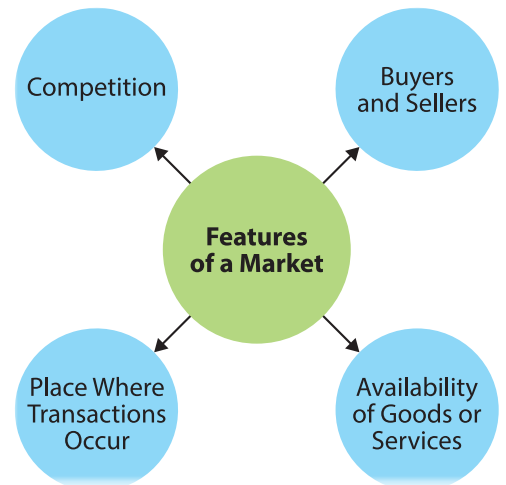




Civics and Economics in U.S. History



Teacher Guide

Consumers



Government Services



Constitutional Convention



Civics and Economics in U.S. History

Teacher Guide



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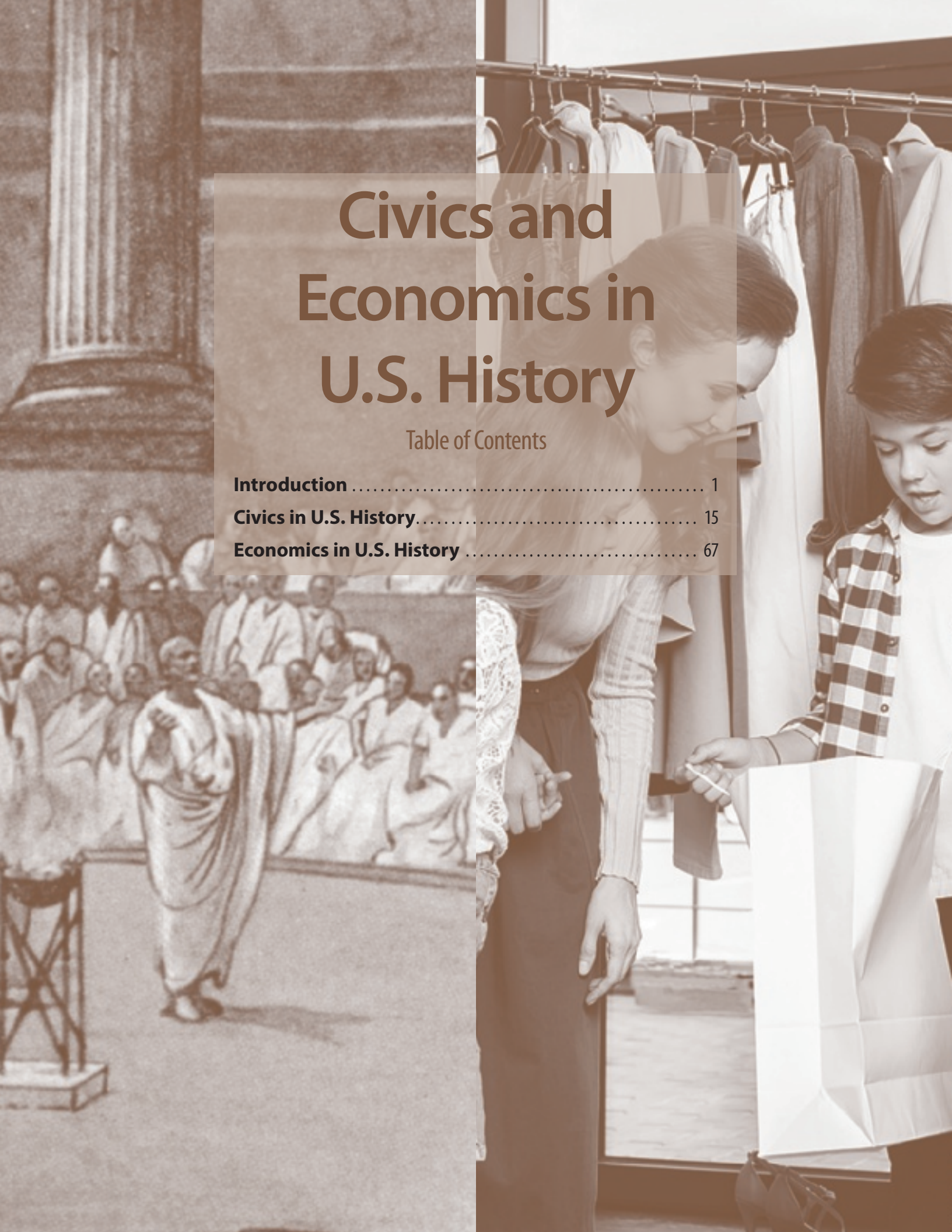
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ISBN: 978-1-68380-931-9



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Civics and Economics in U.S. History

Teacher Guide

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Introduction

ABOUT THESE UNITS

The Big Idea

Civics and economics help shape our daily lives and helped shape U.S. history.

From its founding, the United States has been influenced by principles of civics and economics. Decisions about citizenship, distribution of power, and access to rights helped shape the country's government. Similarly, decisions about the production of goods and services, money, and trade helped shape the country's economy.

In these volumes, students will read about core ideas of civics and economics and examples of how those ideas played out in U.S. history.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with the Core Knowledge K–6 History and Geography content. However, this Middle School program contains a review of the following topics covered in those grades:

- Early Americans and the First Europeans
- European Exploration and Colonization of the Americas
- The Thirteen English Colonies
- Creating a Constitution for the United States
- The New Republic and the War of 1812
- Immigration, Industrialization, and Urbanization

What Students Need to Learn

Civics in U.S. History

- different forms of government, including democracy, monarchy, oligarchy, and theocracy
- the purposes of government
- how British colonial policies influenced the colonists' desire for independence
- the ideas that made the Declaration of Independence a revolutionary document
- the nature of the government created by the Articles of Confederation
- why the Articles of Confederation were replaced
- the ideas that shaped the U.S. Constitution
- the structure of the government created by the U.S. Constitution
- examples of how and why the Constitution has changed over time
- why the Bill of Rights was added to the Constitution
- how citizenship has changed over time in the United States
- the rights and responsibilities of citizenship
- the powers and responsibilities of the legislative, executive, and judicial branches of government
- the powers and responsibilities of federal, state, and local governments, including the role of federalism in federal and state governments
- the role of political parties in U.S. government

Economics in U.S. History

- the difference between needs and wants
- what an economy is
- how natural resources, human resources, and capital resources are used to produce goods and services
- the difference between goods and services
- the roles of consumers and producers in an economy
- internal and external forces that influence economies
- the idea that every choice has an opportunity cost
- how incentives can influence economic decisions
- the role of supply and demand in an economy
- how a budget can be a helpful economic tool
- different mediums of exchange, including money and credit
- factors that influence the value or cost of a good or service
- the features of a marketplace
- the government's role in the marketplace
- how climate change is influencing the marketplace
- examples of economic principles in U.S. history

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence. Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

AT A GLANCE

The most important ideas in *Civics in U.S. History* are:

- Governments come in many different forms, but they always serve the same purposes.
- British colonial policies spurred American colonists to declare independence.
- The Articles of Confederation created an ineffective first government of the United States, so they were replaced by the U.S. Constitution.
- The U.S. Constitution built on ideas from American colonial history, British history, and the European Enlightenment.
- The Constitution separated powers among three branches of government and included a system of checks and balances.
- The amendment process has allowed the Constitution to change over time.
- The Bill of Rights explicitly protects individual rights.
- Other amendments expanded the definition of citizenship and the right to vote.
- Citizens have both rights and responsibilities.
- The president is elected by the Electoral College, not by direct popular vote.

- Federal, state, and local governments each have their own powers and responsibilities.
- Political parties play an important role in elections and the workings of government.

The most important ideas in *Economics in U.S. History* are:

- Everyone has needs and wants.
- People use natural resources, human resources, and capital resources to produce goods and services.
- Economies are shaped by interactions between consumers and producers.
- Scarcity, opportunity costs, and incentives all influence economic decision-making.
- Prices are largely influenced by the principles of supply and demand.
- A budget can be a helpful decision-making tool.
- Goods and services can be exchanged by barter, money, or credit.
- International trade and offshoring influence the goods and services that are available and the prices of those goods and services.
- Anywhere—real or virtual—where people buy, sell, or trade goods and services is a marketplace.
- Governments can take action to influence the marketplace.
- Climate change is affecting the marketplace.
- Examples of these economic principles can be found throughout U.S. history.

WHAT TEACHERS NEED TO KNOW

The What Teachers Need to Know document provides background information related to the unit content. The background information summarizes unit content and provides some additional details or explanation. This document is not meant to be a complete explanation but rather a memory refresher to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To access the What Teachers Need to Know for these units, download the CKHG Online Resources “About Civics in U.S. History” and “About Economics in U.S. History”:

www.coreknowledge.org/ckhg-online-resources

Student Component

Civics and Economics in U.S. History Student Volume—eleven chapters (six in *Civics in U.S. History*, five in *Economics in U.S. History*). The Student Volume provides traditional narrative text and high-quality images that recount important concepts in civics and economics and related events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers' Corner** boxes present students with an extended writing task, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

Teacher Components

Civics and Economics in U.S. History Teacher Guide—eleven chapters (six in *Civics in U.S. History*, five in *Economics in U.S. History*). The guide includes lessons aligned to each chapter of the *Civics and Economics in U.S. History* Student Volume, with a daily Check for Understanding and Additional Activities, such as vocabulary practice and class discussions, designed to reinforce the chapter content. A Unit Assessment, a Performance Task Assessment, and Activity Pages are included in the Teacher Resources section for each unit.

- » The Unit Assessment tests knowledge of the entire unit using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation. In these units, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Pacing Guide

The *Civics and Economics in U.S. History* units are an optional addition to the two-volume Middle School U.S. History program. A total of fifteen days has been allocated to the *Civics and Economics in U.S. History* units. You may choose to implement these units in a fifteen-day block or spread the content throughout the year, as time allows. However, we recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all of the U.S. History curriculum.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in these units during the allotted time. However, there are many options and ways that you may choose to individualize these units for your students based on their interests and needs, so we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview these units in their entirety and create your pacing guide before teaching the first chapter. You may wish to reduce the number of Learning Lab days in the core curriculum to accommodate these units.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Core Knowledge Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter

and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Learning Lab


Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.

Talk It Over

Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to read longer passages entirely on their own.

One or more lessons in each CKHG volume will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Volume chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
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Civics in U.S. History	
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1	How is power distributed in different government systems?
2	How did ideas and debates about rights and power shape the American Revolution?
3	How is the U.S. Constitution designed to ensure that the country simultaneously has an “energetic government” and protects rights?
4	Which rights have been most prominent in American thinking and debates?
5	What are the leading principles and values guiding our ideas of good government?
6	What is federalism, and what principles define it? What is its value, and what are its challenges?

Economics in U.S. History	
----------------------------------	--

1	How do communities meet their needs and wants?
2	How do people with limited resources make economic choices?
3	How do people purchase goods and services?
4	Where do people buy things?
5	How has the U.S. economy changed and developed over time?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
Civics in U.S. History	
1	city-state, aristocracy, democracy, assembly, jury, republic, monarchy, totalitarian, dictator, oligarchy, theocracy, public policy
2	tax, ratify
3	social contract, popular sovereignty, rule of law, unicameral, bicameral, veto
4	libelous, naturalization
5	enumerated powers, appropriation, budget, levy, oversight, hearing, executive order, popular vote, Electoral College, appeal, original jurisdiction
6	reserved powers, concurrent powers, mandate, infrastructure, ordinance, zoning, platform, union
Economics in U.S. History	
1	economy, mortgage, commute, capital, raw materials, tangible, entrepreneur, specialize, interdependence, mutually reliant, marketplace, marking up, profit, fluctuate, externality
2	prohibitively, import, opportunity cost, discount, equilibrium price, elastic, glut
3	ubiquitous, circulation, accrue, market value, wages
4	abstract, transaction, currency
5	wampum, maritime, mission, mercantilism, cash crop, industrialization, urbanization, collective bargaining, strike, global economy, recession

Activity Pages

Activity Pages



AP 3.1
AP 6.1
AP 2.1
AP 5.1

The following Activity Pages can be found in the Teacher Resources for each unit. They are to be used with the chapter specified either for additional classwork or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

Civics in U.S. History

- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.1)
- Chapter 6—Domain Vocabulary: Chapters 4–6 (AP 6.1)

Economics in U.S. History

- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.1)
- Chapter 5—Domain Vocabulary: Chapters 3–5 (AP 5.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for these units, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.



A SPECIAL NOTE ABOUT EDUCATING FOR AMERICAN DEMOCRACY

As you may recall, a critical goal of the *Core Knowledge Curriculum Series™*, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

In 2021, the Educating for American Democracy (EAD) consortium released a Roadmap for American Democracy. The Roadmap is an effort to encourage and bolster history and civics instruction in K–12 education. It is organized around seven themes that were developed by a team of educators, historians, and civics professionals. Each theme contains a series of history and civics driving questions meant to spark deeper examination of social studies topics.

We have therefore included in these Civics and Economics units content related to EAD's Roadmap for American Democracy and the Roadmap's driving questions for this grade. This content is readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of American government and society.

A link to the Roadmap can be found in the CKHG Online Resources for these units:

www.coreknowledge.org/ckhg-online-resources

Bolden, Tonya. *Fifteen American Speeches Worth Knowing*. Illustrated by Eric Velasquez. New York: HarperCollins, 2022.

Chatzky, Jean, and Kathryn Tuggle. *How to Money: Your Ultimate Visual Guide to the Basics of Finance*. Illustrated by Nina Cosford. New York: Roaring Brook Press, 2022.

Creek, P. J., and Jamie Creek. *We the People and the President*. New York: Macmillan Children's Publishing, 2021.

The Economics Book: Big Ideas Simply Explained. London, U.K.: DK, 2018.

Favreau, Marc. *Crash: The Great Depression and the Fall and Rise of America*. New York: Little, Brown Books for Young Readers, 2018.

Foster, Jeff. *For Which We Stand: How Our Government Works and Why It Matters*. Illustrated by Julie McLaughlin. New York: Scholastic, 2020.

Hesse, Karen. *Night Job*. Illustrated by G. Brian Karas. Somerville, MA: Candlewick Press, 2018.

Howell, Janet, and Theresa Howell. *Leading the Way: Women in Power*. Illustrated by Kylie Akia and Alexandra Bye. Somerville, MA: Candlewick Press, 2019.

Lewis, Aura, and Evan Sargent. *We the People: The United States Constitution Explored and Explained*. Illustrated by Aura Lewis. London: Wide Eyed Editions, 2020.

Mullenbach, Cheryl. *The Great Depression for Kids: Hardship and Hope in 1930s America*. Chicago: Chicago Review Press, 2015.

Paul, Caroline. *You Are Mighty: A Guide to Changing the World*. Illustrated by Lauren Tamaki. New York: Bloomsbury Children's Books, 2018.

Rippon, Jo. *Rise Up! The Art of Protest*. Watertown, MA: Charlesbridge, 2019.

Robb, Lucinda, and Rebecca Boggs Roberts. *The Suffragist Playbook: Your Guide to Changing the World*. Somerville, MA: Candlewick Press, 2020.

CIVICS AND ECONOMICS IN U.S. HISTORY SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence*

TG—Teacher Guide; SV—Student Volume; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Civics in U.S. History

<p>"What Is Government?" Core Lesson (TG & SV, Ch. 1)</p> <p>"What Is Power?" (TG, Ch. 1 Additional Activities)</p>	<p>"Origins of American Government" Core Lesson (TG & SV, Ch. 2)</p>	<p>"The U.S. Constitution" Core Lesson (TG & SV, Ch. 3)</p> <p>Domain Vocabulary: Chapters 1–3 (TG, Ch. 3 Additional Activities, AP 3.1)</p>	<p>"Rights and Responsibilities" Core Lesson (TG & SV, Ch. 4)</p> <p>"The Fight for the Right to Vote" (TG, Ch. 4 Additional Activities)</p>	<p>"The Structure of the U.S. Government" Core Lesson (TG & SV, Ch. 5)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Civics in U.S. History

Economics in U.S. History

<p>"The Federal System" Core Lesson (TG & SV, Ch. 6)</p> <p>Domain Vocabulary: Chapters 4–6 (TG, Ch. 6 Additional Activities, AP 6.1)</p>	<p>"Majority Rule and Minority Rights" (TG, Ch. 6 Additional Activities)</p>	<p><i>Civics in U.S. History</i> Learning Lab</p>	<p><i>Civics in U.S. History</i> Unit Assessment</p>	<p>"What Is an Economy?" Core Lesson (TG & SV, Ch. 1)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Economics in U.S. History

<p>"Why People Make Certain Economic Choices" Core Lesson (TG & SV, Ch. 2)</p> <p>Domain Vocabulary: Chapters 1–2 (TG, Ch. 2 Additional Activities, AP 2.1)</p>	<p>"Exchange" Core Lesson (TG & SV, Ch. 3)</p> <p>"Comparing Prices" (TG, Ch. 3 Additional Activities)</p>	<p>"The Marketplace" Core Lesson (TG & SV, Ch. 4)</p> <p><i>Economics in U.S. History</i> Learning Lab</p>	<p>"Economics Throughout U.S. History" Core Lesson (TG & SV, Ch. 5)</p> <p>Domain Vocabulary: Chapters 3–5 (TG, Ch. 5 Additional Activities, AP 5.1)</p>	<p><i>Economics in U.S. History</i> Unit Assessment</p>
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CIVICS AND ECONOMICS IN U.S. HISTORY PACING GUIDE

_____’s Class

(A total of fifteen days has been allocated to the *Civics and Economics in U.S. History* units in order to complete all of the Middle School U.S. History curriculum. You may choose to implement these units in a fifteen-day block or spread the content throughout the year, as time allows. You may wish to reduce the number of Learning Lab days in the core U.S. History program in order to fit these units into your schedule.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Civics and Economics in U.S. History

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Civics and Economics in U.S. History

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Civics and Economics in U.S. History

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The background of the page is a sepia-toned illustration of a classical assembly hall. In the foreground, a man in a long white robe stands on a raised platform, gesturing with his right hand as if speaking. Behind him, a large, semi-circular tiered seating area is filled with many other men, also in white robes, listening attentively. The architecture features large columns and a high, vaulted ceiling. The overall style is reminiscent of classical art or a historical painting.

Civics in U.S. History

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Civics in U.S. History

Teacher Guide

Core Knowledge History and Geography™ 7

What Is Government?

The Big Question: How is power distributed in different government systems?

Primary Focus Objectives

- ✓ Explain the purposes of government. (RI.7.2, RH.6-8.2)
- ✓ Identify different types of historical and contemporary governments. (RI.7.4, RH.6-8.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *city-state*, *aristocracy*, *democracy*, *assembly*, *jury*, *republic*, *monarchy*, *totalitarian*, *dictator*, *oligarchy*, *theocracy*, and *public policy*. (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

city-state, n. a city that is an independent political state with its own ruling government (4)

Example: The city-state of Athens was a powerful force in ancient Greece.

Variations: city-states

aristocracy, n. a hereditary ruling class of nobles (4)

Example: The early government of Athens was controlled by a wealthy aristocracy.

Variations: aristocracies, aristocrat (n.), aristocratic (adj.)

democracy, n. a form of government in which people choose their leaders (4)

Example: Democracy in Athens formed when its citizens wanted a greater say in government.

Variations: democracies, democratic (adj.)

assembly, n. a group of people; in ancient Athens, the lawmaking body (5)

Example: The assembly met monthly so citizens could debate and vote on laws.

Variations: assemblies

jury, n. a group of people who listen to information presented during a trial in a court and make decisions about whether or not someone is guilty (6)

Example: The jury determined the person accused of the crime was not guilty.

Variations: juries

republic, n. a government in which people elect representatives to rule for them (6)

Example: Elected officials in the republic passed laws on behalf of the citizens they represented.

Variations: republics, republican (adj.)

monarchy, n. a government with a hereditary head of state whose powers range from limited to absolute (6)

Example: As the sole ruler in a monarchy, the queen passed laws without a legislature.

Variations: monarchies, monarch (n.), monarchical (adj.)

totalitarian, adj. relating to a system in which the government controls the people completely (6)

Example: The totalitarian government prohibited citizens from speaking openly about their political and religious beliefs.

Variations: totalitarianism (n.), totalitarian (n.)

dictator, n. a ruler who has total control over a country (7)

Example: Julius Caesar appointed himself dictator for life, giving him complete control over Rome and its vast empire.

Variations: dictators, dictatorship (n.), dictatorial (adj.)

oligarchy, n. a government controlled by a small group of people from aristocratic and wealthy nonaristocratic families (7)

Example: The Russian oligarchy used its power to increase the wealth and influence of its members.

Variations: oligarchies, oligarch (n.), oligarchic (adj.)

theocracy, n. a system of government ruled by religious leaders (7)

Example: In a theocracy, laws are often based on religious beliefs.

Variations: theocracies, theocrat (n.), theocratic (adj.)

public policy, n. a set of government steps for how something is done (9)

Example: The president's public policy improved and expanded the nation's infrastructure.

Variations: public policies

THE CORE LESSON 35 MIN

Introduce *Civics and Economics in U.S. History Student Volume*

5 MIN

Distribute copies of the *Civics and Economics in U.S. History Student Volume*. Explain that civics is the study of government, and economics is the study of buying, selling, and production. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and images in the book. Ask students to brainstorm individual words or simple phrases describing

what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the U.S. Constitution, how the government is organized, and economic choices.

Introduce “What Is Government?”

5 MIN



Have students define the term *power* (*the ability to act in a certain way or direct the ways others act*). Invite volunteers to give examples of how power is reflected in their own experiences. Explain that in this chapter and unit, students will learn about government power—where it comes from and what shapes it can take.

Call students’ attention to the Big Question. As they read, tell students to look for the ways power is distributed in different government systems as they read the text.

Guided Reading Supports for “What Is Government?”

25 MIN

“Same but Different” and “Early Government,” pages 2–4

Scaffold understanding as follows:

Read the section “Same but Different” on pages 2–4 aloud.

Invite volunteers to read the section “Early Government” on page 4 aloud.

CORE VOCABULARY—Point out the vocabulary terms *city-state*, *aristocracy*, and *democracy*, and explain their meanings.



SUPPORT—Explain that geography played a significant role in the development of ancient civilizations. The text explains that Sumer developed a government out of necessity to help its people survive in an area beset by seasonal flooding and drought. The geography of ancient Greece played an equally important role in the development of city-states. Mainland Greece is mountainous, while coastal Greece is made up of many islands. City-states like Athens and Sparta formed in relative isolation, allowing them to develop distinct cultures and governments.

After the volunteers read the text, ask the following questions:

LITERAL—Who was responsible for organizing the first governments in Sumer?

- » Sumerian priests organized the people to build flood-control and irrigation projects. These efforts led to the development of government over time.

EVALUATIVE—How did ancient Greece and Sumer develop different forms of government?

- » The Sumerian city-states united under the rule of a powerful king. The Greek city-states remained independent.

“Democratic Government,” pages 4–6

Scaffold understanding as follows:

Have students read the section on pages 4–6 independently.

CORE VOCABULARY—Point out the vocabulary terms *assembly*, *jury*, and *republic*, and explain their meanings.

SUPPORT—Call attention to the word *demos* and its meaning in the second paragraph. Explain that the word *democracy* comes from *demos* and another Greek word, *kratos*, which means to rule. Taken literally, the word *democracy* means people rule or rule by the people.

SUPPORT—Call attention to the word *boulē*, the Greek name for the governing council of five hundred. Explain that this word is pronounced (/boo*lay/). Encourage students to pronounce the word.

After the students read the text, ask the following questions:

LITERAL—Who was allowed to participate in Athenian democracy?

- » Only free male citizens were allowed to participate in Athenian democracy.

LITERAL—What was the *boulē*?

- » The *boulē* was an elected body of five hundred citizens chosen by the *demos* that performed administrative tasks for the assembly.

EVALUATIVE—How did Roman democracy differ from Athenian democracy?

- » The government of Rome was a republic. Unlike in Athens, where citizens voted directly on laws and policies, in Rome, citizens elected representatives to make decisions on their behalf.

“Other Forms of Government,” pages 6–8

Scaffold understanding as follows:

Have students read the section on pages 6–8 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *monarchy*, *totalitarian*, *dictator*, *oligarchy*, and *theocracy*, and explain their meanings.

SUPPORT—Explain to students that England became a constitutional monarchy by means of the Glorious Revolution in 1688. By this time, England had experienced years of political upheaval. In the Glorious Revolution, King James II was deposed, and his son-in-law William of Orange was invited to invade England and become king as long as he agreed to govern following Parliament’s laws, not his own. The English Bill of Rights of 1689 officially restricted the monarchy and outlined the rights of English citizens. This document would prove influential on the American Revolution and the development of the U.S. government.

After the students read the text, ask the following questions:

LITERAL—Who holds the power in a constitutional monarchy?

- » In a constitutional monarchy, real power rests with an elected parliament and a constitution.

EVALUATIVE—How are dictators similar to absolute monarchs?

- » Like absolute monarchs, dictators hold all of the power in government. They make decisions without the consent of the people they rule over.

LITERAL—What is the basis of the laws in a theocracy?

- » Theocracies are governments in which religious leaders hold power and laws are based on religious law.

“Purposes of Government,” pages 8–9

Scaffold understanding as follows:

Have students read the section on pages 8–9 independently.

CORE VOCABULARY—Point out the vocabulary term *public policy*, and explain its meaning.

SUPPORT—Explain to students that while governments exist to serve the needs of society, they do not always succeed in this. One issue is that different groups and individuals in society have different needs and interests, so a policy that helps one group may harm another. Another issue is that individuals who want to control the power of the government may try to use that power in their own interests rather than in the interests of society as a whole. Throughout history, people have invented different forms of government in search of a better way to address these two issues.


After the students read the text, ask the following questions:

LITERAL—Why do governments institute laws?

- » Governments institute laws to make people safe and to prevent citizens from abusing each other.

LITERAL—What types of services do governments provide to citizens?

- » Governments provide many services, including establishing police forces and fire departments and building schools and highways.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How is power distributed in different government systems?”
 - » Key points students should cite include: in direct democracies, citizens hold all the power; in representative democracies, or republics, citizens give some of their power to elected leaders so the leaders can make decisions for them; in an absolute monarchy, the king or queen holds all the power; in a constitutional monarchy, the king or queen shares or gives governing power to a legislature; totalitarian governments are ruled by dictators who have absolute power; oligarchies are ruled by small groups of wealthy people; theocracies are controlled by religious institutions and officials.
- Choose two of the Core Vocabulary terms (*city-state, aristocracy, democracy, assembly, jury, republic, monarchy, totalitarian, dictator, oligarchy, theocracy, or public policy*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

CHAPTER 2

Origins of American Government



The Big Question: How did ideas and debates about rights and power shape the American Revolution?

Primary Focus Objectives

- ✓ Explain why American colonists wanted independence from Britain. (RI.7.2, RH.6-8.2)
- ✓ Explain why the Declaration of Independence was a revolutionary document. (RI.7.2, RH.6-8.2)
- ✓ Describe the government created by the Articles of Confederation. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *tax* and *ratify*. (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

tax, n. money that people are required to pay to support the workings of the government (12)

Example: Public schools are largely funded by a property tax charged to owners of real estate.

Variations: taxes, tax (v.), taxation (n.)

ratify, v. to approve (16)

Example: Three-fourths of the states are required to ratify an amendment to the Constitution before it can become law.

Variations: ratifies, ratifying, ratified, ratification (n.)

THE CORE LESSON 35 MIN

Introduce “Origins of American Government”

5 MIN

Briefly review what students learned in the previous chapter (the purposes of government, the origins of early governments, and the different forms governments take). Remind students that the United States has not always been an independent country, nor has it always had fifty states. Between 1607

and 1732, the British established thirteen colonies in North America along the Atlantic coast. Tell students that in this chapter, they will learn about the factors that led these colonies to declare their independence from Great Britain and to form a government of their own.

Call students' attention to the Big Question. Tell students to look for the ideas and debates about rights and power that shaped the American Revolution as they read the text.

Guided Reading Supports for "Origins of American Government" 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The American Colonies," pages 10–13

Scaffold understanding as follows:

Invite volunteers to read the first four paragraphs of the section on pages 10–12 aloud.

CORE VOCABULARY—Point out the vocabulary term *tax*, and explain its meaning.

SUPPORT—Tell students that by the time of the outbreak of the French and Indian War, England had joined with Scotland to create the nation of Great Britain, also called the Kingdom of Great Britain. Great Britain was governed by the British king and the British Parliament. This is why we switch from talking about England and the English to talking about Britain and the British.

Have students read the last four paragraphs of the section on pages 12–13 independently.

SUPPORT—Explain that prior to seeking independence, the American colonists had resisted and protested the British acts in numerous ways. The Sons and Daughters of Liberty organized boycotts of British goods. One of the most famous examples of resistance took place in 1773 after Parliament passed the Tea Act. The Tea Act reinforced a tax on tea and required the colonists to buy their tea from the British East India Company, making it illegal for them to purchase from Dutch smugglers. Colonists in Boston protested the Tea Act by dumping a shipment from the British East India Company into the harbor during an event now known as the Boston Tea Party.

SUPPORT—Call attention to the phrase "no taxation without representation." Explain that the colonists were subjects of the British government and claimed the rights granted in the English Bill of Rights. Yet they did not have elected representatives in Parliament. This is what the colonists found unfair. They believed that the British government did not have the right to levy taxes on them without their consent.

After the students read the text, ask the following questions:

LITERAL—Why did European nations establish colonies in the Americas?

- » European nations established colonies in the Americas for economic gain. They wanted to exploit the natural and human resources they found there.

LITERAL—Why did the English and the French fight the French and Indian War?

- » Both nations wanted to control North America for political and economic reasons.

INFERENTIAL—Why do you think the British government decided to raise taxes on American colonists rather than on British residents to pay for debts from the French and Indian War?

- » The British government may have chosen to tax American colonists to pay for the French and Indian War because it believed those colonists benefited most from the war.

LITERAL—How did the Sugar Act encourage the colonists to buy British sugar?

- » The Sugar Act placed a tax on refined sugar from the French and Spanish West Indies. This made the price very high. Sugar from the British West Indies was not taxed, so it was much cheaper.

LITERAL—How did the Stamp Act raise revenue for the British government?

- » The Stamp Act forced the colonists to buy royal stamps to conduct business. Nearly every American had to pay more for everyday items.

LITERAL—How did the British king react to American protests?

- » The king cracked down and sent more troops to the colonies.

“The Declaration of Independence,” pages 13–15

Scaffold understanding as follows:

Have students read the section on pages 13–15 with a partner.

SUPPORT—Tell students that Thomas Jefferson based the Declaration of Independence on his draft of the Virginia Constitution and George Mason’s Virginia Declaration of Rights as well as Jefferson’s own extensive knowledge of philosophy. According to reports, Jefferson’s first draft was done within just a few days, and the final document was completed after seventeen days.

After students read the text, ask the following questions:

INFERENTIAL—What was the purpose of the Second Continental Congress?

- » The purpose of the Second Continental Congress was to organize colonial forces to defend against the British army.

LITERAL—Who helped sell the idea of independence from Great Britain to the public?

- » Thomas Paine helped sell the idea of independence to the public.

EVALUATIVE— Why is the Declaration of Independence considered revolutionary for its time?

- » The Declaration of Independence is considered revolutionary for its time because it put into practice radically different ideas from European philosophers about the role of government. These included the idea that government receives its power from the people, not the other way around.

“The First American Government,” pages 16–17


Scaffold understanding as follows:

Have students read the section on pages 16–17 independently.

CORE VOCABULARY—Point out the vocabulary term *ratify*, and explain its meaning.

SUPPORT—Explain to students Shays’s Rebellion and its causes. The American Revolution had put the states into deep debt. The states tried to pay down their debts by raising taxes on citizens. Many farmers faced losing their land to pay off debts and rising taxes. Daniel Shays became the spokesperson for farmers in Massachusetts who wanted debt relief. When the state government refused to address their requests, Shays led 1,200 men in an attack on a federal arsenal in January 1787. A state militia pursued and defeated Shays’s forces.

After students read the text, ask the following questions:

 **EVALUATIVE**—What was the nature of the U.S. government when it was new?

- » The first American government, under the Articles of Confederation, was a weak government. The states retained their sovereignty. The U.S. government had no executive, no judiciary, no power to raise revenue, and no power to settle disputes among states.



INFERENTIAL—What were the central ideas of the new U.S. government? What were its shortcomings?

- » The central idea of the Articles of Confederation was that the best way to guarantee individual rights was to create a weak central government. This reflected the Americans' fear of a strong central government like the one they had rebelled against. The Articles of Confederation had many shortcomings. The Confederation Congress had little power and met infrequently. It could not raise taxes or require states to use a national currency. It also lacked the ability to unite the states to act in their own best interest.

EVALUATIVE—Why was Shays's Rebellion a significant event?

- » Shays's Rebellion was a significant event because it highlighted the government's inability to respond to crises and unify the country. The rebellion led Congress to hold a convention to revise the Articles.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "How did ideas and debates about rights and power shape the American Revolution?"
 - » Key points students should cite include: feelings of resentment and nationalism rose in the American colonies in response to British actions following the French and Indian War, including the practice of "taxation without representation"; the Second Continental Congress attempted to make amends with Great Britain but ultimately adopted the Declaration of Independence; the Declaration of Independence reflected the ideas of European philosophers, including the idea that the government receives its power from the people, who have the right to replace the government if it fails to act in their interests; out of concern for safeguarding rights from government interference, the first American government was given severely limited powers; the government was so weak that it was unable to preserve the country.
- Choose one of the Core Vocabulary terms (*tax* or *ratify*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

The U.S. Constitution



The Big Question: How is the U.S. Constitution designed to ensure that the country simultaneously has an “energetic government” and protects rights?

Primary Focus Objectives

- ✓ Identify the ideas that shaped the U.S. Constitution. (RI.7.3, RH.6-8.2)
- ✓ Explain the Great Compromise. (RI.7.2, RH.6-8.2)
- ✓ Describe the government created by the U.S. Constitution. (RI.7.2, RH.6-8.2)
- ✓ Explain how the Constitution can be changed. (RH.6-8.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *social contract*, *popular sovereignty*, *rule of law*, *unicameral*, *bicameral*, and *veto*. (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

social contract, n. an agreement made by the people to sacrifice certain freedoms in exchange for protections by their government (19)

Example: Under the social contract, people pay taxes with the understanding that the government will provide protection and services.

popular sovereignty, n. the principle that people create the government and the government is subject to the people’s will (20)

Example: The first words of the U.S. Constitution—“We the People”—reflect the idea of popular sovereignty.

rule of law, n. the principle that all people in a society, including its leaders, must obey the law (20)

Example: Rule of law means that even monarchs and presidents can be punished for breaking the law.

unicameral, adj. made up of one chamber (21)

Example: Unlike the other forty-nine states that have two legislative bodies, Nebraska is the only state in the Union with a unicameral legislature.

bicameral, adj. made up of two chambers (21)

Example: The United States has a bicameral legislature made up of an upper house called the Senate and a lower house called the House of Representatives.

veto, v. to reject (22)

Example: The president decided to veto the bill because she thought it limited the rights of citizens.

Variations: vetoes, vetoing, vetoed, veto (n.)

THE CORE LESSON 35 MIN

Introduce “The U.S. Constitution”

5 MIN

Briefly review what students learned in the previous chapter (the causes of the American Revolution, the ideas and debates that shaped the Declaration of Independence, the form and shortcomings of the government created by the Articles of Confederation). Explain to students that the Articles of Confederation were in effect for just eight years before Congress decided to revise them. Inform students that in this chapter, they will learn how these revisions resulted in the United States Constitution, which established the government we have today.

Call students’ attention to the Big Question. Tell students to look for how the U.S. Constitution is designed to do two things simultaneously as they read the text: ensuring the country has an “energetic government” and protecting the rights of citizens.

Guided Reading Supports for “The U.S. Constitution”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Influences,” pages 18–21

Scaffold understanding as follows:

Have students read the section on pages 18–21 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *social contract*, *popular sovereignty*, and *rule of law*, and explain their meanings.

SUPPORT—Explain to students that John Locke’s idea of the social contract formed the basis of Jefferson’s argument in the Declaration of Independence. Locke wrote that people are born with natural rights to liberty. But people need government to protect their rights. To have government, people must give up some of their liberty and agree to obey the laws. The social contract is this exchange: people agree to obey the government in exchange for the government’s promise to protect their rights. If the government fails to protect people’s rights, it violates the terms of the contract, and the people are freed of their obligations to it.

SUPPORT—The colonists who came to North America on the *Mayflower*, like those who had settled Jamestown, had received a charter for their new colony from the Virginia Company. Strong storms blew them off course beyond the jurisdiction of their charter. In the absence of any other legal authority, forty-one male passengers aboard the *Mayflower* composed and signed the Mayflower Compact. This document represents the first self-government in the American colonies.

After students read the text, ask the following questions:



INFERENTIAL—What is the concept of sovereignty?

- » Sovereignty is the ability of a state to govern itself. A sovereign state is one that is independent. *Popular sovereignty* refers to the sovereignty of the people—the people’s right to govern themselves.

EVALUATIVE—How did the Founders’ ideas of popular sovereignty differ from traditional ideas of monarchy?

- » According to traditional European beliefs, monarchs were given their powers by God. Popular sovereignty challenged this idea by stating that governments are granted their powers by the people.

“The Convention’s Proceedings,” pages 21–22

Scaffold understanding as follows:

Have students read the section on pages 21–22 independently.

CORE VOCABULARY—Point out the vocabulary terms *unicameral* and *bicameral*, and explain their meanings.

SUPPORT—Call attention to the prefixes *uni-* and *bi-* in the Core Vocabulary terms. Explain that *uni-* means one, while *bi-* means two. One way to help students remember is to think of a unicycle and a bicycle. A unicycle has one wheel; a bicycle has two.

After students read the text, ask the following questions:

LITERAL—What was the Virginia Plan?

- » The Virginia Plan proposed that representation in the House of Representatives be based on a state’s population. Members of the House of Representatives would then select members of the Senate.

LITERAL—Who opposed the Virginia Plan? Why?

- » Representatives from the smaller states opposed the Virginia Plan because it gave more power to large states than to small states.

LITERAL—Which plan for Congress was eventually adopted? What did it include?

- » The Connecticut Plan, also called the Great Compromise, was adopted. It included an upper chamber, the Senate, in which each state was given equal representation, and a lower chamber, the House of Representatives, in which each state was given representation based on its population.

“Government Under the U.S. Constitution,” pages 22–24

Scaffold understanding as follows:

Invite volunteers to read the section on pages 22–24 aloud.

SUPPORT—Explain to students that the separation of powers created in the U.S. Constitution was influenced by a French philosopher known as Montesquieu. He argued that dividing power across branches would prevent any one person or group in the government from becoming too powerful.

CORE VOCABULARY—Point out the vocabulary term *veto*, and explain its meaning.

SUPPORT—Call attention to the “Three Branches of Government” graphic on page 23. Explain that it lists only a few of the functions of each branch of government. Explain that the basic function of Congress is to make laws, and this includes determining how money will be spent. Then invite students to discuss what it means to “carry out laws.” Some possible explanations are: to execute or implement the laws; to do what the laws require; to enforce the laws; to give effect to the laws.

After volunteers read the text, ask the following questions:

LITERAL—What is the main responsibility of each branch of government?

- » The legislative branch makes the laws. The executive branch carries out the laws. The judicial branch interprets the laws.

LITERAL—How do checks and balances ensure that none of the branches become too powerful?

- » The system of checks and balances helps prevent that none of the branches becomes too powerful by giving each branch powers that limit the powers of the other branches.

LITERAL—What specific powers does the Constitution give to the president?

- » The Constitution empowers the president to veto laws passed by Congress, to command the military, to pardon criminals for federal crimes, to call Congress into session, to negotiate treaties, and to appoint Supreme Court justices and other federal judges.

“Amending the Constitution,” page 24

Scaffold understanding as follows:

Read the section on page 24 aloud.

SUPPORT—Explain that constitutional amendments may be proposed in one of two ways, either by a two-thirds vote in each house of Congress or by a constitutional convention called for by two-thirds of the states. As of 2023, only Congress has proposed amendments; no constitutional convention has been held since the 1787 convention called by the Confederation Congress, which wrote the Constitution.

After you read the text, ask the following questions:

 **LITERAL**—How is the U.S. Constitution designed to support reform and redesign over time?

- » The U.S. Constitution outlines processes for proposing and ratifying amendments.

 **LITERAL**—Why does the Constitution make the amendment process challenging?

- » The Framers wanted the amendment process to be challenging to make sure that changes were favored by the majority of citizens.


“The U.S. Constitution Today,” pages 24–25

Scaffold understanding as follows:

Have students read the section on pages 24–25 independently.

SUPPORT—Explain that while the Nineteenth Amendment was a major turning point in the suffrage movement, its effect was limited. Black women were often denied access to the polls through segregation and laws such as literacy tests and poll taxes, and Asian women and Native American women were prohibited from voting because they were not yet considered citizens.


After students read the text, ask the following questions:

 **INFERENTIAL**—When the U.S. Constitution was ratified in 1788, what groups of people were excluded from participating in democratic government and from expressing their political will?

- » While the Constitution claims to express the will of “We the People,” that phrase was not thought to include women, enslaved people, or Native Americans. These groups were excluded from participating in democratic government and from expressing their political will.

LITERAL—How did the Civil War help the Constitution become more inclusive?

- » After the Civil War, the Constitution was amended to abolish slavery and to give voting rights to Black American men.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How is the U.S. Constitution designed to ensure that the country simultaneously has an ‘energetic government’ and protects rights?”
 - » Key points students should cite include: the U.S. Constitution was created in response to the failures of the Articles of Confederation; representatives at the Constitutional Convention made compromises to establish a national government that appealed to both small and large states; the Constitution includes important Enlightenment ideas such as the social contract, popular sovereignty, and rule of law; the Constitution establishes three branches of government with distinct powers; each branch of government has checks and balances to make sure none of the branches become too powerful; the Framers included a burdensome amendment process so the government can adapt in ways acceptable to the will of the majority; under the original Constitution, the ability to participate in democratic self-government was restricted to certain groups, but the government has become more inclusive over time.
- Choose one of the Core Vocabulary terms (*social contract, popular sovereignty, rule of law, unicameral, bicameral, or veto*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

CHAPTER 4

Rights and Responsibilities

The Big Question: Which rights have been most prominent in American thinking and debates?

Primary Focus Objectives

- ✓ Explain the purpose of the Bill of Rights. (RI.7.2, RH.6-8.2)
- ✓ Describe the protections found in the Bill of Rights. (RI.7.2, RH.6-8.2)
- ✓ Explain how the rights of citizenship have changed over time. (RI.7.2, RH.6-8.2)
- ✓ Identify the responsibilities and obligations of citizenship. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *libelous* and *naturalization*. (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

libelous, adj. relating to a statement that unfairly harms a person's reputation (28)

Example: The libelous claims made by the newspaper damaged the business leader's reputation.

Variations: libel (n.)

naturalization, n. the process of becoming a citizen of a country if born outside that country (32)

Example: The process of naturalization in the United States requires passing a test about the country's history and laws.

Variations: naturalize (v.), naturalized (adj.)

THE CORE LESSON 35 MIN

Introduce "Rights and Responsibilities"

5 MIN

Briefly review what students learned in the previous chapter (the process of creating the U.S. Constitution, the principles included in the Constitution,

how the Constitution creates the framework for government, the amendment process, how the Constitution has become more inclusive over time). Explain to students that in this chapter, they will learn how the new Constitution limited the government's powers in order to protect Americans' rights.

Call students' attention to the Big Question. Explain that *prominent* means noticeable or widely known. Tell students to look for the rights that have been most prominent in American thinking and debates as they read the text.

Guided Reading Supports for “Rights and Responsibilities”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Bill of Rights,” pages 26–29

Scaffold understanding as follows:

Have students read the section on pages 26–29 with a partner.

CORE VOCABULARY—Point out the vocabulary term *libelous*, and explain its meaning.

SUPPORT—Call attention to the Bill of Rights table on page 29. Explain that the Bill of Rights is the first ten amendments to the Constitution. Some of these amendments were influenced by Enlightenment ideas and foundational documents from other countries, while others were the direct result of Americans' experiences under British rule. One such example is the Third Amendment, which reflects American sentiments about the Quartering Act that was passed by Parliament in 1765 and required colonists to house British soldiers. Most of the Bill of Rights amendments prohibit abuses that were complained of in the Declaration of Independence.

SUPPORT—Discuss with students the limitations on the Bill of Rights discussed in the reading: some types of speech are not protected by the right to freedom of speech, and some types of reporting are not protected by the right to freedom of the press. Explain that they will not see these limitations if they read the Bill of Rights. The limitations have been carved out of the rights by judges deciding court cases.

After students read the text, ask the following questions:

LITERAL—Why were Virginia and Massachusetts important to the ratification process?

- » They were states with large populations. If they voted to ratify the Constitution, then it was likely that other states would follow suit.

LITERAL—Which document inspired the separation of religion and government in the Bill of Rights?

- » The separation of religion and government in the Bill of Rights was based on the Virginia Statute for Religious Freedom.

“Other Rights,” pages 29–30

Scaffold understanding as follows:

Read the section on pages 29–30 aloud.

SUPPORT—Remind students that in practice, the Nineteenth Amendment did not extend voting rights to all women. Asian women, Native American women, and many Black women were unable to exercise their right to vote.

After you read the text, ask the following questions:

LITERAL—Which rights and protections were included in the Thirteenth and Fourteenth Amendments?

- » The Thirteenth Amendment abolished slavery. The Fourteenth Amendment gave citizenship to newly freed slaves.

INFERENTIAL—What does the ratification of the Fifteenth, Nineteenth, and Twenty-Sixth Amendments suggest about voting in the United States?

- » The Fifteenth, Nineteenth, and Twenty-Sixth Amendments all expanded voting rights. This suggests that citizens of the United States hold participation in the political process as an important right and an important value.

“Citizenship,” pages 30–32

Scaffold understanding as follows:

Have students read the section on pages 30–32 independently.

CORE VOCABULARY—Point out the vocabulary term *naturalization*, and explain its meaning.

SUPPORT—Explain to students that in the United States, naturalization is a lengthy process. An applicant must have continuously resided in the country for five years. Applications can take two years to process. Applicants must pass a test on reading, writing, and speaking English and on American history and civics. The test covers many of the topics discussed in this course, including organization of the government, rights and responsibilities of citizens, and important events and figures in U.S. history.

After students read the text, ask the following questions:

LITERAL—Who had full citizenship rights under the Constitution in 1788?

- » White male property owners had the full rights of citizenship, including the right to vote. In some states, free Black men were citizens.

LITERAL—What status did the 1788 Constitution assign to Native Americans?

- » The Constitution said that Native Americans were not citizens and that Native American nations were sovereign and not part of the United States.

LITERAL—What is naturalization?

- » Naturalization is the legal process by which noncitizens become citizens.

“Civic Responsibilities,” pages 32–33

Scaffold understanding as follows:

Invite volunteers to read the section on pages 32–33 aloud.



SUPPORT—Explain that volunteering is an important responsibility of citizens. Guide students to identify areas where they might like to volunteer by asking themselves these questions:

- » What matters to me, and why?
- » How can I make what matters to me be about more than myself?



TURN AND TALK—Call attention to Find Out the Facts on page 33. Allow some time for students to think about their answers. Then have students share their interests with a partner.

After the volunteers read the text, ask the following questions:

LITERAL—Which obligations of citizens are outlined in the Constitution?


- » By law, citizens are required to sit on juries, pay taxes, and obey the law. Men aged eighteen and over are required to register for the Selective Service.

INFERENTIAL—What obligations does self-government place on citizens?

- » Citizens should stay informed on civic and public issues so they can be informed participants in government.

LITERAL—Why is voting the most important responsibility of citizens?

- » Voting is the most important responsibility because it allows people to choose government leaders and is a way that they can make their voices heard. Voting also keeps our democracy functioning.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Which rights have been most prominent in American thinking and debates?”
 - » Key points students should cite include: from the time of the ratification of the Constitution, the rights guaranteed in the Bill of Rights—especially freedom of speech and freedom of religion—have been prominent; over time, the rights of citizenship and voting rights became more prominent as those rights were expanded to include more people.
- Choose one of the Core Vocabulary terms (*libelous* or *naturalization*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

The Structure of the U.S. Government



The Big Question: What are the leading principles and values guiding our ideas of good government?

Primary Focus Objectives

- ✓ Describe the powers and responsibilities of each of the three branches of government. (RI.7.2, RH.6-8.2)
- ✓ Explain how the president is elected. (RH.6-8.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *enumerated powers, appropriation, budget, levy, oversight, hearing, executive order, popular vote, Electoral College, appeal, and original jurisdiction*. (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

enumerated powers, n. those powers of the U.S. government that are specifically listed in the Constitution (35)

Example: The Constitution gives Congress the enumerated powers of making laws and regulating commerce.

Variations: enumerated power

appropriation, n. money devoted to a particular purpose, such as a function of government (36)

Example: Members of the House committee debated the appropriation to fund improvements to federal highways.

Variations: appropriations, appropriate (v.)

budget, n. an amount of money available for spending based on a plan for how it will be spent (37)

Example: The family set a monthly budget to help them save for a summer vacation.

Variations: budgets, budget (v.), budgeted (adj.)

levy, v. to impose (37)

Example: One shortcoming of the Articles of Confederation was that they deprived the central government of the power to levy taxes.

Variations: levies, levying, levied

oversight, n. the action of watching over something (37)

Example: Congressional oversight was directed at ensuring the president acted within the limits of his constitutional powers.

Variations: oversee (v.)

hearing, n. a meeting in which testimony is heard from witnesses (37)

Example: During the hearing, the scientist testified about the effects of climate change.

Variations: hearings

executive order, n. a decision made by an executive head of government, such as a president, that has the force of law (38)

Example: The president issued an executive order requiring all federal employees to implement new security measures.

Variations: executive orders

popular vote, n. the results of an election based on individual ballots cast by citizens (39)

Example: A run-off election is held if neither candidate receives a majority of the popular vote.

Electoral College, n. a group of representatives who elect the president and vice president based on the popular vote in each state (39)

Example: The president of the United States is chosen not directly by a popular vote but by the votes of members of the Electoral College.

appeal, n. the process of bringing a legal case in front of a higher court to review the decision of the lower court (41)

Example: The defendant filed an appeal with a higher court because she thought the trial court made a mistake in convicting her.

Variations: appeals, appeal (v.), appellate (adj.)

original jurisdiction, n. the power to review a legal case and apply the law (41)

Example: The Supreme Court does not have original jurisdiction over petty disputes, which must be heard by state or district courts first.

THE CORE LESSON 35 MIN

Introduce “The Structure of the U.S. Government”

5 MIN

Briefly review what students learned in the previous chapter (the role of the Bill of Rights in the ratification process, the protections afforded by the Bill of Rights, how Americans’ rights have changed over time through amendments, how citizenship is attained, the rights and responsibilities of citizens). Explain to students that in this chapter, they will learn about the principles and values that inform how the legislative, executive, and judicial branches of the U.S. government function.

Call students' attention to the Big Question. Tell students to look for the leading principles and values that guide our ideas of good government as they read the text.

Guided Reading Supports for “The Structure of the U.S. Government”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Three Branches of Government,” pages 34–35

Scaffold understanding as follows:

Read the section on pages 34–35 aloud.

SUPPORT—Tell students that Baron de Montesquieu’s book on political theory, *The Spirit of the Laws*, was an instant success when it was published in 1750. The work was cited throughout the debates of the First Continental Congress and was a key influence on Paine, Madison, Hamilton, Randolph, Franklin, Jefferson, Adams, and others. Over the years, many Supreme Court opinions have based their reasoning on *The Spirit of the Laws*.

After you read the text, ask the following questions:

LITERAL—What are the three branches of government?

- » The three branches of government are the legislative, executive, and judicial branches.

LITERAL—What is the purpose of separation of powers?

- » Separation of powers is intended to promote and protect individual liberty and to rein in powerful leaders.

“The Legislative Branch,” pages 35–37

Scaffold understanding as follows:

Have students read the first four paragraphs of the section on pages 35–36 with a partner.

CORE VOCABULARY—Point out the vocabulary term *enumerated powers*, and explain its meaning.

SUPPORT—Explain that the House of Representatives was first called the “People’s House” because originally, it was the only congressional body whose members were elected. At that time, members of the Senate were appointed by governors or state legislatures. That changed with the

Seventeenth Amendment, which required senators to be elected just like members of the House.

SUPPORT—Because members of the House are elected every two years, the Framers believed that this chamber would be most receptive to the needs of the people. For that reason, they specified that any bill to levy a tax must originate in the House. After a bill to levy a tax is approved by the House Ways and Means Committee, it is sent to the House floor for review and debate before making its way to the Senate.

SUPPORT—Tell students that the House has impeached three presidents. The first president to be impeached was Andrew Johnson in 1869, and the most recent president to be impeached was Donald Trump, who was impeached twice. Additionally, Richard Nixon resigned from office in order to avoid an impeachment trial after the House Judiciary Committee passed articles of impeachment.

Have students read the last five paragraphs of the section on pages 36–37 independently.

CORE VOCABULARY—Point out the vocabulary terms *appropriation*, *budget*, *levy*, *oversight*, and *hearing*, and explain their meanings.

SUPPORT—Inform students that the Senate has never mustered the two-thirds vote required to find a president guilty in an impeachment trial. It has, however, convicted eight federal judges.

SUPPORT—Explain to students that Congress has sometimes failed to pass the annual budget, forcing the entire government to shut down for lack of funds. To prevent the worst consequences of Congress's failure to fund the government, Congress created a streamlined process called *reconciliation*.

After students read the text, ask the following questions:

LITERAL—Why is the House of Representatives called the “People’s House”?

- » The House of Representatives is called the “People’s House” in part because a state’s representation is based on its population. Also, the House was also originally the only body of Congress whose members were elected by the people.

EVALUATIVE—How do the qualifications for the House of Representatives and the Senate differ?

- » Both chambers of Congress require that their members live in the state they represent at the time of the election. Both chambers also have age requirements—twenty-five for the House and thirty for the Senate. Residency and citizenship requirements differ: the Senate requires that its members have been U.S. citizens for at least nine years. The House does not require citizenship but requires that its members have lived in the United States for at least seven years.

LITERAL—What are some enumerated powers of the Senate?

- » The Senate has a number of enumerated powers, including confirming presidential appointments, ratifying treaties, and removing impeached officials from office.

LITERAL—How does Congress hold other branches of government and itself accountable?

- » Congress has oversight and investigative powers. It can hold hearings and require people to testify and give evidence.

“The Executive Branch,” pages 38–40

Scaffold understanding as follows:

Have students read the section on pages 38–40 independently.

CORE VOCABULARY—Point out the vocabulary terms *executive order*, *popular vote*, and *Electoral College*, and explain their meanings.

SUPPORT—Explain that the president does not usually negotiate treaties in person. Instead, other members of the executive branch, usually from the State Department, negotiate on behalf of the president.

SUPPORT—Explain to students that treaties signed by the president are not final until they are approved by the Senate; Senate approval authorizes the executive to exchange the treaty with the foreign power. This is one example of a check on the power of the executive branch held by the legislature. Throughout U.S. history, the Senate has approved most treaties. One exception is the Treaty of Versailles that ended World War I. President Woodrow Wilson and leaders in the Senate disagreed over the terms of the treaty, causing the Senate not to ratify it. In modern history, presidents have often formed international agreements called “executive agreements” that do not require the consent of the Senate but are still legally binding.

SUPPORT—Inform students that the Constitution created an executive branch headed by a president with the power to appoint executive department heads, but it did not describe any departments. It was left to the first president to create departments and offices within the executive branch to enable it to do its work. President George Washington proposed and Congress approved four officials: a secretary of state, a secretary of the treasury, a secretary of war, and an attorney general. Washington used his appointees as advisors and delegated to them the responsibilities of creating and running agencies.

SUPPORT—Explain to students that Nebraska and Maine are the only states that do not use a “winner takes all” approach to the Electoral College. Instead, they use a system of proportional representation. In these states, two electoral votes (corresponding to the state’s two Senate seats) are allotted based on the winner of the overall state popular vote.

Additionally, the winner of the popular vote in each congressional district gets one electoral vote.

After students read the text, ask the following questions:

LITERAL—What executive power allows the president to check the power of the legislative branch?

- » The president may check the power of the legislative branch by vetoing bills.

EVALUATIVE—How do executive orders differ from legislation?

- » While executive orders have the effect of a law, they do not require the approval of Congress. Instead, executive orders are a way for the president to shape public policy by circumventing the power of Congress.

INFERENTIAL—Why might some people argue in favor of eliminating the Electoral College?

- » A candidate who loses the popular vote may still win election by winning the Electoral College vote. People in favor of eliminating the Electoral College may argue that the electoral system should reflect the will of the majority of Americans and that the Electoral College system does not.

“The Judicial Branch,” pages 40–41

Scaffold understanding as follows:

Invite volunteers to read the section on pages 40–41 aloud.

CORE VOCABULARY—Point out the vocabulary terms *appeal* and *original jurisdiction*, and explain their meanings.

SUPPORT—Remind students that members of the federal judiciary are not elected; they are appointed by the president and confirmed by the Senate.

SUPPORT—Direct students’ attention to the diagram on page 41, and clarify that the federal court system includes the U.S. Supreme Court, the special federal courts, and the U.S. district courts and courts of appeals. The courts in the leftmost column are state courts; they are not part of the federal court system. However, they are subordinate to the U.S. Supreme Court insofar as state laws must conform to the Constitution, and the U.S. Supreme Court is the final arbiter of constitutional law.

After the volunteers read the text, ask the following questions:

LITERAL—What powers does Congress have over the judicial branch?


- » Congress has the power to create or abolish courts, to add or subtract judges in the federal court system, and to determine the jurisdiction of the courts.

INFERENTIAL—Why do you think the Framers decided that Supreme Court justices should be appointed for life?

- » Lifetime appointments help keep the justices independent. They are protected from interference and from threats to their job and their pay. They can be above politics.

LITERAL—What does the chief justice do?

- » The chief justice serves as the head of the Supreme Court and presides when the court is in session. The chief justice also determines which justice should write the opinion when a ruling has been made on a case.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What are the leading principles and values guiding our ideas of good government?”
 - » Key points students should cite include: the Constitution organizes the government into three distinct, coequal branches; the legislative branch is Congress, made up of the House and the Senate; Congress is responsible for making laws for the country, including taxing and spending, and providing oversight of the executive branch; the executive branch includes the president, who decides how laws should be enforced, negotiates treaties or delegates to others to do so, serves as head of state and government, and issues executive orders; the president is chosen by the Electoral College after citizens participate in the popular vote; the Supreme Court is the highest court in the United States; the Supreme Court has original jurisdiction over issues between the states and has final say in interpreting the Constitution.
- Choose two of the Core Vocabulary terms (*enumerated powers, appropriation, budget, levy, oversight, hearing, executive order, popular vote, Electoral College, appeal, or original jurisdiction*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

The Federal System



The Big Question: What is federalism, and what principles define it? What is its value, and what are its challenges?

Primary Focus Objectives

- ✓ Define *federalism*. (RI.7.4, L.7.4, RH.6-8.4)
- ✓ Explain how national and state governments divide and share power. (RI.7.2, RH.6-8.2)
- ✓ Explain the powers and responsibilities of state and local governments. (RI.7.2, RH.6-8.2)
- ✓ Describe the role of political parties in the U.S. political system. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *reserved powers, concurrent powers, mandate, infrastructure, ordinance, zoning, platform, and union*. (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

reserved powers, n. powers in the U.S. federal system of government that belong to the states rather than the federal government (44)

Example: The states have many reserved powers, including the ability to run elections and regulate schools.

Variations: reserved power

concurrent powers, n. powers in the U.S. federal system of government that are shared by the state and federal governments (44)

Example: The federal government and the states share concurrent powers such as collecting taxes and operating courts.

Variations: concurrent power

mandate, n. a command; a responsibility given by an authority (46)

Example: Some states had to revise their student testing practices to align with a new federal mandate.

Variations: mandates, mandate (v.)

infrastructure, n. the public works system that includes roads, bridges, water, public transportation, etc. (46)

Example: Congress passed a bill providing more funding for infrastructure, especially maintaining highways and bridges.

ordinance, n. a law or government rule (46)

Example: The city ordinance required owners to keep their dogs leashed or risk a fine.

Variations: ordinances

zoning, n. the act of organizing a place into different areas with specific purposes (48)

Example: The city council revised zoning in the residential neighborhood to allow some types of small businesses to move into the area.

Variations: zone (n.), zone (v.)

platform, n. the policies supported by a political party (50)

Example: The party changed its platform this year to add support for increased spending for local schools.

Variations: platforms

union, n. an organization of workers that bargains with employers for better pay and working conditions (50)

Example: A labor union might represent workers in a single trade or workers in many trades who all work in a particular industry.

Variations: unions, unionize (v.)

THE CORE LESSON 35 MIN

Introduce “The Federal System”

5 MIN

Briefly review what students learned in the previous chapter (the principles that shape U.S. government, the powers and roles of each branch of government). Explain to students that in this chapter, they will learn about the different levels of government below the national, or federal, government. These levels of government often work together but also have distinct powers and responsibilities of their own to meet the needs of their citizens.

Call students’ attention to the Big Question. Tell students to look for the definition of federalism and the principles that define it. They should also look for the values of federalism and its challenges as they read the text.

Guided Reading Supports for “The Federal System”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Federalism," pages 42–44

Scaffold understanding as follows:

Invite volunteers to read the section on pages 42–44 aloud.

CORE VOCABULARY—Point out the vocabulary terms *reserved powers* and *concurrent powers*, and explain their meanings.

SUPPORT—Remind students of the debate about ratification. Americans were not just worried that the federal government would infringe on their personal freedoms; they were also worried that it would infringe on the power of the states.

SUPPORT—Discuss with students the difference between reserved and concurrent powers. Give students several examples of reserved powers (*running elections, setting marriage laws, issuing driver's licenses, running schools*) and how these are exercised exclusively by state governments. Then give examples of concurrent powers (*borrowing and spending money, levying taxes, establishing courts*), and explain how both the federal and the state governments exercise these.

After the volunteers read the text, ask the following questions:

LITERAL—Why did the Framers deny certain powers to the federal government?

- » The Framers denied certain powers to the federal government because they feared it would become too powerful.

EVALUATIVE—What is the significance of the Tenth Amendment?

- » The Tenth Amendment is significant because it directly limits the federal government's power.

LITERAL—What is the supremacy clause?

- » The supremacy clause says that when federal and state laws are in conflict, federal law takes precedence over state law every time.

"State Governments," pages 44–46

Scaffold understanding as follows:

Have students read the section on pages 44–46 with a partner

CORE VOCABULARY—Point out the vocabulary terms *mandate* and *infrastructure*, and explain their meanings

SUPPORT—Explain that while all state governments have a three-branch structure like the federal government, this is not required by the Constitution. The Constitution does require that every state have a

“republican form of government,” one in which citizens elect government representatives to make decisions on their behalf.

SUPPORT—Point out a difference between federal and state judges. Federal judges are appointed for life. In all but four states, state judges have set terms of six to ten years. Some state judges are appointed; others are elected by popular vote.

After students read the text, ask the following questions:

EVALUATIVE—How are state governors similar to the president of the United States?

- » State governors, like the president, lead the executive branch of their states and are responsible for carrying out and enforcing the laws made by the legislative branch. Like the president, governors also issue executive orders, sign bills into law, veto laws, and make executive appointments.

EVALUATIVE—Compared to the federal government, why do state governments have a more direct impact on the daily lives of citizens?

- » Much of the federal government’s attention is focused on issues affecting the entire nation. It cannot often attend to matters that only affect a single community. Compared to the federal government, state governments are more focused on issues that citizens directly experience every day.

LITERAL—How do state governments fund their programs?

- » State governments fund programs by collecting taxes, fees, and tolls. States also receive funding from the federal government.

INFERENTIAL—How does federal funding influence state actions?

- » The federal government provides funds for states to conduct specific projects. To get the funding, states must follow the rules set by the federal government.

“Local Governments,” pages 46–48

Scaffold understanding as follows:

Have students read the section on pages 46–48 independently.

CORE VOCABULARY—Point out the vocabulary terms *ordinance* and *zoning*, and explain their meanings.

SUPPORT—Call attention to the reference to town meetings in the second paragraph of the section. Explain that town meetings are an important part of local government in New England and have been since the first colonists arrived in the region. During a town meeting, citizens gather to

discuss public policy and to vote on ordinances, laws, and other matters that affect their town. This is an example of direct democracy.

After students read the text, ask the following questions:

LITERAL—What are some types of local government units?

- » Counties, towns, cities, villages, boroughs, and school districts are all local government units.

LITERAL—How are local governments funded?

- » Local governments are often funded by local taxes, building permit fees, funding from the state, and license fees.

EVALUATIVE—How are local governments similar to state and federal governments?

- » Like state and federal governments, local governments such as cities and towns have a law- or policy-making body elected by the people; they have a chief executive, who could have a title such as mayor, village president, or town manager; and they enable citizen involvement.

“Political Parties,” pages 48–50

Scaffold understanding as follows:

Have students read the section on pages 48–50 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *platform* and *union*, and explain their meanings.

SUPPORT—Point out that even though political parties form around people who agree on certain issues or who share certain interests, parties can change their focus. The Republican Party originated among people who opposed the spread of slavery; slavery is no longer an issue, but the Republican Party is still active and strong. The Democratic Party has been in existence since 1828, when it supported Andrew Jackson’s presidential candidacy; in its more than 190 years of existence, it has gone through numerous changes in the policies it supports.

SUPPORT—Explain that George Washington’s farewell address, given in 1796, warned against political parties. Washington worried that political parties would create tension and division in the new country. Despite his warnings, two parties took shape: the Federalists and the Democratic Republicans. Party positions and differences have changed through the years, but two major parties—albeit different ones—still shape politics today.

SUPPORT—Direct students to the timeline on page 49. Have them find the current major parties—the Democratic Party and the Republican

Party—and identify their founding years. Then have students find the Reform Party and the Green Party. Explain that these parties are smaller political parties. Because they don't exercise the same power and influence as the two major parties, they are considered third parties.

After students read the text, ask the following questions:



LITERAL—What is the nature and purpose of a political party?

- » The main goal of a political party is to win elections and control government and its policies.

INFERENTIAL—Why do political parties publish their platforms?

- » Political parties publish their platforms to communicate with voters about their values and intentions for government. This is a way to persuade voters to elect the party's chosen candidates.



EVALUATIVE—Given their lack of mention in the U.S. Constitution and warnings against their creation, how and why did political parties form in the United States?

- » Political parties formed in the United States around the issue of ratification of the Constitution: those who favored a strong central government favored the new Constitution, while those who wanted a weak central government opposed it. Each of the two groups became a political party in opposition to the other.

"Political Parties in Power," pages 50–51

Scaffold understanding as follows:

Read the section on pages 50–51 aloud.

SUPPORT—Explain that political parties shape leadership in the House of Representatives and in the Senate. The party in the majority has enough votes to choose the speaker of the House. It also chooses a second-in-command, the majority leader. The minority party chooses a minority leader. The Senate has no speaker role. Senators of the majority party choose a majority leader, who has most of the power to conduct Senate business, and a minority leader, who has little power.

After you read the text, ask the following questions:


LITERAL—Which party determines which legislation goes to a vote?

- » Generally, the majority party, or the party who has the most members in the House or the Senate, decides which legislation goes to a vote.



EVALUATIVE—What is the relationship between political parties and the political institutions in the U.S. Constitution?

- » Members of Congress and the president generally try to advance their party's policy goals while in office. The party that holds a majority in the House or the Senate determines who has control of that chamber and who has the power to effect legislation. When different parties control the chambers of Congress, it is difficult to pass legislation. When different parties control Congress and the executive, similar issues arise.

 **LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.**



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What is federalism, and what principles define it? What is its value, and what are its challenges?”
 - » Key points students should cite include: federalism is a system in which the national government shares powers with state and local governments; the federal and state governments share some concurrent powers, while the states have other reserved powers; the supremacy clause means that federal laws supersede state laws; state governments are organized and operate similarly to the federal government; compared to the federal government, state and local governments play a more active role in the daily lives of citizens; states implement mandates issued by the federal government; local governments come in many forms and sizes based on the size and needs of the local population; political parties exist to get officials elected and to advance their members’ policy goals; political parties affect the workings of government and the relationships among the three branches.
- Choose one of the Core Vocabulary terms (*reserved powers, concurrent powers, mandate, infrastructure, ordinance, zoning, platform, or union*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Teacher Resources

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Unit Assessment: *Civics in U.S. History*

Write your answers on your own paper.

A. Write the letter that provides the best answer.

1. In which type of government do citizens vote directly on laws?
 - a) democracy
 - b) republic
 - c) monarchy
 - d) theocracy
2. Which is a similarity between dictators and absolute monarchs?
 - a) They act in the best interest of the majority.
 - b) They hold all of the power in government.
 - c) They pass laws based on religious beliefs.
 - d) They hold elected office on behalf of citizens.
3. What is the primary purpose of government?
 - a) to represent individual citizens
 - b) to uphold religious values
 - c) to raise and lower taxes
 - d) to serve the needs of society
4. What is one reason the Articles of Confederation were ineffective?
 - a) They forced the states to adopt a national currency.
 - b) They allowed Congress to raise taxes to pay off war debts.
 - c) They required Congress to meet several times a month.
 - d) They enabled the states to pursue their own best interests.
5. Why is the Declaration of Independence considered a revolutionary document?
 - a) It established the Continental Army for defense.
 - b) It attempted to make amends with the home country.
 - c) It stated that the government receives its power from the people.
 - d) It outlined many grievances against the British government.
6. Why did the Framers include checks and balances in the Constitution?
 - a) to prevent any one branch from gaining too much power
 - b) to ensure all members of society follow the law
 - c) to clearly identify the powers of the president
 - d) to highlight the importance of popular sovereignty

- 7.** What was one benefit of the Connecticut Plan?
 - a)** It contained a bill of rights.
 - b)** It balanced the power between large and small states.
 - c)** It introduced the concept of the social contract.
 - d)** It borrowed language from other foundational documents.
- 8.** Why did the Framers include an amendment process in the Constitution?
 - a)** to protect minority rights from majority rule
 - b)** to make sure the government could adapt to the needs of citizens over time
 - c)** to allow the judicial branch to determine whether laws are unconstitutional
 - d)** to encourage states to ratify the document
- 9.** Why were many Americans concerned about ratifying the Constitution?
 - a)** It lacked explicit protection for their individual rights.
 - b)** It gave too much power to the legislative branch.
 - c)** It allowed state laws to supersede federal laws.
 - d)** It prevented women from participating in elections.
- 10.** Which is a similarity between the Fifteenth, Nineteenth, and Twenty-Sixth Amendments?
 - a)** Each was passed before a major conflict.
 - b)** Each protects personal liberties.
 - c)** Each made voting rights more inclusive.
 - d)** Each redefined what it means to be a citizen.
- 11.** Why did the Framers include the ideas of Baron de Montesquieu in the Constitution?
 - a)** to protect powerful leaders
 - b)** to set requirements for holding office
 - c)** to reduce the size of the government
 - d)** to limit the power of government
- 12.** Which is an enumerated power of Congress?
 - a)** negotiating treaties
 - b)** appointing advisors
 - c)** enforcing legislation
 - d)** regulating commerce
- 13.** What is federalism?
 - a)** the idea that government gets its power from citizens
 - b)** the ability of the judiciary to rule on issues between the states
 - c)** the sharing of power between a central government and the states
 - d)** the division of counties into smaller jurisdictions


- 14.** Why does the Tenth Amendment create reserved powers?
- a)** to define areas where state and federal powers intersect
 - b)** to limit the power of the federal government
 - c)** to define the relationship between state and local governments
 - d)** to require local governments to follow state mandates
- 15.** What is the effect of the supremacy clause?
- a)** State laws may not conflict with federal laws.
 - b)** The federal government has original jurisdiction over interstate disputes.
 - c)** Only state governments may issue licenses.
 - d)** Justices of the Supreme Court have no term limits.

B. Write the letter that provides the definition for each vocabulary word.

- | | |
|------------------------------|---|
| 16. jury | a) an agreement made by the people to sacrifice certain freedoms in exchange for protections by their government |
| 17. levy | b) to reject |
| 18. social contract | c) a group of people who listen to information presented during a trial in a court and make decisions about whether or not someone is guilty |
| 19. public policy | d) a decision made by an executive head of government, such as a president, that has the force of law |
| 20. enumerated powers | e) powers in the U.S. federal system of government that are shared by the state and federal governments |
| 21. veto | f) made up of two chambers |
| 22. executive order | g) a set of government steps for how something is done |
| 23. concurrent powers | h) a government in which people elect representatives to rule for them |
| 24. republic | i) those powers of the U.S. government that are specifically listed in the Constitution |
| 25. bicameral | j) to impose |

Performance Task: Civics in U.S. History

Teacher Directions: As the United States has changed over time, so has its government and what it means to be a part of the country. In this activity, students will write about what it means to live in America.

 This assessment task addresses the following EAD driving question: Who am I, and which groups or communities do I belong to, by choice or by ascription?

Ask students to write an essay on the topic “What America Means to Me.” Encourage students to use their Student Volume to take notes and organize their thoughts in the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples of personal, community, and/or civic values and principles that they associate with the United States. Explain that people of all backgrounds, including those who aren’t American citizens, associate certain ideas and values with the word *America*.

Individual, Group, or Government	Values and Principles
Me	<ul style="list-style-type: none">• Keeping promises• Being on time• Doing well in school• Treating other people with respect
Groups and communities I belong to	<ul style="list-style-type: none">• School band, practicing and showing dedication• Volunteer club, improving the community
People who live in the United States	<ul style="list-style-type: none">• Participating in community and/or government• Staying informed about key issues• Having individual freedoms like speech and religion
U.S. government	<ul style="list-style-type: none">• Having a government for the people by the people• Protecting individual rights and freedoms• Working together to pass laws and public policy

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their responses.

Above Average	Response is accurate, detailed, and persuasive. The essay clearly explains what America means to the student, citing many details from the Student Volume and/or personal experience. The writing is clearly articulated and focused and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed. The essay explains what America means to the student, citing some details from the Student Volume and/or personal experience. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The essay suggests one or two ideas of what America means to the student but references few details from the text or personal experience. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates little understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of what it means to be American. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Performance Task Activity: *Civics in U.S. History*

What does America mean to you? Give specific examples.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *Civics in U.S. History* as well as considering your own experiences.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

Date _____

***Civics in U.S. History* Performance Task Notes Table**

Use the table below to help you organize your thoughts as you refer to *Civics in U.S. History*. You do not need to complete the entire table to write your essay, but you should try to have three to five specific examples of personal, community, and/or civic values and principles that relate to what America means to you.

Individual, Group, or Government	Values and Principles
Me	<ul style="list-style-type: none">• Keeping promises••
Groups and communities I belong to	<ul style="list-style-type: none">••
People who live in the United States	<ul style="list-style-type: none">• Staying informed about key issues••
U.S. government	<ul style="list-style-type: none">•••

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Complete each sentence with the correct Core Vocabulary term or phrase.

city-states	aristocracy	democracy	assembly	jury	republic
monarchy	totalitarian	tax	social contract	popular sovereignty	veto
dictator	oligarchy	theocracy	public policy	ratify	rule of law
unicameral	bicameral				

1. Ancient Athens developed the first _____ in human history.
2. The Athenian government was ruled by a(n) _____ that included every male citizen.
3. Adolf Hitler was a(n) _____ who ruled in Germany in the 1930s and 1940s.
4. The Constitution requires that three-fourths of states must _____ a proposed amendment before it can take effect.
5. Congress has a(n) _____ legislature made up of the Senate and the House of Representatives.
6. Great Britain has a(n) _____ in which the king serves as the symbolic head of state.
7. Under the _____, even the president is required to obey the laws passed by Congress.
8. Iran is a(n) _____ whose government is run by religious leaders.
9. The first government formed in ancient Sumerian _____.
10. In the _____ of Rome, citizens chose leaders to serve in the government and make decisions on their behalf.
11. The defendant was tried by a(n) _____ of their peers.
12. The first government of Athens was ruled by a king before wealthy and powerful nobles formed a(n) _____.
13. Unlike other states in the Union, Nebraska has a(n) _____ legislature.
14. The _____ government controlled every aspect of its citizens' lives.
15. A(n) _____ formed in the country as a few powerful families seized control of the government.

Name _____

Date _____

Activity Page 3.1 (*continued*)

Use with Chapter 3

- 16.** The government implemented a(n) _____ that made trade practices with other countries fairer.
- 17.** John Locke argued that the _____ gives subjects the right to overthrow a government if it violates their rights.
- 18.** Through _____, the government is subject to the will of the people.
- 19.** The president decided to _____ the bill passed by Congress because he felt it was too extreme.
- 20.** The British government made American colonists pay a _____ on items such as sugar and newspapers.

Name _____

Date _____

Activity Page 6.1

Use with Chapter 6

Domain Vocabulary: Chapters 4–6

Use the words in the word bank to complete the crossword puzzle. When filling in the puzzle, omit any spaces in two-word terms.

libelous	naturalization	enumerated powers	appropriation	oversight
hearing	executive order	budget	popular vote	Electoral College
appeal	original jurisdiction	infrastructure	reserved powers	
concurrent powers	mandate	ordinance	zoning	union
platform	levy			

Across:

- the action of watching over something
-
-
-
- those powers of the U.S. government that are specifically listed in the Constitution
-
- to impose
- relating to a statement that unfairly harms a person's reputation
-
- the results of an election based on individual ballots cast by citizens
-
- an organization of workers that bargains with employers for better pay and working conditions
- an amount of money available for spending based on a plan for how it will be spent
-
- the process of becoming a citizen of a country if born outside that country
- a command; a responsibility given by an authority
- a group of representatives who elect the president and vice president based on the popular vote in each state
-
- money devoted to a particular purpose, such as a function of government
-
- powers in the U.S. federal system of government that are shared by the state and federal governments

Name _____

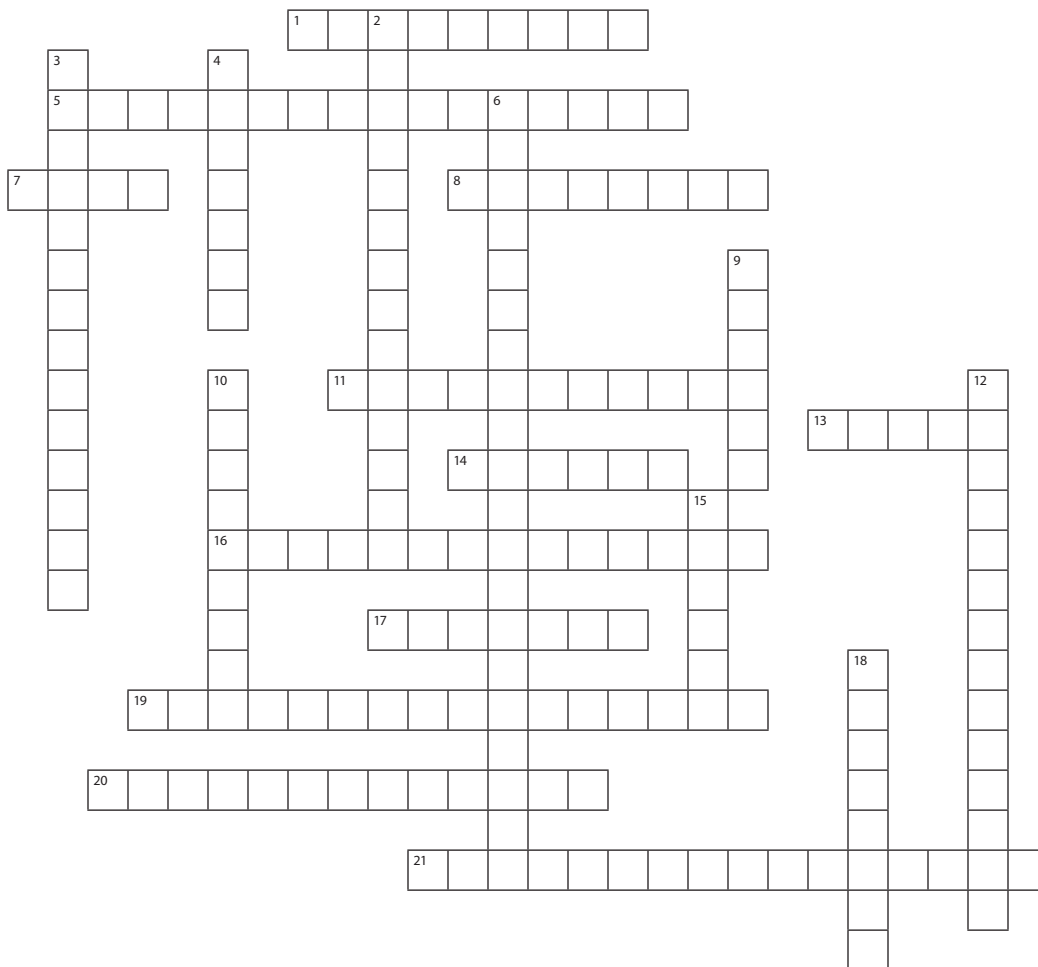
Date _____

Activity Page 6.1 (continued)

Use with Chapter 6

Down:

2. a decision made by an executive head of government, such as a president, that has the force of law
3. powers in the U.S. federal system of government that belong to the states rather than the federal government
4. a meeting in which testimony is heard from witnesses
6. the power to review a legal case and apply the law
9. the process of bringing a legal case in front of a higher court to review the decision of the lower court
10. a law or government rule
12. the public works system that includes roads, bridges, water, public transportation, etc.
15. the act of organizing a place into different areas with specific purposes
18. the policies supported by a political party



Answer Key: Civics in U.S. History

Student Volume Questions

Chapter 1

p. 4 Think Twice They needed to build flood control and irrigation systems because flooding had destroyed farmland.

p. 9 Think Twice Answers will vary, but students may indicate that local governments provide police protection, state governments build schools, and the federal government protects the country's borders.

Chapter 3

p. 19 Think Twice Madison meant that a strong central government would be an objective referee when it came to mediating disputes between the states and other entities.

p. 22 Think Twice It means that American democracy is based on popular sovereignty. The government gets its power from the people, is made up of representatives elected by the people, and is meant to serve the needs of the people.

Chapter 4

p. 28 Think Twice The author means that individual rights are part of the foundation on which American democracy rests.

p. 29 Think Twice Students may cite freedom of speech, freedom of religion, and/or the right to vote as being the most prominent rights. They should note that new ideas of rights generally mean expansion of rights to diverse groups within American society.

p. 30 Think Twice Civic participation has become available to more people throughout American history, as civil rights such as suffrage were expanded to Black Americans, women, and Indigenous Americans. The nature of civic participation, such as voting, running for office, and so on, has not really changed over time.

p. 32 Think Twice Different legal statuses of different sections of the American population meant American democracy wasn't always

completely democratic. People were left out of the decision-making, even when they were the ones affected by the decisions.

p. 32 Think Twice When citizens participate in civil dialogue, investigate and analyze issues, and act in an authentic, informed, and responsible way, they are demonstrating their commitment to American constitutional democracy. They are more likely to vote and keep their elected leaders accountable.

Chapter 6

p. 48 Think Twice Local governments may not want the state to put a project in their community, or local governments may want more financial help from the state to lower property taxes or to pay for road construction.

p. 49 Think Twice Parties that have endured might have had greater public support or changed with the times. Parties that did not endure lost support, perhaps because their ideas became too outdated.

Unit Assessment

A. 1. a 2. b 3. d 4. d 5. c 6. a 7. b 8. b 9. a 10. c 11. d 12. d 13. c 14. b 15. a

B. 16. c 17. j 18. a 19. g 20. i 21. b 22. d 23. e 24. h 25. f

Activity Pages

Domain Vocabulary: Chapters 1–3 (AP 3.1)

- | | |
|----------------|-------------------------|
| 1. democracy | 11. jury |
| 2. assembly | 12. aristocracy |
| 3. dictator | 13. unicameral |
| 4. ratify | 14. totalitarian |
| 5. bicameral | 15. oligarchy |
| 6. monarchy | 16. public policy |
| 7. rule of law | 17. social contract |
| 8. theocracy | 18. popular sovereignty |
| 9. city-states | 19. veto |
| 10. republic | 20. tax |

Domain Vocabulary: Chapters 4–6 (AP 6.1)

Across

1. oversight
5. enumerated powers
7. levy
8. libelous
11. popular vote
13. union
14. budget
16. naturalization
17. mandate
19. electoral college
20. appropriation
21. concurrent powers

Down

2. executive order
3. reserved powers
4. hearing
6. original jurisdiction
9. appeal
10. ordinance
12. infrastructure
15. zoning
18. platform



Economics in U.S. History

Table of Contents

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Chapter 2	Why People Make Certain Economic Choices	76
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Economics in U.S. History

Teacher Guide

Core Knowledge History and Geography™ 7

What Is an Economy?

The Big Question: How do communities meet their needs and wants?

Primary Focus Objectives

- ✓ Differentiate between needs and wants, goods and services, and consumers and producers. (RI.7.4, L.7.4, RH.6-8.4)
- ✓ Differentiate between natural, human, and capital resources. (RI.7.4, L.7.4, RH.6-8.4)
- ✓ Describe some of the forces that shape economies. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *economy, mortgage, commute, capital, raw materials, tangible, entrepreneur, specialize, interdependence, mutually reliant, marketplace, marking up, profit, fluctuate, and externality*. (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

economy, n. the way a country manages its money and resources to produce, buy, and sell goods and services (58)

Example: A government can spur the country's economy by increasing spending and investment.

Variations: economies, economics (n.), economic (adj.)

mortgage, n. a legal agreement in which a person borrows money to buy a house and pays back the money over time (58)

Example: The couple worried that if they could not pay back their mortgage, the bank might repossess their house.

Variations: mortgages, mortgage (v.)

commute, v. to travel regularly to and from a place of work (58)

Example: Many people do not like to commute, so they look for jobs that allow them to work from home.

Variations: commutes, commuting, commuted, commute (n.), commuter (n.)

capital, n. money needed to pay for a workforce, machinery, and other equipment to support the development and growth of a business (59)

Example: The small business looked for investors to provide the capital it needed to expand production.

raw materials, n. substances used in the primary production or manufacture of goods (59)

Example: The U.S. auto industry developed in areas where there were ample deposits of raw materials needed for producing cars, such as coal and iron.

Variations: raw material

tangible, adj. capable of being touched (61)

Example: The man reached out and grabbed the can of soup, confirming that it was tangible.

Variations: tangibly (adv.)

entrepreneur, n. a person who starts a business and is willing to risk loss in order to make money (64)

Example: The entrepreneur invested all of his savings in his technology startup.

Variations: entrepreneurs, entrepreneurial (adj.)

specialize, v. to develop a specific set of skills for a single purpose (64)

Example: The student decided to specialize in mechanical engineering instead of civil engineering.

Variations: specializes, specializing, specialized, specialization (n.)

interdependence, n. the state of being related in such a way that each needs or depends on the other (64)

Example: An example of interdependence is how bees need flowers to provide them food and flowers need bees to help them reproduce.

Variations: interdependent (adj.)

mutually reliant, adj. depending on one another for something (64)

Example: The two businesses were mutually reliant on one another for success.

Variations: mutual reliance (n.)

marketplace, n. an area where people go to buy, sell, and trade goods (65)

Example: Some people prefer to shop for clothing in a physical store, while others prefer to use an online marketplace.

Variations: marketplaces

marking up, v. increasing the price of something (65)

Example: The clerk was marking up prices on roses and chocolate before Valentine's Day.

Variations: mark up, marks up, marked up, markup (n.)

profit, n. the money that is made by a business once all expenses have been paid (65)

Example: Because startup costs are generally high, it is uncommon for a business to turn a profit in its first year.

Variations: profits, profit (v.), profitable (adj.)

fluctuate, v. to change frequently (66)

Example: Prices of food can fluctuate depending on the season, the weather, and changing tastes.

Variations: fluctuates, fluctuating, fluctuated, fluctuation (n.)

externality, n. a consequence of a commercial activity that affects other parties without impacting the cost of the goods (66)

Example: A common negative externality of manufacturing is water pollution.

Variations: externalities

THE CORE LESSON 35 MIN

Note: If students have not completed the *Civics in U.S. History* unit, take time to introduce the Student Volume to students as described in Chapter 1 of the *Civics* half of this Teacher Guide.

Introduce “What Is an Economy?”

5 MIN

Ask students to consider the last time they bought something. How did they decide what to buy? How did they pay for the item? Was it something they needed or something they wanted? Invite volunteers to share their answers. Explain that whenever students buy something, they are participating in the economy. In this chapter, students will learn about the components that make up an economy.

Call students’ attention to the Big Question. Tell students to look for details about how communities meet their needs and wants as they read the text.

Guided Reading Supports for “What Is an Economy?”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Needs and Wants,” pages 56–58

Scaffold understanding as follows:

Invite volunteers to read the section on pages 56–58 aloud.

CORE VOCABULARY—Point out the vocabulary terms *economy*, *mortgage*, and *commute*, and explain their meanings.

SUPPORT—Explain to students that what is considered a need has changed over time. The text explains that health care and education were once considered wants but are now viewed as needs. Explain that wants and needs vary not only across time but also across societies and cultures; some examples are hunting grounds and psychological counseling.

After the volunteers read the text, ask the following questions:

LITERAL—What is a need?

» A need is something that a person must have in order to survive.

LITERAL—What is a want?

- » A want is something that a person would enjoy but can survive without.

EVALUATIVE—Why is differentiating between needs and wants important when making purchasing decisions?

- » People must be sure to have the things that they need to survive before spending money on things that they would simply like to have or are accustomed to having.

“Resources,” pages 59–61

Scaffold understanding as follows:

Have students read the section on pages 59–61 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *capital* and *raw materials*, and explain their meanings.

SUPPORT—Remind students that one reason European nations colonized the Americas was to profit from the raw materials there. Raw materials were sent to Europe, where artisans and manufacturers used human and capital resources to produce finished goods, which were then sold back to people in the colonies.

SUPPORT—Explain to students that natural resources are considered resources from an economic perspective: they can be used to create a product or service that meets human needs and wants. This perspective has been questioned by environmentalists and conservationists, who assert that nature has value as is, in itself, apart from how it may be useful to humans.

After students read the text, ask the following questions:

LITERAL—What are some examples of capital resources?

- » Examples of capital resources include money, tools, machinery, workplaces, and equipment.



INFERENTIAL—How does geography impact available resources?

- » Geography impacts what raw materials are available. It impacts what plants and animals can survive and thrive in a place.

“Goods and Services,” page 61

Scaffold understanding as follows:

Have students read the section on page 61 independently.

CORE VOCABULARY—Point out the vocabulary term *tangible*, and explain its meaning.

SUPPORT—Call attention to the chart of goods and services on page 61. Have students brainstorm other examples of goods and services that they use on a daily basis.

SUPPORT—Help students understand that services are work performed for consumers. A company that produces and sells automobiles hires many workers who help produce the cars as well as workers who help the company run—for instance, by repairing machinery, managing parts inventory, or calculating paychecks. These workers are not considered service providers because their work is not performed for consumers.

After students read the text, ask the following questions:

LITERAL—What is a good?

» A good is a tangible thing that can be sold and owned, like a car.

LITERAL—What is a service?

» A service is a process or task that someone carries out for a customer, like a haircut.

“Consumers and Producers,” pages 61–64

Scaffold understanding as follows:

Have students read the section on pages 61–64 independently.

SUPPORT—Direct students to the cartoon on page 63. Review the three questions, and remind students that these are the three basic questions of economics. Explain that in a traditional economy, the answers to these questions are determined by custom and habit, or what was done in the past; in a command economy, the government decides the answers to these questions; and in a market economy, consumers and producers decide the answers to these questions, often guided by the forces of supply and demand.

CORE VOCABULARY—Point out the vocabulary terms *entrepreneur* and *specialize*, and explain their meanings.

SUPPORT—Explain to students that entrepreneurs start businesses of all sizes and for a range of purposes. According to a study by the Global Entrepreneurship Monitor, more than thirty-one million entrepreneurs lived in the United States in 2022. While the average age of first-time entrepreneurs is forty-two years old, 16 percent of Americans aged eighteen to twenty-four started businesses in 2019.

After students read the text, ask the following questions:

LITERAL—What is a consumer?

» A consumer is someone who buys goods and services to meet their needs and wants.

LITERAL—What is a producer?

- » A producer is someone who makes goods or provides services.

INFERENTIAL—What types of information do producers need in order to make decisions about what to make and how to make it?

- » Producers need information about consumer demand, the cost and availability of resources, and the costs of various methods of production.

LITERAL—Why is it beneficial for some producers to specialize?

- » Specializing can improve efficiency and lower costs for the producer.

“Inside and Outside Forces in the Economy,” pages 64–67

Scaffold understanding as follows:

Have students read the section on pages 64–67 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *interdependence*, *mutually reliant*, *marketplace*, *marking up*, *profit*, *fluctuate*, and *externality*, and explain their meanings.

TURN AND TALK—Have students brainstorm other examples of interdependence with a partner, then invite volunteers to share their examples with the class.

SUPPORT—Explain to students that while some price fluctuations, such as changes in the price of gasoline, are very visible to consumers, interdependence causes such price fluctuations to spread widely and perhaps unnoticed. A consumer may not recognize that the prices of food, electronics, and other goods eventually go up after the price of gasoline goes up. The increase is because producers and distributors have to pay more to shippers who bring their goods to market because those shippers have to pay more for gasoline, too.

SUPPORT—Explain to students that externalities are examples of market failure: when externalities are present, the price paid for a good does not match the good’s overall value. Government regulation is one way to remedy the market failure. For instance, antipollution regulations force producers to stop producing the externality of pollution. Instead of innocent bystanders bearing the cost of pollution, the costs are paid by the people who produce the good and then passed on to those who use and benefit from the good.

After students read the text, ask the following questions:

LITERAL—Why do retailers mark up the price of goods?

- » Retailers mark up the price of goods to cover the costs of running their business, including paying employees and rent, and to collect profit.

LITERAL—How does the fluctuation in price of a raw material impact producers and consumers?

- » When the cost of a raw material fluctuates, producers may have to pay more for the material. To cover their own costs, the producers then raise prices for consumers.


“Identifying a Need,” page 67

Scaffold understanding as follows:

Read the section on page 67 aloud.

SUPPORT—Remind students that state and local governments play a much greater role in the daily lives of citizens than the federal government.

TURN AND TALK—Invite students to consider the questions outlined in the section with a partner. Have partners share their responses in small groups or with the class.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How do communities meet their needs and wants?”
 - » Key points students should cite include: needs and wants are met using a combination of natural, human, and capital resources; goods are tangible things that can be bought and owned; services are tasks performed for consumers; consumers are people who buy goods and services; everyone is a consumer; producers are people who make goods and services based on consumer demand; producers must make decisions about what to create, what to create it from, and how to create it; entrepreneurs are producers who start new businesses; each part of the economy relies on other parts, which creates a system of interdependence.
- Choose two of the Core Vocabulary terms (*economy, mortgage, commute, capital, raw materials, tangible, entrepreneur, specialize, interdependence, mutually reliant, marketplace, marking up, profit, fluctuate, or externality*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Why People Make Certain Economic Choices

The Big Question: How do people with limited resources make economic choices?

Primary Focus Objectives

- ✓ Differentiate between surplus and scarcity. (RI.7.4, L.7.4, RH.6-8.4)
- ✓ Identify the opportunity cost of a decision. (RI.7.2, RH.6-8.2)
- ✓ Describe how incentives influence economic decision-making. (RI.7.2, RH.6-8.2)
- ✓ Explain the interaction of supply and demand, including the equilibrium price and elasticity. (RI.7.2, RH.6-8.2)
- ✓ Explain what a budget does. (RI.7.4, L.7.4, RH.6-8.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *prohibitively*, *import*, *opportunity cost*, *discount*, *equilibrium price*, *elastic*, and *glut*. (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

prohibitively, adv. done in a way that prevents something from happening (69)

Example: The cost of the designer sneakers became prohibitively expensive, leading consumers to buy another brand.

Variations: prohibitive (adj.)

import, v. to bring a product into a country to be sold there (70)

Example: The company decided to import cloth from overseas instead of making its own domestically.

Variations: imports, importing, imported, import (n.), importer (n.), importation (n.)

opportunity cost, n. the value of the option that was not chosen whenever a choice is made (70)

Example: The student weighed the opportunity cost of going to the movies with friends instead of staying home to study for the exam.

Variations: opportunity costs

discount, n. an amount taken off a regular price (71)

Example: The store offered a discount on misshapen fruits and vegetables.

Variations: discounts, discounted (adj.), discount (v.)

equilibrium price, n. the price at which supply equals demand (73)

Example: When events cause a price to rise or fall, market forces tend to force it back to the equilibrium price.

Variations: equilibrium prices

elastic, adj. able to be changed; flexible (73)

Example: The demand for snow boots is elastic because people need them only during certain times of the year.

Variations: elasticity (n.)

glut, n. a supply of something that is much more than is needed or wanted (74)

Example: The glut of unsold houses is causing home prices to drop.

Variations: gluts, glut (v.)

THE CORE LESSON 35 MIN

Introduce “Why People Make Certain Economic Choices”

5 MIN

Briefly review what students learned in the previous chapter (needs and wants, types of economic resources, goods and services, consumers and producers, the interdependence of different parts of the economy). Explain to students that in this chapter, they will learn about other factors that affect the economic choices that consumers and producers make.

Call students’ attention to the Big Question. Tell students to look for details that explain how people with limited resources make economic choices as they read the text.

Guided Reading Supports for “Why People Make Certain Economic Choices”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Scarcity,” pages 68–70

Scaffold understanding as follows:

Have students read the section on pages 68–70 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *prohibitively* and *import*, and explain their meanings.

SUPPORT—Explain that the word *import* can be used as both a verb and a noun. When used as a noun, an import is something imported—that is, a good or service that is brought in from another country. In this section of the text, *import* is used as a verb.

After students read the text, ask the following questions:

LITERAL—What is scarcity?

- » Scarcity is the situation in which there are not enough resources to meet people’s wants and needs.

LITERAL—What is a surplus?

- » Surplus is the opposite of scarcity. A surplus exists when there is more of an item than people want or need.

LITERAL—How does the price of an item change if the item becomes scarce?

- » The price of an item will increase if the item becomes scarce.

LITERAL—How do purchases of an item change if the price increases?

- » If the price of an item increases, some people may stop buying it or buy less of it.

“Trade-Offs and Opportunity Costs,” pages 70–71

Scaffold understanding as follows:

Have students read the section on pages 70–71 independently.

CORE VOCABULARY—Point out the vocabulary term *opportunity cost*, and explain its meaning.

SUPPORT—Present students with the following choices, and guide them through identifying the opportunity cost of each choice.

- Should you buy a snack on the way to school? (*The opportunity cost is whatever else you would buy with the money.*)
- Should you attend a party the night before you are to run in a track meet? (*The opportunity cost is the time not spent sleeping and preparing for the meet.*)
- Should you quit your job so you have more free time on the weekends? (*The opportunity cost is the money you would not earn because you are not working.*)

After students read the text, ask the following questions:

LITERAL—How do opportunity costs help people make decisions?

- » Opportunity costs help people determine the value of what they get and what they give up when they make economic choices.

LITERAL—What is a trade-off?

- » In economics, a trade-off means that if you choose to purchase something, you have to sacrifice something else.

INFERENTIAL—Why must every purchasing decision involve a trade-off?

- » Every purchasing decision must involve a trade-off because if you use your money for something, you cannot also use it for something else.

“Incentives,” pages 71–72

Scaffold understanding as follows:

Invite volunteers to read the section on pages 71–72 aloud.

CORE VOCABULARY—Point out the vocabulary term *discount*, and explain its meaning.

SUPPORT—Tell students that money is a major incentive for people to go to work, but it is not the only thing that influences the decision about where to work. People are also incentivized by aspects of a job that improve their quality of life, such as being able to work from home some of the time or the opportunity to work at something that gives them joy.

After the volunteers read the text, ask the following questions:

LITERAL—How do discounts work as an incentive for buyers?

- » Discounts lower the price of a good or service, which encourages people to buy the good or service.

LITERAL—What is a negative incentive?

- » A negative incentive is an undesirable outcome.

EVALUATIVE—How do negative incentives work to change behavior?

- » A negative incentive is undesirable, so a person who has a choice will try to avoid it. Instead, they will do something that does not produce the negative incentive. For example, to avoid the negative incentive of a parking ticket, people will try to follow the parking meter rules.

“Supply and Demand,” pages 72–74

Scaffold understanding as follows:

Have students read the section on pages 72–74 independently.

CORE VOCABULARY—Point out the vocabulary terms *equilibrium price*, *elastic*, and *glut*, and explain their meanings.

SUPPORT—Call attention to the image of the supply and demand curve on page 73. Explain that the y-axis (the edge of the graph that runs from top to bottom) shows the price of a good. The x-axis (the edge of the graph that runs from left to right) shows the quantity of a good. Have students locate the demand line on the graph. Explain that as the quantity increases, both demand for the good and its price decrease. Have students locate the supply line on the graph. Explain that as the price of a good increases, its quantity and supply also increase. Call attention to the point where the demand curve and the supply curve intersect; this is the equilibrium price, where supply and demand are the same.

After students read the text, ask the following questions:

LITERAL—What is supply?

- » Supply is the total amount of a product that a producer offers to consumers at one time.

LITERAL—What is demand?

- » Demand is how much want or need exists for a certain product.

EVALUATIVE—Why does a plane ticket for a leisure trip have high elasticity?

- » A plane ticket for a leisure trip has high elasticity because it is not a necessity, and many consumers are willing to wait until the price decreases before making a purchase.

EVALUATIVE—What is likely to happen when a producer has a glut of inventory?

- » When a producer has a glut of inventory, they are likely to decrease the price to sell their surplus stock.

“Budgets,” pages 74–75

Scaffold understanding as follows:

Read the section on pages 74–75 aloud.

SUPPORT—Call attention to the simple budget on page 75. Explain to students that the first step in creating a budget is identifying how much money you have available over a certain period of time, such as a week or a month. For students, income might come from an allowance or a job like babysitting. Each source of income should be listed and summed in the left column. The next step is to determine fixed expenses—the things that you must spend money on every month. For example, some students may contribute to paying for their cell phone, if they have one. The third step is to identify other expenses—for instance, putting money aside for outings with friends. Each expense should be listed and summed in the right column. To determine how much money is left and available for other things, subtract total expenses from total income.


After you read the text, ask the following questions:

LITERAL—Why do people create budgets?

- » People create budgets to determine how best to spend their limited resources over a certain period of time.

EVALUATIVE—How do budgets help people satisfy their needs and wants?

- » Budgets help people identify their needs and wants, identify what expenses are most important, and make a plan for using limited resources to meet them.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



"CHECK FOR UNDERSTANDING" 10 MIN

Ask students to:

- Write a short answer to the Big Question: "How do people with limited resources make economic choices?"
 - » Key points students should cite include: resources, goods, and services are often scarce; scarcity makes items more expensive; economic decisions involve trade-offs and opportunity costs; incentives influence choices people make about what to consume and where to work; supply and demand help determine the price of goods and services; budgets help people make decisions about how to spend and save their limited resources.
- Choose one of the Core Vocabulary terms (*prohibitively, import, opportunity cost, discount, equilibrium price, elastic, or glut*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

CHAPTER 3

Exchange

The Big Question: How do people purchase goods and services?

Primary Focus Objectives

- ✓ Describe barter, money, and credit as methods of exchange. (RI.7.2, RH.6-8.2)
- ✓ Explain the factors that influence the value or price of a good or service. (RI.7.2, RH.6-8.2)
- ✓ Explain the roles of interdependence and offshoring in an economy. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *ubiquitous*, *circulation*, *accrue*, *market value*, and *wages*. (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

ubiquitous, adj. seeming to be everywhere (78)

Example: Pavement is so ubiquitous in the city that people may not even notice it.

Variations: ubiquitously (adv.)

circulation, n. the act of passing something, such as money, from person to person or place to place (78)

Example: By raising or lowering the cost of borrowing money, the Federal Reserve controls how much money is in circulation.

Variations: circulate (v.)

accrue, v. to increase in number or amount over time (79)

Example: The high interest rate allowed the savings account to accrue several thousand dollars over the course of a year.

Variations: accrues, accruing, accrued, accrual (n.)

market value, n. the price that consumers are willing to pay for something (80)

Example: The market value of used cars increases when new cars become less affordable.

Variations: market values

wages, n. the amount of money that workers are paid based on their occupation and the number of hours they work each week (83)

Example: Mark saved a portion of his wages each week to buy a new bicycle.

Variations: wage

Introduce “Exchange”

5 MIN

Briefly review what students learned in the previous chapter (the role of scarcity in decision-making, trade-offs and opportunity costs, how incentives influence economic decision-making, supply and demand, budgets). Explain to students that in this chapter, they will learn about the most basic activity of an economy: exchange.

Call students’ attention to the Big Question. Tell students to look for how people purchase goods and services as they read the text.

Guided Reading Supports for “Exchange”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Paying for Goods,” pages 76–78

Scaffold understanding as follows:

Invite volunteers to read the section on pages 76–78 aloud.

TURN AND TALK—With a partner or in small groups, have students consider the benefits and challenges of bartering in today’s economy. Invite volunteers to share their conclusions with the class.

After the volunteers read the text, ask the following questions:

LITERAL—What is bartering?

» Bartering is trading one raw material, good, or service for another.

LITERAL—What is a modern example of bartering?

» Possible response: A modern example of bartering would be a friend making you dinner to repay you for helping them move to a new apartment.

“Money and Credit,” pages 78–79

Scaffold understanding as follows:

Have students read the section on pages 78–79 independently.

CORE VOCABULARY—Point out the vocabulary terms *ubiquitous*, *circulation*, and *accrue*, and explain their meanings.

SUPPORT—Explain that credit card interest accrues daily. Interest is added every day that a balance remains. Credit card companies also charge interest on any unpaid interest. For this reason, it is a best practice to pay off your credit card balance every month.

After students read the text, ask the following questions:

LITERAL—What were the first objects used as money in the Americas?

- » The first objects used as money in the Americas were items that were rare, such as mother-of-pearl shells.

EVALUATIVE—Why is money useful?

- » Money is useful because it is accepted by everyone, it retains a stable value, and it is a measure of value—that is, it enables us to understand the value of a good in relation to other products.

LITERAL—How does credit work?

- » Credit allows people to make a purchase using a loan from a bank. The consumer is then responsible for paying back the bank for what they borrowed; otherwise, they will pay interest on their purchase.

“Determining Value,” page 80

Scaffold understanding as follows:

Have students read the section on page 80 with a partner.

CORE VOCABULARY—Point out the vocabulary term *market value*, and explain its meaning.

SUPPORT—Remind students that the equilibrium price of a good or service is the price at which the quantity supplied and the quantity demanded are the same. A seller who asks a higher price will lose customers. A seller who asks a lower price will have trouble making a profit.

SUPPORT—Explain that the market in fruits and vegetables has changed as a result of international trade. Because summer in the Northern Hemisphere occurs during winter in the Southern Hemisphere and vice versa, many fruits and vegetables can be grown *somewhere* year-round. As a result, prices may remain relatively consistent year-round; what changes seasonally is where the good is produced.

After students read the text, ask the following questions:

EVALUATIVE—What happens when there is too much supply of an item?

- » When there is too much supply of an item, the price of the item goes down.

LITERAL—Why does the market value of seasonal produce change throughout the year?

- » Seasonal produce can only be grown during certain times of the year. When the fruit is in season, there's a greater supply, which lowers the market price. When the fruit is out of season, there's a smaller supply, which raises the market price.

EVALUATIVE—How does employment impact value in an economy?

- » When employment is high, people are more confident in the economy and more confident that their income will continue. This makes them more likely to spend money. As people spend more money, the value of goods rises.

"Interdependence," pages 81–82

Scaffold understanding as follows:

Have students read the section on pages 81–82 independently.

SUPPORT—Call attention to the map on page 81, and have students identify Canada, the United States, and Mexico and the goods each country exports. Explain that the United States–Mexico–Canada Agreement, or USMCA, makes it cheaper and easier for Canada, for instance, to sell motor vehicles in the United States and Mexico and for the United States to sell capital goods in Canada and Mexico, and so on. This trade agreement also increases the interdependence between the United States and its neighbors. For example, because the United States buys shoes from Mexico, its domestic manufacturers may make fewer shoes, thus increasing interdependence with Mexico.

SUPPORT—Explain that another aspect of international trade is comparative advantage. Comparative advantage is the efficiency of an individual, a business, or, as in this case, a country in performing a specific economic activity relative to other activities. For example, countries close to the equator have a comparative advantage when it comes to growing and producing chocolate and coffee products. As a result, they're likely to focus their energies on this economic activity more than another.

After students read the text, ask the following questions:

LITERAL—What is international trade?

- » International trade is the trade between countries.

EVALUATIVE—Why is international trade beneficial?

- » International trade is beneficial because it allows countries to import goods and resources that they would not otherwise have access to. It also results in lower prices for consumers.

“Lowering Costs,” pages 82–83

Scaffold understanding as follows:

Invite volunteers to read the section on pages 82–83 aloud.

CORE VOCABULARY—Point out the vocabulary term *wages*, and explain its meaning.

CHALLENGE: Tell students that in 2022, the federal minimum wage was \$7.25 per hour. Some states and cities have imposed a higher minimum wage. Have students find out the minimum wage in their state.


After the volunteers read the text, ask the following questions:

LITERAL—How does offshoring production lower costs?

- » Offshoring production lowers costs by moving production from a country where wages are high to a country where wages are low.

EVALUATIVE—How are wages related to cost of living?

- » People living in areas with low costs of living generally earn lower wages. People living in areas with higher costs of living generally earn higher wages.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How do people purchase goods and services?”
 - » Key points students should cite include: historically, people paid for goods through bartering; modern economies rely on exchange based on money and credit; money is a widely accepted means of exchange that helps consumers quickly assess the value of a good or service; value is determined by many factors, including supply, demand, and employment; international trade increases interdependence between countries; some companies offshore their production to decrease production costs and increase their profits.

- Choose one of the Core Vocabulary terms (*ubiquitous*, *circulation*, *accrue*, *market value*, or *wages*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

CHAPTER 4

The Marketplace

The Big Question: Where do people buy things?

Primary Focus Objectives

- ✓ Describe the features of a marketplace. (RI.7.4, RH.6-8.4)
- ✓ Describe the government's role in the marketplace. (RI.7.2, RH.6-8.2)
- ✓ Explain how climate change is affecting the economy. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *abstract*, *transaction*, and *currency*. (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

abstract, adj. relating to general ideas or qualities rather than to specific people, objects, or actions (86)

Example: The teacher engaged students in a discussion about the abstract notion of fairness.

Variations: abstract (n.), abstractly (adv.), abstraction (n.)

transaction, n. an occurrence in which goods, services, or money are passed from one person or group to another (87)

Example: The clerk noted every transaction in the ledger, including the day and time, customer's name, items purchased, and cost.

Variations: transactions, transact (v.)

currency, n. a system of money (88)

Example: Upon arriving in a new country, the international traveler exchanged her dollars for the local currency.

Variations: currencies

THE CORE LESSON 35 MIN

Introduce "The Marketplace"

5 MIN

Briefly review what students learned in the previous chapter (mediums of exchange, especially money and credit; the benefits of money as a means of exchange; the factors that determine value; the benefits and effects of

international trade). Explain to students that in this chapter, they will learn about the places where consumers and producers make exchanges and how these places work.

Call students' attention to the Big Question. Tell students to look for where people buy things as they read the text.

Guided Reading Supports for "The Marketplace"

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Types of Markets," pages 84–86

Scaffold understanding as follows:

Have students read the section on pages 84–86 with a partner.

CORE VOCABULARY—Point out the vocabulary term *abstract*, and explain its meaning.

SUPPORT—Explain to students that online shopping has had a large influence on the U.S. economy and the global economy. The Internet has increased the availability of many goods. The rise of online shopping has forced many brick-and-mortar stores to close. For example, the number of department store locations declined from more than 8,600 in 2011 to fewer than 6,300 in 2020.

After students read the text, ask the following questions:

LITERAL—What is a marketplace?

- » A marketplace is an area where people go to buy, sell, and trade goods.

LITERAL—What are examples of marketplaces?

- » Flea markets, bazaars, supermarkets, shopping malls, farmers markets, online stores, and online marketplaces are all types of marketplaces.

INFERENTIAL—What is the housing market?

- » The housing market is the specific portion of the economy in which housing is bought and sold.

“Features of a Market,” pages 86–87

Scaffold understanding as follows:

Invite volunteers to read the section on pages 86–87 aloud.

CORE VOCABULARY—Point out the vocabulary term *transaction*, and explain its meaning.

SUPPORT—Call attention to the “Features of a Market” diagram on page 87. Remind students that buyers and sellers can also be thought of as consumers and producers. Remind students that the availability of goods and services can also be thought of as scarcity and surplus. Encourage students to consider the ways these four features relate not only to the market but also to each other.

After the volunteers read the text, ask the following questions:

LITERAL—What are the features of a market?

- » Markets have buyers and sellers competing with each other to buy and sell goods and/or services.

LITERAL—How do sellers compete with one another for business?

- » Sellers may compete with one another for business by offering better products or lower prices or by having unique marketing campaigns.

EVALUATIVE—Why is competition an important part of any marketplace?

- » Competition is an important part of any marketplace because it gives consumers options and pressures sellers to lower prices.

“Government’s Role in the Marketplace,” pages 87–88

Scaffold understanding as follows:

Have students read the section on pages 87–88 independently.

CORE VOCABULARY—Point out the vocabulary term *currency*, and explain its meaning.

SUPPORT—Remind students that government provides services at the national, state, and local levels.

SUPPORT—Remind students that under the Articles of Confederation, each state printed its own money. Under the U.S. Constitution, only the federal government has this power. The U.S. Mint, under the Treasury Department, was founded in 1792 and is responsible for making coins and printing paper currency for the country.

After students read the text, ask the following questions:

EVALUATIVE—How can laws affect marketplaces?

- » Laws can protect buyers from unsafe products and protect workers from exploitation and unsafe conditions.

LITERAL—How does infrastructure managed by the government impact the economy?

- » Infrastructure managed by the government impacts the economy by supporting markets and helping them function more efficiently.

INFERENTIAL—Why do governments create money?

- » Governments create money to help marketplaces function smoothly. Money serves as a means of exchange and helps people reach a common understanding of the value of a good or service.

“Climate Change and the Marketplace,” page 89

Scaffold understanding as follows:

Have students read the section on page 89 independently.

SUPPORT—Explain that the misuse of resources for profit also contributes to climate change. For example, heavy deforestation in the Amazon rainforest not only harms local ecosystems but also has larger impacts on the planet by raising greenhouse gas emissions.

CHALLENGE: Have students brainstorm ways climate change currently impacts where they live and their local economy. How do these effects compare to what other parts of the country may experience? What changes can be made at the individual, local, state, and national levels to address these impacts?

After students read the text, ask the following questions:

LITERAL—What is climate change?


- » Climate change is the increase in Earth’s temperature as a result of human industrial activity.

EVALUATIVE—What is the connection between climate change and infrastructure?

- » Climate change may have increasingly negative effects on bridges, factories, railway lines, and airports, which could cause disruptions to supply chains and international trade.

LITERAL—How are governments, businesses, and communities tackling climate-related problems?

- » Governments, businesses, and local communities are developing new technologies to manage carbon emissions and updating and improving infrastructure.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Where do people buy things? ”
 - » Key points students should cite include: markets can be physical or virtual locations; markets are places where transactions occur and are characterized by buyers and sellers, the availability of goods and services, and competition; governments influence the marketplace by creating laws that promote safety, building infrastructure, and issuing currency; climate change threatens local economies and international trade by damaging infrastructure and contributing to scarcity.
- Choose one of the Core Vocabulary terms (*abstract*, *transaction*, or *currency*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Economics Throughout U.S. History

The Big Question: How has the U.S. economy changed and developed over time?

Primary Focus Objectives

- ✓ Describe Native American economies before European contact. (RI.7.2, RH.6-8.2)
- ✓ Describe the economic practices of Spanish and British colonizers. (RI.7.2, RH.6-8.2)
- ✓ Describe how the U.S. economy has changed from the founding of the nation to modern times. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *wampum*, *maritime*, *mission*, *mercantilism*, *cash crop*, *industrialization*, *urbanization*, *collective bargaining*, *strike*, *global economy*, and *recession*. (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

wampum, n. a unit of money used in Eastern Woodlands economies prior to European colonization (91)

Example: The Haudenosaunee used wampum to trade with other nations they encountered.

maritime, adj. ocean-based (91)

Example: Some English colonists in North America prospered economically through maritime trade across the Atlantic Ocean and the Caribbean Sea and along the East Coast.

mission, n. a settlement built for the purpose of converting Native Americans to Christianity and gaining access to resources (91)

Example: Spanish missions in the Americas generally included a church, living quarters, and a defensive wall.

Variations: missions, missionary (n.)

mercantilism, n. an economic policy that attempted to reduce a country's need for imports by using colonies as a source of raw materials (92)

Example: Their belief in the economic theory of mercantilism led European powers to establish colonies around the globe.

Variations: mercantilist (n.), mercantile (adj.)

cash crop, n. a crop that is grown to be sold (93)

Example: Farmers who rely on cash crops may set aside a section of their land to grow food crops for their household.

Variations: cash crops

industrialization, n. a shift to the widespread use of machines and factories to produce goods (94)

Example: As a result of industrialization, more people worked in factories than on farms.

Variations: industrialize (v.)

urbanization, n. the formation and growth of cities (95)

Example: Urbanization occurred as people moved out of rural areas in search of factory jobs in cities.

Variations: urbanize (v.)

collective bargaining, n. the negotiation of better wages and working conditions by a group, such as a union (96)

Example: Through collective bargaining, the factory workers negotiated a better contract than what they were offered individually.

strike, n. a practice of workers refusing to work until their employer meets their demands in negotiations (96)

Example: The workers went on strike after the owner refused to improve working conditions.

Variations: strikes, strike (v.)

global economy, n. the worldwide system of trade and economic activity (97)

Example: In the global economy, small and large nations around the world rely on each other for resources and markets.

recession, n. a time of reduced economic activity, when there is little buying or selling (97)

Example: During the last recession, many businesses laid off workers, and many consumers prioritized spending on needs instead of wants.

Variations: recessions

Introduce “Economics Throughout U.S. History”

5 MIN

Briefly review what students learned in the previous chapter (the features of a marketplace, the role governments play in the economy, the influences of climate change on the economy). Explain to students that economies are dynamic, meaning they change and evolve over time to meet the needs of sellers and consumers. Tell students that in this chapter, they will learn how the U.S. economy has changed over time.

Call students’ attention to the Big Question. Tell students to look for details about how the U.S. economy has changed and developed over time as they read the text.

Guided Reading Supports for “Economics Throughout U.S. History”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Native American Economies,” pages 90–91

Scaffold understanding as follows:

Invite volunteers to read the section on pages 90–91 aloud.

CORE VOCABULARY—Point out the vocabulary term *wampum*, and explain its meaning.

SUPPORT—Call attention to the sentence in the second paragraph of the section explaining how jobs were assigned according to gender and family roles. Explain to students that such division of labor is one way that human capital is organized or allocated in traditional economies.

After the volunteers read the text, ask the following questions:

LITERAL—Who created the first economies in America?

» The first economies in America were created by Native nations.

LITERAL—What was the purpose of wampum?

» Wampum was a form of money that Eastern Woodlands peoples used to acquire their needs and wants. Wampum generally consisted of shells or beads.

“European Exploration,” pages 91–92

Scaffold understanding as follows:

Have students read the section on pages 91–92 independently.

CORE VOCABULARY—Point out the vocabulary terms *maritime* and *mission*, and explain their meanings.

SUPPORT—Explain to students that European nations not only exploited natural resources in the Americas but also took advantage of human resources by enslaving Indigenous people and using forced enslaved labor from Africa.

After the students read the text, ask the following questions:

LITERAL—What motivated European nations to colonize the Americas?

- » European nations were motivated to colonize the Americas because they wanted to find a maritime route to Asia. They also wanted to use the resources of the Americas to grow their own wealth and empires. Common explorers wanted more economic opportunity.

LITERAL—What was the purpose of Spanish missions?

- » The Spanish missions worked to make Native people accept Christianity and to give Spain control over land and resources in the Americas.

LITERAL—How did Spanish missions function economically?

- » The Spanish missions were economically self-sustaining. They developed farmland, sought and mined resources, established trade with local peoples, and enslaved people from the local population to work the farmland and mines.

“British Colonies,” pages 92–93

Scaffold understanding as follows:

Have students read the section on pages 92–93 independently.

CORE VOCABULARY—Point out the vocabulary term *mercantilism*, and explain its meaning.

SUPPORT—Explain that through mercantilism, European nations created a system of interdependence between the home country and the colonies. The home country relied on the colonies for raw materials and consumers while the colonies relied on the home country for finished goods.

SUPPORT—Remind students that English artisans and manufacturers used human resources and capital resources to turn natural resources into finished goods.

After students read the text, ask the following questions:

LITERAL—Under mercantilism, how did countries reduce their need for imports?

- » Under mercantilism, countries reduced their need for imports by using colonies as a source of raw materials.

LITERAL—Why were businesses important to mercantilism?

- » Mercantilist nations needed private businesses to produce income.

“The Early American Economy,” pages 93–94

Scaffold understanding as follows:

Invite volunteers to read the section on pages 93–94 aloud.

CORE VOCABULARY—Point out the vocabulary term *cash crop*, and explain its meaning.

SUPPORT—Explain that the economy of the southern colonies was dependent on human capital in the form of Africans who were captured, enslaved, and forced to work without pay in brutal conditions. The first Africans were brought to the Virginia Colony by Dutch traders in 1619. The institution of slavery grew over time, eventually resulting in more than twelve million people being brought forcibly from Africa to the Americas, of whom about four hundred thousand ended up in North America.

After the volunteers read the text, ask the following questions:

EVALUATIVE—How did mercantilism influence the economies of the southern colonies?

- » Because mercantilism relied on raw materials from the colonies, the southern colonies grew and exported cash crops.

LITERAL—Who did planters rely on to grow cash crops?

- » Planters relied on enslaved people to grow cash crops.

“The Modern American Economy,” pages 94–97

Scaffold understanding as follows:

Have students read the first four paragraphs of the section on pages 94–96 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *industrialization*, *urbanization*, *union*, *collective bargaining*, and *strike*, and explain their meanings.

SUPPORT—Explain that industrialization led to urbanization in two ways. Farming changed with the introduction of innovations such as the steel plow, which could cut through hard and rocky soil and turf; the cotton gin, a machine that removed the seeds from cotton; the reaper, a machine for harvesting grain; and the thresher, a machine that separated the chaff from various crops. All of these innovations greatly reduced the labor needed to farm a given area of land. The rise of factories drew people to cities to find jobs, but people in rural areas needed jobs because their work was being done by machines.

SUPPORT—Explain to students that a monopoly is a company that controls an entire segment of the economy. A monopoly is a business that has no competitors. If it provides an essential good or service, it need not control prices or quality in order to keep its customers.

Have students read the remaining paragraphs of the section on pages 96–97 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *global economy* and *recession*, and explain their meanings.

SUPPORT—Call attention to the word *alleviate* in the fifth paragraph of the section. Explain that *alleviate* means to make something less severe. In this instance, it means that the U.S. government took actions to ease the effects of the Great Depression on citizens.

SUPPORT—Explain to students that advertisements like those made after World War II are intended to create an incentive. They aim to get people to feel that they need a certain product or service.

After students read the text, ask the following questions:

EVALUATIVE—How did industrialization affect work?

- » Industrialization caused a decline in home crafts. Instead of making things, people bought them. Industrialization also caused a decline in the need for farm labor. Instead of hiring farmhands, farmers used machinery. Because manufacturing was now done with machinery, industrialization caused work to move to factories, where the machines were located.

LITERAL—Why did workers form unions during the 1800s and 1900s?


- » Workers formed unions to improve their working and living conditions. Unions worked for higher wages, shorter workdays, and safer factories.

LITERAL—How did the U.S. government respond to the Great Depression?

- » The U.S. government responded to the Great Depression by intervening to stabilize the economy and providing programs and policies to ease poverty and homelessness.

EVALUATIVE—How did the Great Recession demonstrate the interdependence of the global economy?

- » The Great Recession occurred as a result of a collapse in the American housing market that affected the entire U.S. economy. This in turn affected U.S. trade with other countries, which impacted foreign economies.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How has the U.S. economy changed and developed over time?”
 - » Key points students should cite include: the first American economies were created by Indigenous peoples and involved both barter and money exchanges; Europeans were motivated to colonize the Americas for economic gain under the system of mercantilism; the early American economy relied on the production of cash crops, and its profitability depended on enslaved labor; the modern American economy emerged as a result of industrialization; the Great Depression led the U.S. government to intervene more actively in the economy; today, the United States is a part of the global economy.
- Choose three of the Core Vocabulary terms (*wampum, maritime, mission, mercantilism, cash crop, industrialization, urbanization, collective bargaining, strike, global economy, or recession*), and write a paragraph using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Teacher Resources

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Unit Assessment: *Economics in U.S. History*

Write your answers on your own paper.

A. Write the letter that provides the best answer.

1. Which is an example of a need?
 - a) clothing
 - b) plane ticket
 - c) cell phone
 - d) restaurant
2. How does a good differ from a service?
 - a) Unlike a service, a good is necessary for survival.
 - b) Unlike a service, a good is produced to meet demand.
 - c) Unlike a service, a good is something tangible.
 - d) Unlike a service, a good is usually expensive.
3. Which is an example of a capital resource?
 - a) employees
 - b) tools
 - c) seeds
 - d) minerals
4. What is one reason a government may choose to import a good?
 - a) to reduce scarcity
 - b) to create a surplus
 - c) to increase demand
 - d) to raise prices
5. Omari chooses to rent a canoe for ten dollars and paddle on the lake for three hours instead of doing his homework. What might be Omari's opportunity cost?
 - a) the canoe rental fee he paid
 - b) the time he did not spend on homework
 - c) the time he spent paddling
 - d) the bad grade he did not receive
6. How do discounts influence economic choices?
 - a) Discounts motivate consumers to make a purchase.
 - b) Discounts discourage producers from making too much of a good.
 - c) Discounts increase competition between producers in a market.
 - d) Discounts decrease demand for a good.

- 7.** Why is the demand for foods such as bread and milk considered inelastic?
- a)** These goods are subject to the price equilibrium.
 - b)** Their supply is consistent relative to other products.
 - c)** Their prices only fluctuate at certain times of the year.
 - d)** They are basic necessities that are difficult to go without.
- 8.** Which means of exchange is common in traditional economies?
- a)** money
 - b)** credit
 - c)** bartering
 - d)** currency
- 9.** What is one benefit of money as a means of exchange?
- a)** It has an unstable value.
 - b)** It is widely accepted.
 - c)** It accrues interest.
 - d)** It affects market value.
- 10.** When are people more willing to spend money on things they want?
- a)** when government intervention is high
 - b)** when market values are high
 - c)** when unemployment is high
 - d)** when confidence in the economy is high
- 11.** Which is a characteristic of all markets?
- a)** buyers and sellers
 - b)** a physical location
 - c)** a common currency
 - d)** goods and services
- 12.** How does infrastructure help economies function more efficiently?
- a)** It reduces the need for higher taxes.
 - b)** It limits the effects of climate change.
 - c)** It enables businesses and governments to cooperate.
 - d)** It helps goods, buyers, and sellers reach their markets.
- 13.** If left unchecked, how will climate change most likely affect international trade?
- a)** by creating surplus that lowers demand
 - b)** by increasing the need for airports
 - c)** by creating scarcity that raises prices
 - d)** by increasing investment in businesses

14. Which development laid the groundwork for the modern American economy?

- a) the adoption of mercantilism
- b) industrialization
- c) the abolition of slavery
- d) collective bargaining

15. How did mercantilism shape the early American economy?

- a) by encouraging the export of cash crops
- b) by discouraging dependence on enslaved labor
- c) by building religious missions in rural areas
- d) by leading to rapid urbanization in coastal areas

B. Write the letter that provides the definition for each vocabulary word.

16. mortgage

- a) the money that is made by a business once all expenses have been paid

17. profit

- b) a practice of workers refusing to work until their employer meets their demands in negotiations

18. fluctuate

- c) to develop a specific set of skills for a single purpose

19. externality

- d) a legal agreement in which a person borrows money to buy a house and pays back the money over time

20. strike

- e) a time of reduced economic activity, when there is little buying or selling

21. recession

- f) a consequence of a commercial activity that affects other parties without impacting the cost of the goods

22. urbanization

- g) the formation and growth of cities

23. elastic

- h) able to be changed; flexible

24. specialize

- i) to change frequently

Performance Task: *Economics in U.S. History*

Teacher Directions: Numerous factors influence how the economy works and how individuals, businesses, and governments make economic decisions.

Ask students to create a poster-size infographic that illustrates key economic concepts. Encourage students to use their Student Volume to take notes and organize their thoughts in the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide six specific economic concepts and to illustrate them.

Economic Concept	Description	Illustration Ideas
Needs and wants	Needs are goods and services people need to survive. Wants are goods and services people enjoy but do not need to survive.	Pictures showing examples of needs (clothing, food, shelter) and wants (cell phone, jewelry, luxury car)
Types of resources	Natural resources are raw materials found in nature that may be renewable or nonrenewable. Capital resources are the items used to produce goods, including workspaces, tools, machinery, and money. Human resources are people with different skills, expertise, and time who produce a good or service.	Pictures of raw materials (lumber, oil, minerals) Pictures of capital resources (machinery, tools) Pictures of human resources (people working)
Goods and services	A good is a tangible item that a consumer can purchase, like a car. A service is something a producer does on behalf of a consumer, like a haircut.	Pictures of tangible goods (car, bicycle, ice cream cone) Pictures of services (cutting hair, repairing a roof, installing an air conditioner)
Externalities	Externalities are the side effects of producing and consuming goods and services that don't affect consumers directly.	Picture of pollution coming from factory producing goods
Scarcity	Scarcity occurs when there is a limited supply of an item.	Picture showing few items (scarcity) next to a picture showing many items (surplus)

Trade-offs and opportunity costs	A trade-off is choosing one option and giving up the alternative. Opportunity cost is the value of the option that was not chosen whenever a choice is made.	Picture of a student making a decision about how to spend time/ money and showing the value of what they choose not to do
Budgets	People make budgets to help them determine how much money they have and how to spend or save it.	Picture of a budget showing monthly income and anticipated expenses
Means of exchange	People in traditional economies often barter for goods and services. In modern economies, money and credit are used to obtain goods and services.	Picture showing bartering Picture showing exchange using money
Interdependence	Interdependence exists when one part of an economy relies on another. Countries are also interdependent in the global economy.	Web showing connections between producers, distributors, and sellers in the textbook industry
Markets	Markets can be physical places or virtual places where buyers and sellers interact.	Picture of physical marketplace and picture of online market place

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their infographic poster using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their responses.

Above Average	Response is accurate, detailed, and persuasive. The images clearly and correctly illustrate a minimum of six key economic concepts. The writing is clearly articulated and focused and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and includes relevant details. The images illustrate economic concepts, some of which are key. A few illustrations may be unclear. The writing is mostly focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The infographic relates to economic concepts but draws on few details from the text. Some illustrations are inaccurate or unclear. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates little understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of key economic concepts. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Performance Task Activity: *Economics in U.S. History*

Create a poster-size infographic that illustrates key economic concepts. The infographic should include at least six ideas and/or concepts from the unit.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *Economics in U.S. History*.

Name _____

Date _____

***Economics in U.S. History* Performance Task Notes Table**

Use the table below to help you organize your thoughts as you refer to *Economics in U.S. History*. You do not need to complete the entire table to create your infographic, but you should try to have six specific economic concepts with ideas of how to illustrate them.

Economic Concept	Description	Illustration Ideas
Needs and wants	- Needs are goods and services people need to survive. -	Pictures showing examples of needs (clothing, food, shelter)
Types of resources		
Goods and services	- A good is a tangible item that a consumer can purchase, like a car. -	Pictures of tangible goods (car, bicycle, ice cream cone)
Externalities		
Scarcity	Scarcity occurs when there is a limited supply of an item.	Picture showing few items (scarcity) next to a picture showing many items (surplus)
Trade-offs and opportunity costs		
Budgets		
Means of exchange		
Interdependence		
Markets		

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Complete each sentence with the correct vocabulary term or phrase.

economy	mortgage	commute	capital	raw materials	tangible
entrepreneur	specialize	interdependence	marketplace	mutually reliant	
marking up	profit	fluctuate	externality	prohibitively	glut
import	opportunity cost	discount	equilibrium price	elastic	

1. European nations profited from using the _____ of the Americas for economic gain.
2. By _____ the price of goods, the retailer was able to recover the costs of running her business.
3. Cell phones and cars are examples of _____ goods.
4. Some businesses choose to _____ in producing one good to make production more efficient.
5. Besides working many hours without pay, a(n) _____ might invest her life's savings to get her new business started.
6. The car dealership lowered its prices to get rid of its _____ of inventory.
7. Jane visited a _____ to buy supplies for the next school year.
8. Earning money to pay for rent or a(n) _____ is an example of a need.
9. When goods become _____ expensive, consumers search for alternatives or do without.
10. Governments may choose to _____ goods from another country to reduce scarcity.
11. The _____ helped consumers obtain goods and services to meet their needs and wants.
12. Marty did not like to _____, so he looked for a job closer to home.
13. The service was no longer at its _____ when demand started to exceed the supply.
14. The business owner needed _____ in the form of money and a workspace to begin making their new product.
15. One negative _____ of factory production is environmental pollution.

Name _____

Date _____

Activity Page 2.1 (continued)

Use with Chapter 2

16. The painter offered a first-time _____ on his services to attract new customers.
17. Jameela determined the _____ of going for a bike ride was being better prepared for her upcoming exam.
18. The cost of fruit like strawberries and oranges will _____ throughout the year.
19. The demand for luxury cruises is more _____ than demand for staple goods like eggs and bread.
20. The producers and distributors of computers are _____ on each other for success.
21. As a result of _____, rising costs of raw materials result in increased prices of consumer goods.
22. Logan decided to invest the _____ he made from his lemonade stand to build a larger booth.

Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Domain Vocabulary: Chapters 3–5

Use the words in the word bank to complete the crossword puzzle. When filling in the puzzle, omit any spaces in two-word terms.

ubiquitous	circulation	accrue	market value	wages	
abstract	transaction	tax	currency	wampum	maritime
mission	mercantilism	cash crop	industrialization	urbanization	
collective bargaining	strike	global economy	recession		

Across:

2. the worldwide system of trade and economic activity
4. the price that consumers are willing to pay for something
6. a system of money
7. an occurrence in which goods, services, or money are passed from one person or group to another
8. the amount of money that workers are paid based on their occupation and the number of hours they work each week
9. a unit of money used in Eastern Woodlands economies prior to European colonization
13. a shift to the widespread use of machines and factories to produce goods
16. relating to general ideas or qualities rather than to specific people, objects, or actions
17. the passing of something, such as money, from person to person or place to place
19. to increase in number or amount over time

Name _____

Date _____

Activity Page 5.1 (*continued*)

Use with Chapter 5

Down:

1. the negotiation of better wages and working conditions by a group, such as a union
3. an economic policy that attempted to reduce a country's need for imports by using colonies as a source of raw materials
5. a time of reduced economic activity, when there is little buying or selling
10. a settlement built for the purpose of converting Native Americans to Christianity and gaining access to resources
11. the formation and growth of cities
12. seeming to be everywhere
14. ocean-based
15. a practice of workers refusing to work until their employer meets their demands in negotiations
18. a crop that is grown to be sold

Name _____

Date _____

Activity Page 5.1 (continued)

Use with Chapter 5

[illegible]

Answer Key: Economics in U.S. History

Student Volume Questions

Chapter 1

p. 64 Think Twice An entrepreneur has to decide how all available resources, including human resources, will be used in the most efficient way, how much of a product to make, and how to market it. At a larger company, there are different departments that work together to make these decisions.

Chapter 2

p. 74 Think Twice A cruise has a high elasticity because it is not a necessity. People also have the option to choose a vacation that is currently less expensive than a cruise.

Chapter 3

p. 78 Think Twice Physical money or credit is not needed, it builds community, and it fulfills people's needs.

p. 80 Think Twice In general, the price of meat will remain steady, while the price of fresh produce will go up when it is out of season. Fruits and vegetables cannot be grown year-round in cold climates, so their supply goes down.

Chapter 4

p. 88 Think Twice By building safe, reliable infrastructure, the government can make transporting goods more efficient and save businesses money.

Chapter 5

p. 92 Think Twice Native Americans might have farmed different kinds of foods and received new types of goods from the Spanish missionaries they traded with. Those who were enslaved lost their freedom. Overall, Native Americans lost their ways of life.

p. 94 Think Twice The British wanted to grow their profits through the acquisition of more raw materials, so they established colonies in North America, which had abundant resources.

Unit Assessment

A. 1. a 2. c 3. b 4. a 5. b 6. a 7. d 8. c 9. b
10. d 11. a 12. d 13. c 14. b 15. a

B. 16. d 17. a 18. j 19. f 20. g 21. b 22. e 23. h
24. i 25. c

Activity Pages

Domain Vocabulary: Chapters 1–2 (AP 2.1)

- | | |
|------------------|-----------------------|
| 1. raw materials | 12. commute |
| 2. marking up | 13. equilibrium price |
| 3. tangible | 14. capital |
| 4. specialize | 15. externality |
| 5. entrepreneur | 16. discount |
| 6. glut | 17. opportunity cost |
| 7. marketplace | 18. fluctuate |
| 8. mortgage | 19. elastic |
| 9. prohibitively | 20. mutually reliant |
| 10. import | 21. interdependence |
| 11. economy | 22. profit |

Domain Vocabulary: Chapters 3–5 (AP 5.1)

Across

2. global economy
4. market value
6. currency
7. transaction
8. wages
9. wampum
13. industrialization
16. abstract
17. circulation
19. accrue

Down

1. collective bargaining
3. mercantilism
5. recession
10. mission
11. urbanization
12. ubiquitous
14. maritime
15. strike
18. cash crop



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Core Knowledge HISTORY AND GEOGRAPHY™

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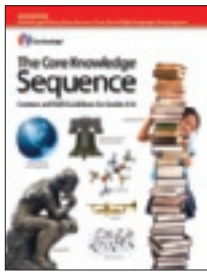
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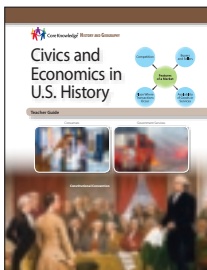
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