

Standards and Benchmark

Grade 8