**Grade 8 Learning Experience Example: 8.H.CH.6**

**Introduction**

The following learning experience was developed by the Bill of Rights Institute to demonstrate implementation examples aligned to the *Kentucky Academic Standards (KAS) for Social Studies* 8.H.CH.6.

It is important to note that the assignment(s), indicated throughout these Teacher Notes, and related resource(s) represent one example. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.legislature.ky.gov%2Flaw%2Fstatutes%2Fstatute.aspx%3Fid%3D51319&data=05%7C01%7Clauren.gallicchio%40education.ky.gov%7Cd7e4118aebe74301935d08da63f51820%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637932201576774398%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Nw%2BeZs0pD2iXofQylinAQ2JsFkBfkXtocfzyn8mip%2BM%3D&reserved=0). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt, select or recommend specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

***Kentucky Academic Standards (KAS) for Social Studies* alignment:**

8.H.CH.6 Analyze the impact of fundamental documents and speeches on the development of the United States from 1600-1877…

*Educators may have to engage students with a standard multiple times throughout a year in order to meet the full intent of the standard. As a result, the following assignment example may not encompass the entire scope of the standards identified.*

**Overview:**

Students will analyze the Articles of the U.S. Constitution to examine how this document impacted the structures and functions of the U.S. government. Students will complete a jigsaw by determining the purpose and content their section, and then learning about the other sections from their peers. Then, students will complete a prewriting exercise to consider the principles of the Constitution and provide evidence of how those are demonstrated within the document. Students will then respond to the task aligned to the supporting question as a formative assessment, where they will demonstrate their understanding of the impact the Constitution had on the structures and functions of the government.

| **Compelling Question:** How does the Constitution create a government with limited and specific authority that is strong enough to protect liberty and justice?**Supporting Question:**  How did the Articles of the Constitution impact the structures and functions of the United States government? |
| --- |

**Teacher Notes**

This session will use activities and lessons from the Bill of Rights Institute’s Documents of Freedom online resource, Unit 2, [The Foundations of American Government>The Constitution](https://billofrightsinstitute.org/lessons/the-constitution). Begin by showing the three minute video, [*Consequences of the American Revolution*](https://billofrightsinstitute.org/videos/elementary-lessons-consequences-of-the-american-revolution), to provide background for students on the development of the Constitution. Give students a copy of [Handout A: The United States Constitution](https://billofrightsinstitute.org/activities/handout-a-the-united-states-constitution). Ideally, students will read the entire document and then break up into seven groups. Or, if you prefer, divide the class into 7 Study Groups and assign the readings in this manner:

* Article I, Section A
* Article I, Section B
* Article I, Section C
* Article II
* Article III
* Articles IV and V
* Articles VI and VII

Encourage students to engage in active reading strategies to support their comprehension of the text. Have each group fill in [Handout B: A Second Study](https://billofrightsinstitute.org/activities/handout-b-a-second-study) for their assigned Article(s)/Section. After the groups have completed their sections, regroup the class into Sharing Groups so that each new group includes one student from each of the study groups, jigsaw style. Each student should share information so that everyone will complete the entire [Handout B: A Second Study](https://billofrightsinstitute.org/activities/handout-b-a-second-study).

To review and help prepare students for the task aligned to the supporting question, have students engage in a prewriting exercise. Using the [Constitution Cube](https://docs-of-freedom.s3.amazonaws.com/uploads/document/attachment/508/Constitution_Cube.pdf), have students roll to select a Constitutional principle and complete a quick write to explain how this principle is demonstrated in the Constitution, providing evidence to support their response.

**Task Aligned to the Supporting Question:**

Construct an explanation to answer the following question: How did the Articles of the Constitution impact the structure and function of the United States government? In your response, use examples and details from the Constitution to support your response.