

## Grade 8 : United States and Massachusetts Government and Civic Life

### Topic 1. The philosophical foundations of the United States political system

Supporting Question: *What were the roots of the ideas that influenced the development of the United States political system?*

Key Primary Source for Topic 1 in Appendix D

[Mayflower Compact](#) (1620)

Suggested Primary Sources for Topic 1 in Appendix D

[Magna Carta](#) (1215)

[The Iroquois Confederacy Constitution](#), *The Great Binding Laws* (circa 1451, passed orally, but written down in 1700s)

[Benjamin Franklin on the Iroquois League in a Letter to James Parker](#) (1751)

Standard	We the People Correlation	Suggested Activities/Videos/Resources
<p>1. Explain why the Founders of the United States considered the government of ancient Athens to be the beginning of democracy and explain how the democratic political concepts developed in ancient Greece influenced modern democracy (e.g., <i>civic participation, voting rights, trial by jury, legislative bodies, constitution writing, rule of law</i>).</p>	<p>MS Text: Lesson 3 Antigone Activity p. 35-36</p>	<p><b>WTP Resource Center Video: Unit 1 Lesson 1: <a href="#"><u>Where did the Founders get their ideas about government?</u></a></b>  <b>Unit 1 Lesson 2: <a href="#"><u>How did Greek and Roman thought influence at least some of the Founders?</u></a></b>  <b>WTP Resource Center Media. 60-Second Civics Episodes 63, 71-74, 80-82,</b>  <b>SHEG:Athenian Democracy</b>  <a href="https://sheg.stanford.edu/history-lessons/athenian-democracy-sac"><u>https://sheg.stanford.edu/history-lessons/athenian-democracy-sac</u></a></p>
<p>2. Describe the government of the Roman Republic and the aspects of republican principles that are evident in modern democratic governments (e.g., <i>separation of powers, rule of law, representative government, and the notion of civic duty/common good</i>).</p>	<p>MS Text: Lesson 3</p>	<p><b>WTP Resource Center Video: Unit 1 Lesson 1: <a href="#"><u>Where did the Founders get their ideas about government?</u></a></b>  <b>Unit 1 Lesson 2: <a href="#"><u>How did Greek and Roman thought influence at least some of the Founders?</u></a></b>  <b>WTP Resource Center Media. 60-Second Civics Episodes 66-70.</b>  <b><a href="#"><u>SHEG: Roman Republic</u></a></b>  <b>WTP Resource Center: <a href="#"><u>Lesson 3: What Is a Republican Government?</u></a></b></p>
<p>3. Explain the influence of Enlightenment thinkers on the American Revolution</p>	<p>MS Text: pp. 66-67  MS Text: Lesson 2</p>	<p><b>WTP Resource Center Video: Unit 1: Lesson 2:</b></p>

<p>and framework of the American government (e.g., John Locke, Charles de Montesquieu).</p>		<p><a href="#"><u>What values from the natural rights philosophy influenced the Founding generation?</u></a>  <b>WTP Resource Center Media. 60-Second Civics Episodes 62, 63. 89-96.</b>  <a href="#"><u>WTP Lesson Plans: Why do we need Government?</u></a></p>
<p>4. Explain how British ideas about and practices of government (e.g., <i>the Magna Carta, the concept of habeas corpus, the Mayflower Compact, self-government, town meetings, the importance of education and literacy, the House of Burgesses, colonial legislatures, the Albany Plan of Union</i>) influenced American colonists and the political institutions that developed in colonial America.</p>	<p>MS Text: Lesson 6  MS Text: Lesson 1</p>	<p><b>WTP Resource Center Video: Unit 1: Lesson 4: <a href="#"><u>What were the British origins of American constitutionalism?</u></a></b></p> <p><a href="#"><u>How did the rights of Englishmen develop?</u></a></p> <p><a href="#"><u>How did British constitutionalism contribute to American constitutionalism?</u></a></p> <p><a href="#"><u>EDSITEment! Launchpad: Magna Carta</u></a></p>
<p>5. Analyze the evidence for arguments that the principles of government of the United States were influenced by the governments of Native Peoples (e.g. the Iroquois Confederacy).</p>		<p><b>Lesson/Activity Ideas on <a href="#"><u>Haudenosaunee Culture: The Great Law as a Model for US Democracy</u></a></b></p>

## Topic 2. The development of the United States government

**Supporting Question:** *How did the framers of the Constitution attempt to address issues of power and freedom in the design of the new political system?*

### Key Primary Sources for Topic 2 in Appendix D

[The Declaration of Independence](#) (1776)

excerpts from [The Federalist, Number 10](#) (1787)

[The Constitution of the United States](#) (1787)

[The United States Bill of Rights](#) (1791)

### Suggested Primary Sources for Topic 2 in Appendix D

[Selected Federalist Papers](#), such as numbers 1, 9, 39, 51, and 78 (1787–1788)

Selected responses by Anti-Federalists (1787-1789) [The Federal Farmer](#) (Richard Henry Lee) and [Centinel](#)

Standard	We the People Correlation	Suggested Activities/Videos/Resources
<p>6. Apply knowledge of the history of the American Revolutionary period to determine the experiences and events that led the colonists to declare independence; explain the key ideas about <i>equality, representative government, limited government, rule of law, natural rights, common good</i>, and the <i>purpose of government</i> in the Declaration of Independence.</p>	<p>MS Text: Lessons 7-9</p>	<p><b>WTP Resource Center Video:</b>  <b>Unit 1 Lesson 6:</b>            -<a href="#">Why did American colonists want to free themselves from Great Britain?</a>            -<a href="#">What steps did the colonists take to resist a greater British control and the imposition of new taxes?</a>            -<a href="#">What events led to the Declaration of Independence and what is its significance?</a></p>
<p>7. Analyze the weaknesses of the national government under the Articles of Confederation; and describe the crucial events (e.g., Shays’ Rebellion) leading to the Constitutional Convention.</p>	<p>MS Text: Lessons 9-11</p>	<p><a href="#">Mentor Lesson Plan on the Strengths and Weaknesses of the Articles of Confederation</a></p> <p><b>WTP Resource Center Video: Unit 1: Lesson 7:</b>            -<a href="#">What did the colonies do to establish themselves as functioning free and independent states?</a>  <b>Unit 2 Lesson 8: <a href="#">What were the Articles of Confederation and why did some Founders want to change them?</a></b></p>
<p>8. Identify the various leaders of the Constitutional Convention and analyze the major issues (e.g., <i>distribution of political power, rights of individuals, representation and rights of states, slavery</i>) they debated and how the issues were resolved.</p>	<p>MS Text: Lessons 12-16</p>	<p><a href="#">Mentor Lesson Plan on the Constitutional Convention and Debates</a></p> <p><b>WTP Resource Center Video:</b>            -Unit 2 Lesson 9: <a href="#">How was the Philadelphia Convention Organized?</a>            -<a href="#">What were the most prominent elements of the Virginia Plan?</a>            -Unit 2 Lesson 10: <a href="#">What were the disagreements about representation at the Philadelphia Convention?</a></p>

		<p><a href="#">-What was the Great Compromise and what were Madison's objections to it?</a></p> <p><a href="#">-Unit 2 Lesson 11: What questions did the Framers consider when designing the three branches of the national government?</a></p> <p><a href="#">-What questions did the Framers address in organizing the legislative branch?</a></p> <p><a href="#">-What questions did the Framers address in organizing the executive branch?</a></p> <p><a href="#">-What questions did the Framers address in deciding how the president should be selected?</a></p> <p><a href="#">-What questions did the Framers address in organizing the judicial branch?</a></p> <p><a href="#">-How well does the system of separated and shared powers and what were the principal objections of opponents of the Constitution?</a></p> <p><a href="#">-Unit 1 Lesson 12: What powers does the Constitution give the national government over state governments and the people?</a></p> <p><a href="#">-What provisions of the Constitution deal with slavery?</a></p>
<p>9. Compare and contrast key ideas debated between the Federalists and Anti-Federalists over ratification of the Constitution (e.g., <i>federalism, factions, checks and balances, independent judiciary, republicanism, limited government</i>).<sup>1</sup></p>	<p>MS Text: Lesson 18</p>	<p><a href="#">Mentor Lesson Plan: Ratification and the Federalist/Anti-Federalist Debates</a></p> <p><a href="#">Mentor Lesson Plan: What were the Federalists Thinking Anyway?</a></p> <p><a href="#">WTP Resource Center Video: Unit 2 Lesson 13: What were the key elements of the Anti-Federalists' opposition?</a></p> <p><a href="#">-Why were the Anti-Federalists concerned with the lack of a Bill of Rights and other parts of the Constitution?</a></p> <p><a href="#">-Unit 2 Lesson 14: What was the Federalists' position in the debate over ratification and what strategies did they use?</a></p> <p><a href="#">-What were the Federalists' response to Anti-Federalist fears of a strong central government?</a></p> <p><a href="#">-What were the central arguments of the Federalists?</a></p>
<p>10. Summarize the Preamble and each article in the Constitution, and the rights enumerated in the Bill of Rights; explain the reasons for the addition of the Bill of Rights to the Constitution in 1791.</p>	<p>MS Text: pp. 265-277 Copy of the constitution</p>	<p>iCivics- <a href="#">Anatomy of Constitution</a></p>

<sup>1</sup> Students may need help in reading these documents closely because the 18<sup>th</sup>-century language and sentence structure is complex and unfamiliar.



## Topic 4. Rights and responsibilities of citizens

Supporting Question: *What is the role of the individual in maintaining a healthy democracy?*

Standard	We the People Correlation	Suggested Activities/Videos/Resources
16. Explain the different ways one becomes a citizen of the United States.	MS Text: Lesson 29	<b>WTP Resource Center Video:</b> Unit 6 Lesson 33: <a href="#">What are some current issues regarding citizenship?</a>
17. Describe the rights and responsibilities of citizens (e.g., voting, serving as a juror, paying taxes, serving in the military, running for and holding elected office) as compared to non-citizens.	MS Text: Lesson 29	<b>WTP Resource Center Video:</b> Unit 3 Lesson 20: <a href="#">What is the rationale for the right to vote in the American constitutional system?</a> Unit 6 Lesson 39: <a href="#">How have the natural rights philosophy and classical republicanism influenced American ideas about the rights and responsibilities of citizens?</a>
18. Distinguish among civic, political, and private life.	MS Text: Lesson 30	<b>WTP Resource Center Video:</b> Unit 6 Lesson 39: <a href="#">How does the Constitution provide a peaceful means for managing tensions among fundamental principles?</a>
19. Define and provide examples of fundamental principles and values of American political and civic life (e.g., <i>liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy</i> ).	MS Text: Unit 1	<b>WTP Resource Center Video:</b> Unit 1 Lesson 2: <a href="#">Which of the two philosophies studied by the Founders, classical republicanism or the natural rights philosophy has been most influential on American political thought?</a> Unit 6 Lesson 39: <a href="#">What are some contemporary issues regarding unity vs diversity and how should they be managed? How does the Constitution provide a peaceful means for managing tensions among fundamental principles?</a>
20. Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.		<b>WTP Resource Center Video:</b> Unit 6 Lesson 34: <a href="#">What are some issues regarding civic engagement?</a>  <a href="#">i-Civics: Local Solutions Civic Action Plan</a>
21. Evaluate information related to elections (e.g., policy positions and debates among candidates, campaign financing, campaign advertising, influence of news media and social media, and data relating to voter turnout in elections).		

22. Apply knowledge of the meaning of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and national levels.		
23. Explain the importance of individuals working cooperatively with their elected leaders.		<b>WTP Resource Center Video:</b> <b>Unit 6 Lesson 37: <a href="#">What should be the purposes of government and what is the role of civil discourse in furthering those purposes?</a></b>
24. Explain the importance of public service, and identify career and other opportunities in public service at the local, state, and national levels.		
25. Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.		<b>WTP Resource Center Video:</b> <b>Unit 1 Lesson 2: <a href="#">Which of the two philosophies studied by the Founders, classical republicanism or the natural rights philosophy has been most influential on American political thought?</a></b> <b>Unit 6 Lesson 39: <a href="#">What are some contemporary issues regarding liberty v order and how should they be managed?</a></b> <b><a href="#">What are some contemporary issues regarding majority rule and minority rights and how should they be managed?</a></b> <b><a href="#">How does the Constitution provide a peaceful means for managing tensions among fundamental principles?</a></b>
26. Examine the varied understandings of the role of elected representatives and discuss those who have demonstrated political courage or those whose actions have failed to live up to the ideals of the Constitution.		
27. Examine the role of political protest in a democracy.	MS Text: Lessons 25-27	<b>WTP Resource Center Video:</b> <b>Unit 6 Lesson 35: <a href="#">What is the role of civil disobedience?</a></b>
28. Examine the influence of public and private interest groups in a democracy, including policy research organizations (e.g. Pew Research Center, Brookings Institute, Heritage Foundation) in shaping debate about public policy.		<b>WTP Resource Center Video:</b> <b>Unit 4 Lesson 22: <a href="#">What are some current issues regarding representative democracy in the United States?</a></b>

## Topic 5. The Constitution, Amendments, and Supreme Court decisions<sup>2</sup>

**Supporting Question:** *How has the content and interpretation of the Constitution evolved over time?*

Standard	We the People Correlation	Suggested Activities/Videos/Resources
29. Explain why the “necessary and proper” clause <sup>3</sup> and why it is often referred to as the “elastic clause.”	MS Text: p. 166	
30. Explain the historical context and significance of changes in the Constitution, including key amendments. Examples of amendments include the: <ul style="list-style-type: none"> <li>• 14<sup>th</sup> Amendment (1868): citizenship rights, equal protection of laws</li> <li>• 19<sup>th</sup> Amendment (1920): women’s right to vote in federal and state elections</li> <li>• 26<sup>th</sup> Amendment (1971): lowering the voting age from 21 to 18 in federal elections</li> </ul>	MS Text: Lesson 25, 27	<p><b>WTP Resource Center Video:</b>  <b>Unit 3 Lesson 15: <a href="#">What kinds of amendments have been added to the Constitution?</a></b>  <b>Unit 3 Lesson 20: <a href="#">When did the United States become a democracy or democratic republic?</a></b></p>
31. Analyze the Constitutional issues that caused the Civil War and led to the eventual expansion of the power of the Federal government and individual civil rights.	MS Text: Lesson 25	<p><b>WTP Resource Center Video:</b>  <b>Unit 3 Lesson 17: <a href="#">What constitutional issues were raised by the Civil War and how were they resolved? What were the central arguments for and against succession and how were they justified?</a></b></p>
32. Explain the historical context and significance of laws enacted by Congress that have expanded the civil rights and equal protection for race, gender, disability (e.g., the 1964 Civil Rights Act, 1965 Voting Rights Act, 1990 Americans with Disabilities Act, 1990 Individuals with Disabilities Education Act), and explain how the evolving understanding of human rights has affected the movement for civil rights for all.	MS Text: Lesson 26	<p><b>WTP Resource Center Video:</b>  <b>Unit 4: Lesson 22: <a href="#">How have the three branches of the national government protected and furthered individual rights?</a></b>  <b>Unit 6: Lesson 35: <a href="#">What were the origins and goals of the civil rights movement for African Americans?</a></b></p>
33. Explain the principle of judicial review established in <i>Marbury v. Madison</i> (1803) and explain how cases come before the Supreme Court, how cases are argued, and how the Court issues decisions and dissents.	MS Text: Lesson 21 MS Text: Lesson 22	<p><b>WTP Resource Center Video:</b>  <b>Unit 3: Lesson 15: <a href="#">Why is judicial review controversial?</a></b></p> <p><b>Georgia State Bar Video:</b>  <a href="#">Marbury v. Madison</a></p>

<sup>2</sup> Useful resources for this section include [Landmark Cases of the Supreme Court](#) (Street Law, Inc., and the Supreme Court Historical Society), the [Official Website of the Supreme Court](#), [The Supreme Court for Educators](#) (Public Broadcasting System/WNET), [Oyez](#) (Cornell’s Legal Information Institute, LII), Chicago-Kent College of Law and Justia.com), the [Bill of Rights Institute](#), and the [National Constitution Center](#). See additional resources in the Supplement to the History and Social Science Curriculum Framework, under Civics.

<sup>3</sup> Under Article I, Section 8, Congress has the power “to make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers vested by this Constitution in the Government of the United States, or any Department or Officer thereof.”



<p>34. Research, analyze, and report orally or in writing on <b>one area (a, b, or c, below)</b> in which Supreme Court decisions have made significant changes over time in citizens' lives.</p> <p>Interpretations of freedoms of religion, assembly, press, petition, and speech under the First Amendment; for example,</p> <p><i>Tinker v. Des Moines Independent Community School District</i> (1969) The Court held, 7-2, that students' right to protest is protected in schools.</p> <p><i>Bethel School District v. Fraser</i> (1986) The Court held, 7-2, that students' right to use vulgar language is not protected in schools.</p> <p><i>Hazelwood School District v. Kuhlmeier</i> (1988) The Court ruled, 5-3, that students' right to school-sponsored student speech in a school newspaper may be restricted with educational justification.</p> <p><i>Citizens United vs. Federal Election Commission</i> (2010) The Court ruled, 5-4, that contributions by corporations and organizations such as unions to political campaigns are protected as free speech.</p> <p>Interpretations of the due process clause and the equal protection clause of the 14th Amendment, for example</p> <p><i>Dred Scott v. Sandford</i> (1857) The Court dismissed the case brought by Dred Scott, an African American, to obtain his freedom from slavery, 7-2, on the grounds that African Americans were not citizens, that the Congress could not ban slavery in federal territories, and that the due process clause prohibited the government from freeing slaves brought into territories.</p> <p><i>Plessy v. Ferguson</i> (1896) The Court upheld, 7-1, the ruling that racial segregation was constitutional under the "separate but equal" doctrine.</p> <p><i>Brown v. Board of Education of Topeka</i> (1954)<sup>4</sup> The Court unanimously overturned the "separate but equal" doctrine, ruling that state laws establishing separate schools for white and black students were unconstitutional.</p> <p><i>Mapp v. Ohio</i> (1961) The Court, redefined, 6-3, the implementation of the exclusionary rule (evidence collected in</p>	<p>MS Text: Lesson 22</p> <p>MS Text: Lesson 23 MS Text: Lesson 24</p> <p>MS Text: Lesson 26 MS Text: Lesson 27</p> <p>MS Text: Lesson 26</p> <p>MS Text: Lesson 27</p>	<p><a href="#"><u>Mentor PowerPoint on Landmark Supreme Court Cases with focus on Civil Liberties and Student Rights</u></a></p> <p><b>WTP Resource Center Video:</b> <b>Due Process and Equal Protection:</b> <b>Unit 3: <a href="#"><u>Lesson 18: What is the incorporation doctrine and what have been its consequences?</u></a></b></p> <p><b>Unit 3: Lesson 19 <a href="#"><u>What is the meaning of the equal protection clause in the Fourteenth Amendment?</u></a></b> <b>WTP Resource Center Video:</b> <b>Civil Rights:</b> <b>Unit 6: Lesson 35: <a href="#"><u>What was the status of civil rights in mid twentieth century America?</u></a></b> <b>Unit 3: Lesson 19: <a href="#"><u>What was the Separate but Equal Doctrine, what were its effects, and what role did the NAACP play in overturning it?</u></a></b></p> <p><b>Georgia State Bar Videos:</b> <a href="#"><u>Dred Scott v. Sanford</u></a> <a href="#"><u>Plessy v. Ferguson</u></a> <a href="#"><u>Brown v. Board of Education</u></a></p> <p><b>WTP Resource Center Video:</b> <b>Mapp v. Ohio</b> <b>Unit 5: Lesson 31: <a href="#"><u>What is the exclusionary rule, and what are its purposes?</u></a></b></p>
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<sup>4</sup> *Mendez v. Westminster School District of Orange County, California* (1946) is regarded as a precedent for the *Brown* challenge to "separate but equal" schools. In this California class action suit, Mexican Americans sued to dismantle California's system of schools segregated on the basis of national origin. See [Mendez v. Westminster: Desegregating California's Schools](#), a video interview with Sylvia Mendez, historians, and legal scholars.

violation of an individual's Fourth Amendment rights is inadmissible for a criminal prosecution in a court of law) to apply to states.

*Loving v. Virginia* (1967)

The Court unanimously recognized the right to interracial marriage and declared race-based restrictions on marriage unconstitutional.

*Romer v. Evans* (1996)

The Court determined, 6-3, that the Equal Protection Clause prevents states from denying civil rights protections to sexual minorities, including lesbian, gay, and bisexual people.

*Obergefell v. Hodges* (2015)

The Court held, 5-4, that same sex marriage is protected under the 14th Amendment.

**Interpretations in cases where individual rights and perceived community or national interests were in conflict, for example,**

The United States Flag and the Pledge of Allegiance

*Minersville School District v. Gobitis* (1940)

The Court held, 8-1, that the state's interest in national unity allowed school boards to require students to salute the flag.

*West Virginia State Board of Education v. Barnette* (1943)

Court held, 6-3, that students are protected from having to salute the flag or recite the Pledge of Allegiance through the free exercise clause of the First Amendment.

*Texas v. Johnson* (1989)

The Court held, 5-4, that an individual has a right to burn the flag under the First Amendment free expression clause.

School Prayer

*Engel v. Vitale* (1962)

The Court held, 6-2, that requiring school prayer in public schools was a violation of the First Amendment establishment clause.

National Security

*Korematsu v. United States* (1944)

The Court held, 6-3, that a government order during World War II sending Japanese-Americans to internment camps, rather than allowing them to remain in their homes, was constitutional.

*Clapper v. Amnesty International* (2012)

The Court, 5-4, dismissed a challenge to the government's power to conduct surveillance on

**Annenberg Video:** [Mapp v. Ohio](#)

**Have students research which rights have been deemed "fundamental rights" by the Supreme Court using *Loving v. Virginia* and *Obergefell v. Hodges* as case studies.**

**WTP Resource Center Video:**  
**Unit 3: Lesson 19: [What are some current controversies over the equal protection clause?](#)**

**WTP Resource Center Video:**  
**Unit 5: Lesson 28: [How have the courts handled cases involving public prayer?](#)**

**Annenberg Video:** [Korematsu and Civil Rights](#)

international phone calls and emails under the Foreign Intelligence Surveillance Courts.

Gun Control

*District of Columbia v. Heller* (2008)

The Court, 5-4, upheld the right of individuals to own guns under the Second Amendment and found the District of Columbia's ban on owning handguns to be unconstitutional.

Review the [StreetLaw Free Resource Library](#) for Case summaries and case studies on many cases and legal issues. For example they have a Lesson Plan and Activity on the Second Amendment and Firearm Regulation

## Topic 6. The structure of Massachusetts state and local government<sup>5</sup>

Supporting Question: *What is the role of state and local government in the U.S. political system?*

Key Primary Source in Appendix D: [The Massachusetts Constitution](#) (1780)

Standard	We the People Correlation	Suggested Activities/Videos/Resources
35. Compare and contrast the functions of state government and national government.	MS Text: Lesson 17	<b>WTP Resource Center Video:</b> Unit 4: Lesson 26: <a href="#">What are the strengths and weaknesses of federal and unitary governments? What are some of the major characteristics of state governments and constitutions?</a>
36. Describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.	MS Text: Lesson 17	<a href="#">iCivics Massachusetts: Lessons Comparing Constitutions, Local Government, Local Solutions</a>
37. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.	MS Text: Lesson 15	<a href="#">i-Civics The “Federal” in Federalism Lesson Plan</a>
38. Compare core documents associated with the protection of individual rights, including the Bill of Rights, the 14th Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.	MS Text: p. 273 MS Text: p. 274	<b>WTP Resource Center Video:</b> Unit 5: Lesson 27: <a href="#">What are bills of rights and how have they evolved?</a>  Unit 5: Lesson 27: <a href="#">What kinds of rights are protected by the Bill of Rights?</a>
39. Explain why the Tenth Amendment to the United States Constitution is important to state government and identify the powers granted to states by the Tenth Amendment and the limits to state government outlined in it.	MS Text: p. 161	<b>WTP Resource Center Video:</b> Unit 5: Lesson 27: <a href="#">What are the meaning and importance of the Ninth and Tenth Amendments?</a>
40. Identify additional protections provided by the Massachusetts Constitution that are not provided by the U.S. Constitution.		<a href="#">iCivics Massachusetts: Lessons Comparing Constitutions, Local Government, Local Solutions</a>
41. Contrast the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement, welfare payments, and the building and funding of schools).	MS Test: Lesson 17	<b>WTP Resource Center Video:</b> Unit 4: Lesson 26: <a href="#">What are some pervasive issues regarding the balance of power between the national and state governments? How do the initiative, referendum, and recall processes reflect popular sovereignty?</a>

<sup>5</sup> Useful websites for the study of state and local government include [Commonwealth of Massachusetts: Your Government](#), the [Massachusetts Municipal Association](#), and individual city or town websites.

<p>42. Explain the leadership structure of the government of the Commonwealth of Massachusetts and the function of each branch</p> <ul style="list-style-type: none"> <li>• the executive branch (governor and agencies)</li> <li>• the legislative branch (state representatives and state senators)</li> <li>• courts of law (Supreme Judicial Court, lower court system)</li> </ul>		<p><a href="#"><u>iCivics Massachusetts: Lessons Comparing Constitutions, Local Government, Local Solutions</u></a></p>
<p>43. Give examples of tax-supported facilities and services provided by the Massachusetts state government and by local governments.</p>		<p><a href="#"><u>i-Civics: Local Government: Massachusetts</u></a></p>
<p>44. Explain the major components of local government in Massachusetts, including the roles and functions of mayors, city councils, and school committees in cities; town managers, select boards, representative and open town meetings and school committees, in towns, and courts and sheriff's departments in counties.</p>		<p><a href="#"><u>i-Civics: Local Government: Massachusetts</u></a></p>

## Topic 7: Freedom of the Press and News/Media Literacy<sup>6</sup>

**Supporting Question:** *How does a free press support a democratic government?*

Check out the Stanford History Educator Group's [Civic Online Reasoning Website and Resources](#)

Check out Scholastic Magazine's [We the People a Civics and Media Literacy Resource](#) (many articles on issues below)

Standard	We the People Correlation	Suggested Activities/Videos/Resources
<p>45. Explain why freedom of the press was included as a right in the First Amendment to the United States Constitution and in Article 16 of the Massachusetts Constitution; explain that freedom of the press means the right to express and publish views on politics and other topics without government sponsorship, oversight, control, or censorship.</p>	<p>MS Text: P. 88-89 The development of the Massachusetts Constitution MS Text: P. 90-91 The Virginia Declaration of Rights MS Text:P. 191-193 Freedom of Expression Tinker v DesMoines Freedom of "School" Press Hazelwood v Kuhlmeier</p>	<p>1.) Emphasize that State Constitutions began with the declaration of rights; those that existed before the creation of government. (note the variations among states) 2.) Use a diagram to compare and contrast those rights in the Virginia Declaration of Rights with the Massachusetts Constitution. 3.) Create a news interview situation set in 1780 with representatives from Virginia and Massachusetts. During the interview representatives should discuss the differences between their State Constitutions and why they are important.</p> <p><b><u>Freedom of Expression</u></b></p> <p>1.) See attached 2.) Discuss the following questions: What are the basic rights listed in the 1st Amendment? Why do you think these particular rights were included? Why do you think the framers thought it was important to protect freedom of expression in the Constitution?</p> <p><b><u>Freedom of "School" Press</u></b></p> <p>1. What were the conflicting rights and interests in the Hazelwood case? 2. What were the similarities and differences with the Tinker case? 3. Debate the issues of the Hazelwood case.</p>
<p>46. Give examples of how a free press can provide competing information and views about government and politics.</p>	<p>MS Text: P. 192-193</p>	<p>On page 193 are two opinions. 1. Have your students research and debate the issues.</p>

<sup>6</sup> For resources in teaching this topic, see websites under News and Media Literacy in Section I of the Supplement, *Resources for History and Social Science*.

		<p>2. Have students examine the Sullivan v New York case. Do they agree about who is a "public figure"?</p> <p>3. Pick any current topic. Divide the class have students use any medium (press, internet, etc.). Have students report on the similarities and differences of the issue.</p> <p>4. Attached are a variety of court cases. Divide students into groups and have them research and report their findings.</p>
47. Explain the different functions of news articles, editorials, editorial cartoons, and "op-ed" commentaries.	MS Text: P. 147-152	<p>1. What was the purpose of the Federalist Anti-Federalist debates? What was the primary media chosen to conduct the debates? Why were these debates needed?</p> <p>2. Look into different media to find examples of how the Federal system works today. (National/State/Local)</p> <p>3. Compare and contrast the Federalists and Anti Federalists. Have students decide why it is necessary to have a "free press" in arguing opinions.</p> <p>4. Look at contemporary America How are opinions argued? What types of media are used?</p>
48. Evaluate the benefits and challenges of digital news and social media to a democratic society.	See Analyzing <a href="#">Contemporary Propaganda</a>	See Analyzing <a href="#">Contemporary Propaganda</a> Do a variety of the lessons contained in this document.
49. Explain methods for evaluating information and opinion in print and online media (e.g., determining the credibility of news articles; analyzing the messages of editorials and op-ed commentaries; assessing the validity of claims and sufficiency of evidence). <sup>7</sup>	<p>MS Text: P 62. Common Sense</p> <p>MS Text: P 64-69 Declaration of Independence</p>	<p><b><u>1.Common Sense</u></b> Research the life of Thomas Paine using different media. Write a review of the pamphlet Common Sense. Who were the primary audiences of Paine's view Declaration of Independence?</p> <p><b><u>2. Declaration of Independence</u></b> Explain the basic ideas about government contained in the Declaration of Independence Describe the arguments found in the Declaration that justify separation from Great Britain. Explain why some colonists did</p>

<sup>7</sup> For implementing standards 51 and 52, see the Reading Standards for Literacy in History and Social Science for grades 6-8

		<p>not want to separate from Great Britain.</p> <p>Review the attached pie graph.</p> <p>Have students research different groups and using different media.</p> <p>3. Divide the class into four groups. Each group is to be assigned a reading section and the corresponding piece of chart paper.</p> <p><b>Group 1:</b> "What principles of government does the Declaration include?" on P. 65 (ideals)</p> <p><b>Group 2:</b> "What reasons does the Declaration give for independence?" on P 67 (arguments)</p> <p><b>Group 3:</b> "What complaints against the king does the Declaration include?" on P 68 (complaints)</p> <p><b>Group 4:</b> The last paragraph of the Declaration of Independence found in the Reference section of the student text on P 263 (conclusion)</p> <p>4. Students are to use their reading section to provide examples from the Declaration of Independence of the section listed on their chart paper. When all the groups are done, each group, in order of 1,2,3, and 4 will share their work with the class.</p>
<p>50. Analyze the point of view and evaluate the claims of an editorial, editorial cartoon, or op-ed commentary on a public policy issue at the local, state, or national level (e.g., a mayoral or school committee decision, an action by a state legislature or Governor, a vote in Congress or an action by the President).</p>	<p>MS Text: P. 84-85 Declaration of Rights and Colonial Constitutions</p> <p>MS Text: P. 161 Freedom of Press and the First Amendment Cartoon</p> <p>MS Text: P. 169 Cartoon</p> <p>MS Text: P. 190 Cartoon</p>	<ol style="list-style-type: none"> <li>1. Why was Freedom of the Press so important to Colonialists?</li> <li>2. Why was Freedom of the Press added to the first amendment.</li> <li>3. Analyze the Political Cartoon on P.169. What does it say about the artist thought of President Adams. Why?</li> <li>4. Look for political cartoons that feature President Trump in a positive or negative manner. Why does the artist have this feeling?</li> <li>5. Why is Freedom of Expression important?</li> </ol> <p>Does Freedom of Expression have limits? Discuss the cartoon from p. 190. Have students answer the questions posed under the cartoon.</p>

iCivics has created a [8<sup>th</sup> Grade Scope and Sequence Document](#) showing how their lessons correspond with the new 8<sup>th</sup> Grade Course. This is very helpful as you plan your courses.