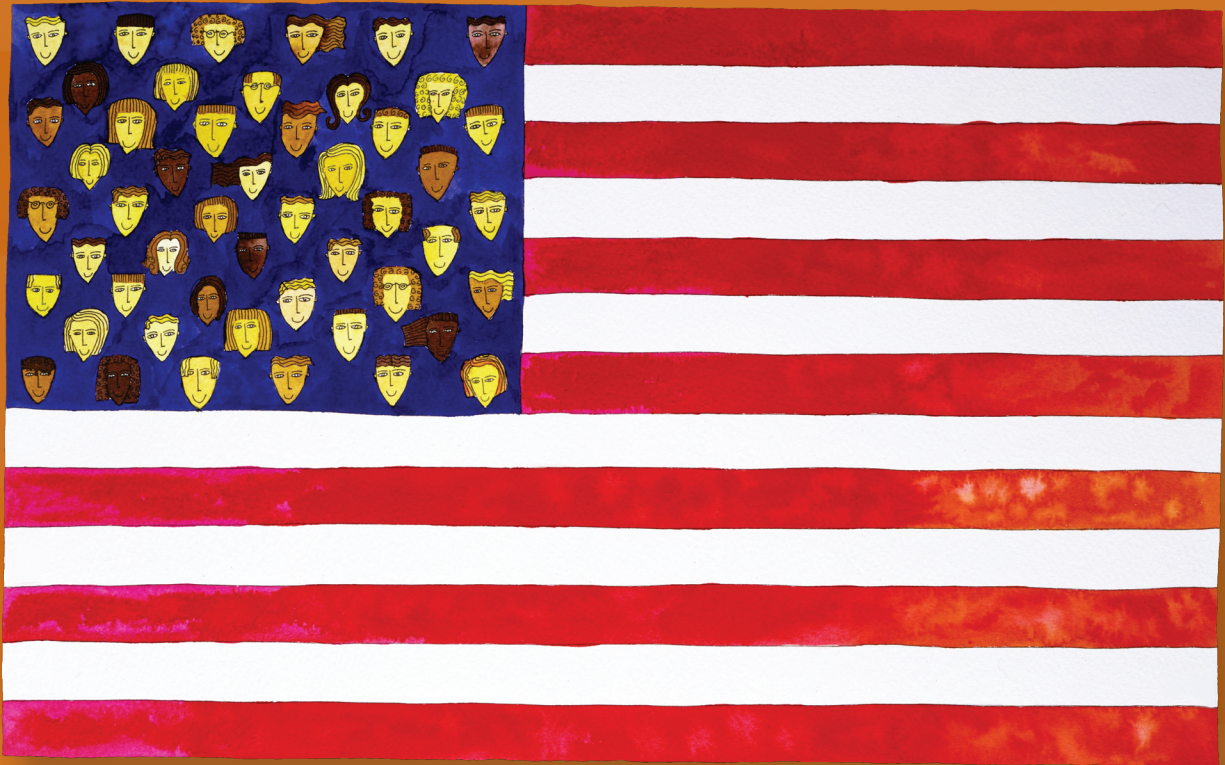


LITERATURE & THOUGHT

WE THE PEOPLE

FOUNDATIONS OF AMERICAN GOVERNMENT



T E A C H E R G U I D E

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Literature & Thought

We the People: Foundations of American Government

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

English Language Arts Standards » Reading: Informational Text » Grade 8 (RI)	
Key Ideas and Details	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Student Book (SB): pp. 72 Q2, 96 Q1 & Q2, 120 Q2 & Q3, 144 Q1 Teacher Guide (TG): p. 17
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	SB: pp. 72 Q1, 96 Q1 & Q4, 120 Q1 & Q3 TG: p. 18
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	SB: pp. 72 Q5, 96 Q1 TG: p. 25
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	SB: p. 72 Q3 & Q4 TG: p. 46
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	TG: p. 24
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	SB: pp. 72 Q6, 96 Q2 & Q3, 120 Q3 & Q4, 144 Q4 TG: p. 47
Integration of Knowledge and Ideas	
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	TG: p. 22
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	SB: pp. 120 Q1 & Q2 & Q3 & Q4 TG: pp. 56, 59
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	SB: pp. 72 Q2 & Q3, 96 Q1 & Q2 & Q3, 120 Q4, 144 Q2 TG: p. 45
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	SB: Anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 82 include selections that are challenging, average, and easy.

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Common Core State Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects

English Language Arts Standards » Reading: Informational Text » Grade 8 (RI)										
Cluster One: What Ideas Shaped the Founders?										
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
Magna Carta and Its American Legacy	Teacher Guide (TG): p. 17	SB: p. 72 Q1								
The Mayflower Compact	Student Book (SB): p. 72 Q2	TG: p.18							SB: p. 72 Q2	
The Pilgrims Had It Good, Victor Landa	SB: p. 72 Q2								SB: p. 72 Q2	
Life in a City on a Hill, Sarah Vowell				SB: p. 72 Q3					SB: p. 72 Q3	
Reagan's Farewell Address, Ronald Reagan				SB: p. 72 Q3					SB: p. 72 Q3	
Religious Tolerance in America, Richard Rodriguez				SB: p. 72 Q4						
Give Me Liberty or Give Me Death!, Patrick Henry <i>CCSS Text Exemplar</i>				SB: p. 72 Q4						
What Makes a Government Legitimate? John Locke			SB: p. 72 Q5		TG: p. 24					
Declaration of Independence, Thomas Jefferson <i>CCSS Text Exemplar</i>			SB: p. 72, Q5 TG: p. 25							
The Fourth of July and Slavery, Frederick Douglass <i>CCSS Text Exemplar</i>						SB: p. 72 Q6				
Writing Activity: Analyze a Source										
Cluster Two: How Does the Constitution Safeguard Against Tyranny?										
The Separation of Powers, Baron de Montesquieu	SB: p. 96 Q1	SB: p. 96 Q1	SB: p. 96 Q1						SB: p. 96 Q1	
When is Bombing Constitutional?, Ta-Nehisi Coates and Blog Contributors	(SB): p. 96 Q2					SB: p. 96 Q2			SB: p. 96 Q2	

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English Language Arts Standards » Reading: Informational Text » Grade 8 (RI)

	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
The Federalist Papers, James Madison	SB: 96 Q1	SB: p. 96 Q1	SB: p. 96 Q1			SB: p. 96 Q3			SB: p. 96 Q1 & Q3	
Objections to the Constitution, George Mason						SB: p. 96 Q3			SB: p. 96 Q3	
Minnesota Too Polite to Ask for Federal Funding, <i>The Onion</i>		SB: p. 96 Q4								
Writing Activity: Compare Op-Ed Articles										
Cluster Three: What Compromises in the Constitution Matter Today?										
What Would the Founders Do? Richard Brookhiser		SB: p. 120 Q1						SB: p. 120 Q1 to Q4		
The Great Compromise, Catherine Drinker Bowen	SB: p. 120 Q2							SB: p. 120 Q1 to Q4	TG: p. 45	
Who Rules? A Case Study in Power, Alec MacGillis	SB: p. 120 Q2 & Q3	SB: p. 120 Q3		TG: p. 46		SB: p. 120 Q3		SB: p. 120 Q1 to Q4		
Latinos Remake the Electoral Map, Henry Flores						SB: p. 120 Q4 TG: p. 47		SB: p. 120 Q1 to Q4	SB: p. 120 Q4	
No More Racial Gerrymandering, Linda Chavez						SB: p. 120 Q4		SB: p. 120 Q1 to Q4	SB: p. 120 Q4	
Writing Activity: Evaluate the Argument for Compromise										
Cluster Four: Thinking on Your Own										
Needy Students Need Aid, Esther Cepeda	SB: p. 144 Q1									
Fat Cat Universities Don't Need Aid, Jason Mattera										
Americans View Basic Freedoms, First Amendment Center	SB: p. 144 Q1								SB: p. 144 Q2	
Reverence for the Constitution, Jill Lepore									SB: p. 144 Q2	
The Spoiled-Brat American Electorate, Eugene Robinson										

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English Language Arts Standards » Reading: Informational Text » Grade 8 (RI)

	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
The Misguided Elites, Thomas Sowell								TG: p. 59		
Why I Hate Politics. That Government Kind., Marcy Massura						SB: p. 144 Q4				
Why I'm Political, Margaret Cho						SB: p. 144 Q4				
Writing Activity: Evaluate the Constitution Today										

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Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

English Language Arts Standards » Speaking and Listening » Grade 8 (SL)	
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>Teacher Guide (TG): pp. 18, 54, 60</p>
<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>TG: pp. 34, 48</p>
<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>TG: pp. 20, 21, 35</p>
Presentation of Knowledge and Ideas	
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>TG: pp. 19, 22, 55</p>
<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>TG: pp. 36, 56</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>TG: pp. 37, 45</p>

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English Language Arts Standards » Speaking and Listening » Grade 8 (SL)						
Cluster One: What Ideas Shaped the Founders?						
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6
Magna Carta and Its American Legacy						
The Mayflower Compact	Teacher Guide (TG): p. 18					
The Pilgrims Had It Good, Victor Landa				TG: p. 19		
Life in a City on a Hill, Sarah Vowell			TG: p. 20			
Reagan's Farewell Address, Ronald Reagan			TG: p. 21			
Religious Tolerance in America, Richard Rodriguez				TG: p. 22		
Give Me Liberty or Give Me Death!, Patrick Henry <i>CCSS Text Exemplar</i>						
What Makes a Government Legitimate? John Locke						
Declaration of Independence, Thomas Jefferson <i>CCSS Text Exemplar</i>						
The Fourth of July and Slavery, Frederick Douglass <i>CCSS Text Exemplar</i>						
Writing Activity: Analyze a Source						
Cluster Two: How Does the Constitution Safeguard Against Tyranny?						
The Separation of Powers, Baron de Montesquieu						
When is Bombing Constitutional?, Ta-Nehisi Coates and Blog Contributors		TG: p. 34				
The Federalist Papers, James Madison			TG: p. 35			
Objections to the Constitution, George Mason					TG: p. 36	
Minnesota Too Polite to Ask for Federal Funding, <i>The Onion</i>						TG: p. 37

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English Language Arts Standards » Speaking and Listening » Grade 8 (SL)						
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6
Writing Activity: Compare Op-Ed Articles						
Cluster Three: What Compromises in the Constitution Matter Today?						
What Would the Founders Do? Richard Brookhiser						
The Great Compromise, Catherine Drinker Bowen						TG: p. 45
Who Rules? A Case Study in Power, Alec MacGillis						
Latinos Remake the Electoral College, Henry Flores						
No More Racial Gerrymandering, Linda Chavez		TG: p. 48				
Writing Activity: Evaluate the Argument for Compromise						
Cluster Four: Thinking on Your Own						
Needy Students Need Aid, Esther Cepeda	TG: p. 54					
Fat Cat Universities Don't Need Aid, Jason Mattera				TG: p. 55		
Americans View Basic Freedoms, First Amendment Center					TG: p. 56	
Reverence for the Constitution, Jill Lepore						
The Spoiled-Brat American Electorate, Eugene Robinson						
The Misguided Elites, Thomas Sowell						
Why I Hate Politics. That Government Kind., Marcy Massura	TG: p. 60					
Why I'm Political, Margaret Cho						
Writing Activity: Evaluate the Constitution Today						

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Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

History/Social Studies Standards >> Reading >> Grade 8 (RH)	
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	Student Book (SB): pp. 72 Q2, 96 Q1, 120 Q2, 144 Q1 Teacher Guide (TG): p. 17
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.	SB: pp. 72 Q1, 96 Q1 & Q4, 120 Q1 & Q3 TG: p. 18
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).	TG: p. 25
Craft and Structure	
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.	SB: p. 72 Q3 TG: p. 46
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	TG: p. 24
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).	SB: pp. 72 Q1 & Q4 & Q6, 96 Q2 & Q3, 144 Q4 TG: p. 47
Integration of Knowledge and Ideas	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	TG: p. 22
8. Distinguish among fact, opinion, and reasoned judgment in a text.	SB: pp. 72 Q3 TG: pp. 46, 59
9. Analyze the relationship between a primary and secondary source on the same topic.	TG: p. 45
Range of Reading and Level of Text Complexity	
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.	SB: Anthology includes texts of varying levels of complexity. Suggestions for additional readings on page 72 include selections that are challenging, average, and easy.

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Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

History/Social Studies Standards » Reading » Grade 8 (RH)										
Cluster One: What Ideas Shaped the Founders?										
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
Magna Carta and Its American Legacy	Teacher Guide (TG): p. 17	SB: p. 72 Q1				SB: p. 72 Q1				
The Mayflower Compact	Student Book (SB): p. 72 Q2	TG: p.18								
The Pilgrims Had It Good, Victor Landa	SB: p. 72 Q2									
Life in a City on a Hill, Sarah Vowell				SB: p. 72 Q3				SB: p. 72 Q3		
Reagan's Farewell Address, Ronald Reagan				SB: p. 72 Q3				SB: p. 72 Q3		
Religious Tolerance in America, Richard Rodriguez						SB: p. 72 Q4	TG: p. 22			
Give Me Liberty or Give Me Death!, Patrick Henry <i>CCSS Text Exemplar</i>						SB: p. 72 Q4				
What Makes a Government Legitimate? John Locke					TG: p. 24					
Declaration of Independence, Thomas Jefferson <i>CCSS Text Exemplar</i>			TG: p. 25							
The Fourth of July and Slavery, Frederick Douglass <i>CCSS Text Exemplar</i>						SB: p. 72 Q6				
Writing Activity: Analyze a Source										
Cluster Two: How Does the Constitution Safeguard Against Tyranny?										
The Separation of Powers, Baron de Montesquieu	SB: p. 96 Q1	SB: p. 96 Q1								
When is Bombing Constitutional?, Ta-Nehisi Coates and Blog Contributors						SB: p. 96 Q2				
The Federalist Papers, James Madison	SB: p. 96 Q1	SB: p. 96 Q1				SB: p. 96 Q3				
Objections to the Constitution, George Mason						SB: p. 96 Q3				

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History/Social Studies Standards » Reading » Grade 8 (RH)										
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
Minnesota Too Polite to Ask for Federal Funding, <i>The Onion</i>		SB: p. 96 Q4								
Writing Activity: Compare Op-Ed Articles										
Cluster Three: What Compromises in the Constitution Matter Today?										
What Would the Founders Do? Richard Brookhiser		SB: p. 120 Q1								
The Great Compromise, Catherine Drinker Bowen	SB: p. 120 Q2								TG: p. 45	
Who Rules? A Case Study in Power, Alec MacGillis	SB: p. 120 Q2	SB: p. 120 Q3		TG: p. 46						
Latinos Remake the Electoral Map, Henry Flores						TG: p. 47				
No More Racial Gerrymandering, Linda Chavez										
Writing Activity: Evaluate the Argument for Compromise										
Cluster Four: Thinking on Your Own										
Needy Students Need Aid, Esther Cepeda	SB: p. 144 Q1									
Fat Cat Universities Don't Need Aid, Jason Mattera	SB: p. 144 Q1									
Americans View Basic Freedoms, First Amendment Center										
Reverence for the Constitution, Jill Lepore										
The Spoiled-Brat American Electorate, Eugene Robinson										
The Misguided Elites, Thomas Sowell								TG: p. 59		
Why I Hate Politics. That Government Kind., Marcy Massura						SB: p. 144 Q4				
Why I'm Political, Margaret Cho						SB: p. 144 Q4				
Writing Activity: Evaluate the Constitution Today										

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Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

History/Social Studies Standards » Writing » Grade 8 (WHST)	
Text Type and Purposes	
<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Student Book (SB): pp. 120 WA, 144 WA</p> <p>Teacher Guide (TG): pp. 21, 56</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SB: p. 96 WA</p> <p>TG: pp. 33, 37, 57</p>
<p>3. Not applicable as a separate requirement.</p>	
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>TG: p. 19</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>TG: p. 23</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>TG: pp. 25, 26, 56</p>
Research to Build and Present Knowledge	
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>TG: pp. 36, 44, 55, 66, 67, 68</p>
<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>TG: pp. 56, 61, 66, 67, 68</p>
<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>SB: p. 72</p> <p>TG: pp. 24, 58, 66, 67, 68</p>
Ranges of Writing	
<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SB: Anthology includes writing assignments of varying time frames.</p>

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History/Social Studies Standards » Writing » Grade 8 (WHST)										
Cluster One: What Ideas Shaped the Founders?										
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
Magna Carta and Its American Legacy										
The Mayflower Compact										
The Pilgrims Had It Good, Victor Landa				TG: p. 19						
Life in a City on a Hill, Sarah Vowell										
Reagan's Farewell Address, Ronald Reagan	Teacher Guide (TG): p. 21									
Religious Toleration in America, Richard Rodriguez										
Give Me Liberty or Give Me Death!, Patrick Henry <i>CCSS Text Exemplar</i>					TG: p. 23					
What Makes a Government Legitimate? John Locke									TG: p. 24	
Declaration of Independence, Thomas Jefferson <i>CCSS Text Exemplar</i>						TG: p. 25				
The Fourth of July and Slavery, Frederick Douglass <i>CCSS Text Exemplar</i>						TG: p. 26				
Writing Activity: Analyze a Source									SB: p. 72	
Cluster Two: How Does the Constitution Safeguard Against Tyranny?										
The Separation of Powers, Baron de Montesquieu		TG: p. 33								
When is Bombing Constitutional?, Ta-Nehisi Coates and Blog Contributors										

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History/Social Studies Standards » Writing » Grade 8 (WHST)										
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
The Federalist Papers, James Madison										
Objections to the Constitution, George Mason							TG: p. 36			
Minnesota Too Polite to Ask for Federal Funding, <i>The Onion</i>		TG: p. 37								
Writing Activity: Compare Op-Ed Articles		SB: p. 96								
Cluster Three: What Compromises in the Constitution Matter Today?										
What Would the Founders Do? Richard Brookhiser							TG: p. 44			
The Great Compromise, Catherine Drinker Bowen										
Who Rules? A Case Study in Power, Alec MacGillis			TG: p. 46							
Latinos Remake the Electoral College, Henry Flores										
No More Racial Gerrymandering, Linda Chavez										
Writing Activity: Evaluate the Argument for Compromise	Student Book (SB): p. 120									
Cluster Four: Thinking on Your Own										
Needy Students Need Aid, Esther Cepeda										
Fat Cat Universities Don't Need Aid, Jason Mattera							TG: p. 55			
Americans View Basic Freedoms, First Amendment Center	TG: p. 56					TG: p. 56		TG: p. 56		
Reverence for the Constitution, Jill Lepore		TG: p. 57								

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History/Social Studies Standards » Writing » Grade 8 (WHST)										
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
The Spoiled-Brat American Electorate, Eugene Robinson									TG: p. 58	
The Misguided Elites, Thomas Sowell										
Why I Hate Politics. That Government Kind., Marcy Massura										
Why I'm Political, Margaret Cho								TG: p. 61		
Writing Activity: Evaluate the Constitution Today	SB: p. 144									
Research, Writing, and Discussion Topics							TG: pp. 66, 67, 68	TG: pp. 66, 67, 68	TG: pp. 66, 67, 68	
Assessment and Project Ideas							TG: pp. 66, 67, 68	TG: pp. 66, 67, 68	TG: pp. 66, 67, 68	