

Examining Grade-Level Differentiation

Although each social studies course has its own list of TEKS, it is important for teachers not to view the content and skills for their class as an independent and free-standing set of requirements. Rather, each course's TEKS build on those from earlier grade levels and help prepare students for their work in the upper grades. Attention to how social studies courses are vertically aligned is essential to implementing the TEKS, as well as to preparing students for AP* work.

The following section is intended to aid that process by highlighting economics and government standards in the TEKS in grades 6–11. Although these subjects typically are not taught as independent courses until a student's senior year, their concepts are indispensable in studying history and geography. Teachers through grade 10 can enrich their students' understanding of the subject matter in their own courses by devoting lessons or portions of lessons expressly to economics and government concepts.

Economic Systems Strand in TEKS and AP*

This activity could take only a portion of a class or a full class period.

Overview: An economic system is the manner in which a society produces and exchanges goods and services. The concept of economic systems expands as it is examined in differing historic and geographic contexts through the grades. This concept is basic to AP* Economics and is found to some degree at each grade level, according to the TEKS.

- **Grade 6:** Contemporary World Cultures, the concept of economic systems is introduced (market/free enterprise system, traditional system, and command system). Students must know the economic benefits of the market/free enterprise system.
- **Grade 7:** Texas History, the concept of the free enterprise system (also known as capitalism and market system) is illustrated in the development of major industries. Students analyze how the free enterprise/market system contributed to this development.
- **Grade 8:** American History to 1877, the concept of how differing regional geographic economies developed within the framework of the free enterprise/capitalist/market system. As the nation expanded, so did the concepts of our economic system.
- **Grade 9:** World Geography, students study the characteristics of traditional, command, and market economies and examples of these systems in specific countries. They also must compare how each system seeks to satisfy basic needs through the production of goods and services in subsistence vs. market agriculture and cottage vs. commercial industries.
- **Grade 10:** World History, students study the origins of capitalism (a market system=private ownership of resources), socialism (a democratic planned system=public ownership of resources), and communism (a command system=public ownership of resources and distribution of goods and services). The relationships of countries with different economic systems are analyzed.
- **Grade 11:** U.S. History, students study the economic effects of the Cold War between the U.S. (market system/free enterprise) and the Soviet Union (command system/communism) on prosperity within the U.S. and trade with other countries.

Objectives: At each grade level, students will organize the relevant content into a graphic organizer, explain the relationships, and predict possible outcomes or the importance of these relationships.

Materials and Resources:

- *Textbook*
- *Graphic organizer sheet*

The Learning Activity

General Instructions:

- Have students read the relevant passages from their textbook. This could be done as homework.
- In small groups or individually, students should complete the graphic organizer(s) and answer the explanation question(s).
- In a large group, the teacher should check for student understanding of the information and concepts and lead the class in a discussion of the importance of the concept and its future implications. Let students know in advance the questions of the large group discussion so that they can focus their thinking in that direction.
- On the back of the graphic organizer, students should then summarize why the type of economic system is important and/or its impact.

Grade-Specific Instructions:

Grade 6

- Small group: Complete the “Information Matrix of Types of Economic Systems,” ([Attachment 1](#)). Think about and explain how market, traditional, and command systems differ. Explain in a paragraph how the life of a butcher (or a soldier, teacher, manufacturer, hunter, farmer) might be different under each system. Each group can focus on a different profession. (Since the textbook may have limited information, the teacher may want to supplement it with information from ([Attachment 1](#).)
- Large group: Discuss the small group conclusions; students add to their matrices. Under which type of system do we live? If you lived under the other systems, how might your life be different? Why is the type of economic system important in a society?

Grade 7

- Small group: Study the “Texas Star of Free Enterprise,” ([Attachment 2](#)), and discuss what each point means. Each group then completes the “Grade a Texas Industry Matrix,” ([Attachment 3](#)), to determine the level of free enterprise in the development of an industry. Each group then considers the development of the industry from a different point of view, i.e., a worker, a ranch owner, a farmer, or a government employee, and in a short paragraph explains their role and evaluates the negatives and positives of the industry’s development from that point of view. (An example of the cattle ranching industry is given on ([Attachment 3](#).)
- Large group: Discuss the conclusions of the small groups regarding the level of free enterprise and the points of view of different economic participants regarding positives and negatives. What role should government play in a free enterprise system? Should businesses have total freedom in developing an industry? Explain.

Grade 8

- Small group: For a given region of the U.S., complete the graphic organizer “Causes of a Regional Economy,” ([Attachment 4](#)). Information can be gathered from the textbook using the table of contents, index, and glossary. If time permits, library research would provide additional information. (The example on ([Attachment 4](#)) is of the northern region, but each separate region should be similarly developed.)

- Larger group: Discuss the information that different groups gathered. How might the regional economy have developed differently if we had had a command (communist or socialist) economic system (see [Attachment 1](#))? Write an essay explaining why the northeastern region of the United States became industrial.

Grade 9

- Small group: Complete the “Information Matrix on Economic Systems,” [Attachment 1](#), by using the Table of Contents, Index, and Glossary of your textbook and quickly reading the referenced pages to define and find an example of each type. Explain which characteristics of that society caused you to classify it as you did. Complete the “Compare-Contrast Graphic Organizer,” [Attachment 5](#), about economic systems. Explain how the characteristics of a market system and of a command system lead to different ways of providing for the basic needs of the people through the production of goods and services. (Examples are given on [Attachment 1](#) and [Attachment 5](#).)
- Large group: What differences might you find in the goods and services that are produced by each of these types of economic systems? What would cause these differences? What impact would this have on the lives of people in each society?

Grade 10

- Small group: Review the “Information Matrix of Types of Economic Systems,” [Attachment 1](#). Then, with the “Cause-Effect Graphic Organizer,” [Attachment 6](#), use the table of contents, index, and glossary of your textbook to find information about the selected country and time period. Based on the information, decide which type of economic system the country had at the beginning of the time period, define that type of system, and list characteristics of its economy. Next, determine which type of economic system the country had at the end of the time period, define it, and list characteristics of its economy at that point in time. In a paragraph explain how the characteristics of the first time period caused the society to develop the economic system of the ending time period. (Two examples are given on [Attachment 6](#).)
- Large group: Why do different economic systems develop? What are examples of positive and negative relationships between countries with these different systems? How did the differences in their economic systems contribute to their relationships? Can nations with differing economic systems live in peace?

Grade 11

- Small group: Using the empty matrix everyone should complete the “Cold War Matrix: Goals, Beliefs, and Events,” [Attachment 7](#). The last topic, “Cold War Historic Events in Light of the Goals and Beliefs,” could be divided so that each group does a different time period or all do the same time period. What actions by either the U.S. or the U.S.S.R. were not consistent with their goals or beliefs? Explain. (An example is on [Attachment 7](#).)
- Large group: In what ways did the political and economic beliefs of the United States cause us to win the Cold War? What changes have occurred to the goals (and underlying fears) and beliefs (economic and political) of the U.S. and today’s Russia? How might these changes affect our future relationships?

TEKS*Grade 6—Geography*

- 6.8 Economics. The student understands the various ways in which people organize economic systems. The student is expected to:
 - (A) Compare ways in which various societies organize the production and distribution of services.
 - (B) Identify and differentiate among traditional, market, and command economies in selected contemporary societies.
- 6.9 Economics. The student understands the role factors of production play in a society's economy. The student is expected to:
 - (B) Identify problems and issues that may arise when one more of the factors of production are in short supply.

Grade 7—Texas History

- 7.12 Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:
 - (B) Trace the development of major industries that contributed to the urbanization of Texas
- 7.13 Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:
 - (B) Analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas

Grade 8—United States History to 1877

- 8.13 Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:
 - (A) Identify economic differences among different regions of the United States.
 - (B) Explain reasons for development of the plantation system, the growth of the slave trade, and the spread of slavery.
 - (C) Analyze the causes and effects of difference among different regions of the United States at selected times in U.S. history.
- 8.14 Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:
 - (A) Analyze the War of 1812 as a cause of economic changes in the nation.
 - (B) Identify the economic factors that brought about rapid industrialization and urbanization.
- 8.15 Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:
 - (B) Describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.
- 8.28 Science, Technology, and Society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:

- (A) Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and the Bessemer steel process.

Grade 9—World Geography

- 9.10 Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to:
 - (A) Describe the characteristics of traditional, command, and market economies.
 - (B) Explain how traditional command and market economies operate in specific countries.

- 9.12 Economics. The student understands the economic importance of, and issues related to, the location and management of key natural resources. The student is expected to:
 - (B) Analyze how the creation and distribution of resources affect the location and patterns of movement of products, capital, and people.

Grade10—World History

- 10.14 Economics. The student understands the historic origins of contemporary economic systems. The student is expected to:
 - (A) Identify the historic origins of the economic systems of capitalism and socialism.
 - (B) Identify the historic origins of the political and economic system of communism.

Grade11—United States History

- 11.14 Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:
 - (C) Describe the impact of the Cold War on the business cycle and defense spending.

Attachment 1: Information Matrix of Types of Economics Systems

- *No nation has a “pure” economic system.*
- *All nations have some elements of each, but are mostly one of these.*
- *All economic systems are “mixed” or “modified.”*

	MARKET ECONOMY	TRADITIONAL ECONOMY	COMMAND ECONOMY
Define			
Give Examples			

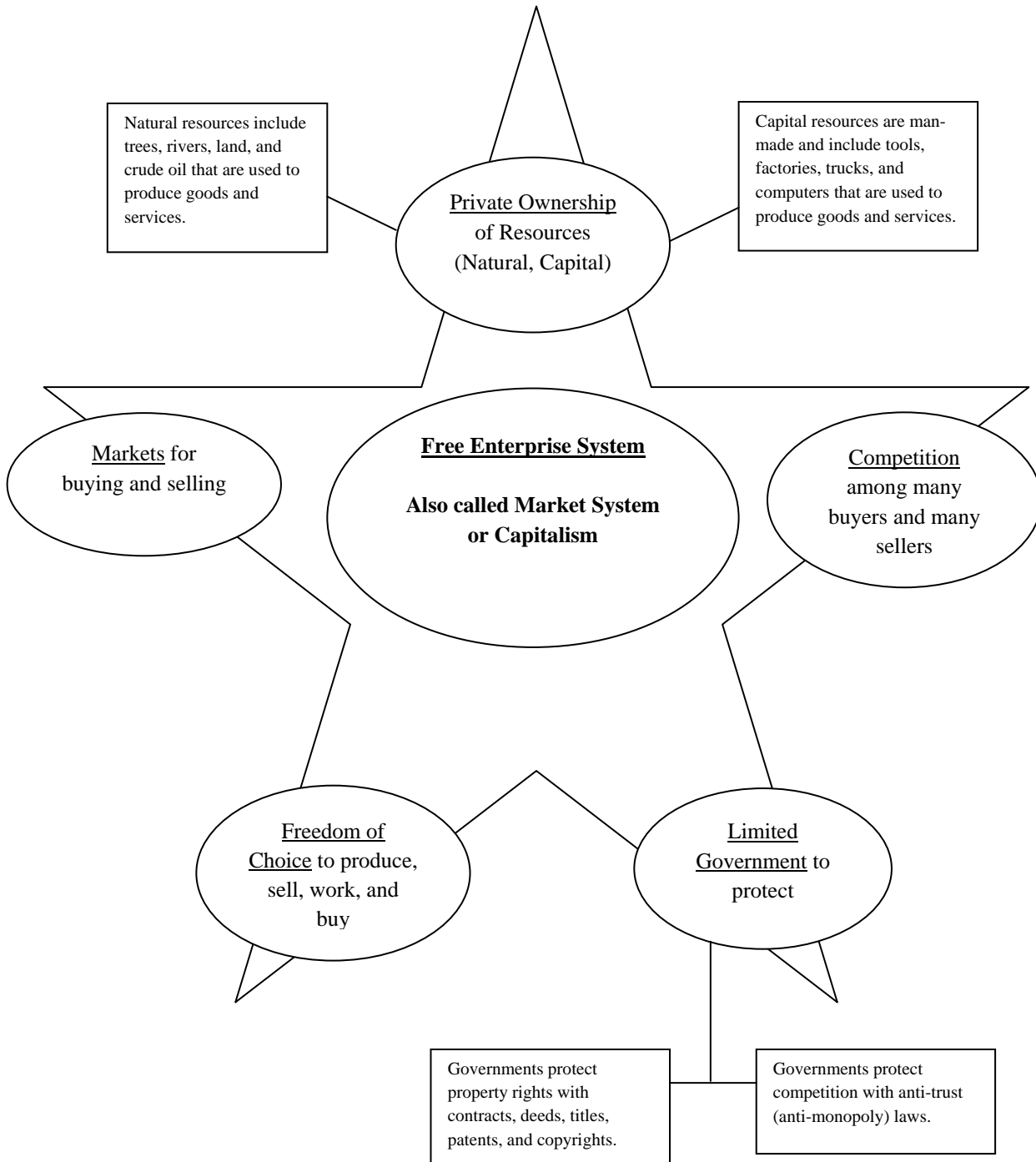
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	MARKET ECONOMY	TRADITIONAL ECONOMY	COMMAND ECONOMY
Define	An economic system in which price and quantity of products and resources are determined by buying and selling in the market. It is also called a free enterprise system because of private ownership of resources and individual freedom to buy, to sell for a profit, and to select jobs. The role of the government is limited (lasses-faire).	An economic system in which scarce resources are used to produce goods and services according to ritual, habit, or custom. These economies are frequently subsistence, agrarian economies with strong religious traditions.	An economic system in which a central government, either elected or a dictatorship, makes most of the economic decisions. Major resources and industries are owned by the central government. The role of the government, which plans the economy, is active.
Give Examples	United States, Great Britain, Switzerland, Italy, Japan, Hong Kong, Taiwan, and most other nations of the world today have differing forms of market economies.	The first economies were traditional. Today the Central African Mbuti and the Australian Aborigines are examples. The backcountry farmers of the colonial South, the Inuits of northern Canada during the 1800s, and the American Indians before 1900 are examples from the past.	The former Soviet Union, Cuba, China, and North Korea are communist nations led by dictators. Sweden, a socialist nation, has democratically elected planners.

Attachment 2: The Texas Star—Five Characteristics of the Free Enterprise System

Directions: Study the graphic organizer below. What are the five characteristics of the free enterprise system? By which other names is the free enterprise system called? What roles do governments play in a free enterprise system of economics? Who buys resources? Who buys goods and services?



Now evaluate Texas industries in light of these characteristics.

Attachment 3: Grade A Texas Industry Matrix

Directions:

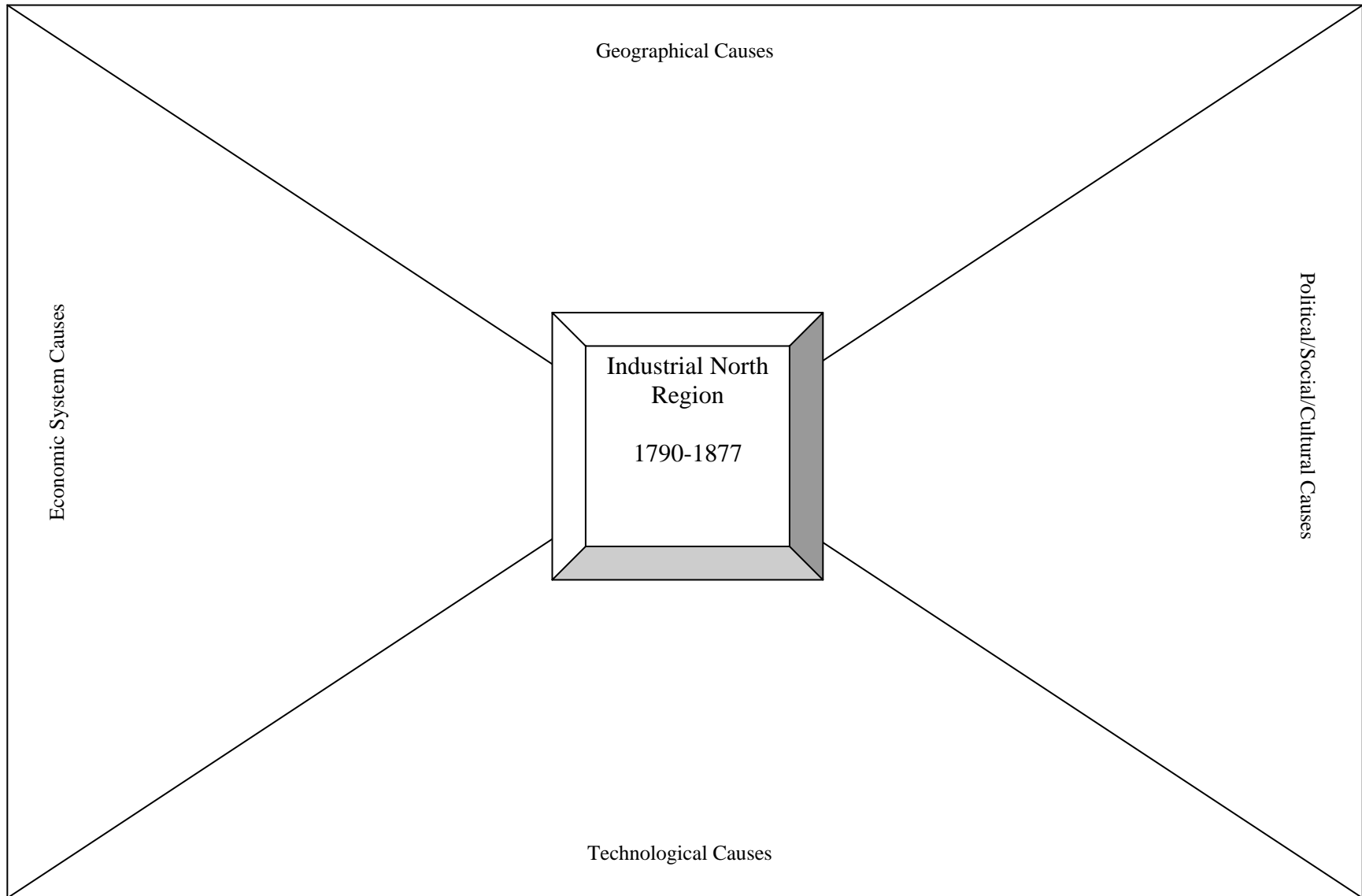
Analyze information from your textbook about the development of an industry (cattle, lumber, cotton farming, oil and gas, aerospace, or medical) in Texas during a specific time period by completing the matrix. In the last column, grade that development as it relates to the characteristics of the free enterprise system. If you give a ‘Yes’ to all five characteristics, then that industry gets an ‘A.’ Four ‘Yes’ answers would be a ‘B,’ etc. Then select a point of view—a worker, a rancher, a farmer, a city shop owner, or a government worker. Brainstorm and then explain how your life is affected positively and negatively by the developments in this industry.

FREE ENTERPRISE CHARACTERISTIC	QUESTIONS	ANSWERS AND EXAMPLES	FREE ENTERPRISE EXAMPLE? YES OR NO
Private Ownership of Resources	<ol style="list-style-type: none"> 1. List natural resources 2. List capital resources 3. Were these resources owned by individuals or by the government? 		
Freedom of Choice	<ol style="list-style-type: none"> 1. Were owners free to sell what they wanted? 2. Were workers free to work wherever they wanted? 3. Were people free to buy whatever products they wanted? 		
Buy and Sell in Markets	<ol style="list-style-type: none"> 1. Where did buying and selling take place? 2. What was bought and sold? 		
Competition	<ol style="list-style-type: none"> 1. Who were the sellers? Were there many or few of them? 2. Who were the buyers? Were there many or few of them? 		
Limited Role of Government to Protect	<ol style="list-style-type: none"> 1. What did government do? Who was protected by government actions? Who was hurt? 		

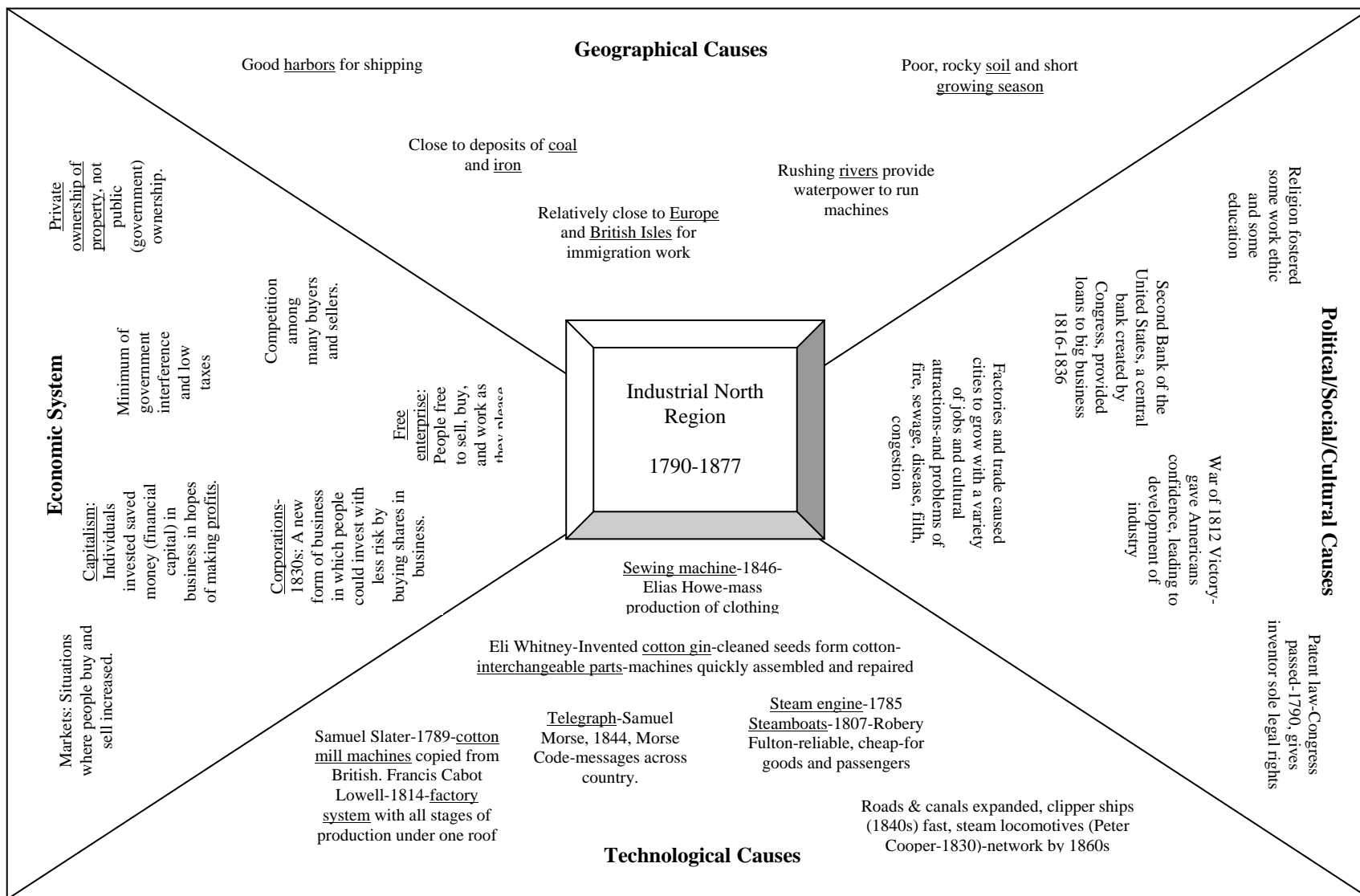
Attachment 3: Grade A Texas Industry Matrix
Cattle Ranches, 1885–1925
Grade: A

FREE ENTERPRISE CHARACTERISTIC	QUESTIONS	ANSWERS AND EXAMPLES	FREE ENTERPRISE EXAMPLE? YES OR NO
Private Ownership of Resources	<ol style="list-style-type: none"> 1. List natural resources 2. List capital resources 3. Were these resources owned by individuals or by the government? 	<ol style="list-style-type: none"> 1. Land, cattle, horses, sheep, grass 2. Windmills, barbed wire, branding irons, fences 3. Individuals, such as King or Goodnight, or private companies, such as XIT owned ranches, not a government. 	Yes, there was private ownership of resources by individuals and private companies.
Freedom of Choice	<ol style="list-style-type: none"> 1. Were owners free to sell what they wanted? 2. Were workers free to work wherever they wanted? 3. Were people free to buy whatever products they wanted? 	<ol style="list-style-type: none"> 1. Yes, they could raise cattle, horses, sheep, etc. 2. Yes, he could be a cowboy or whatever other work he wanted. 3. Yes, a cowboy could buy a horse or land or a night on the town with his pay. 	Yes, all people were free to choose to work, to see, and to buy whatever they wanted.
Buy and Sell in Markets	<ol style="list-style-type: none"> 1. Where did buying and selling take place? 2. What was bought and sold? 	<ol style="list-style-type: none"> 1. At auctions that were frequently near railroads. 2. Cattle, horses, sheep, hogs 	Yes, livestock were bought and sold in markets.
Competition	<ol style="list-style-type: none"> 1. Who were the sellers? Were there many or few of them? 2. Who were the buyers? Were there many or few of them? 	<ol style="list-style-type: none"> 1. There were many ranchers who sold cattle, horses, and sheep. 2. Buyers from the East, from Europe, and from other countries bought Texas cattle. 	Yes, there were many buyers competing to get a “good deal” and many sellers competing to make a profit.
Limited Role of Government to Protect	<ol style="list-style-type: none"> 1. What did government do? Who was protected by government actions? Who was hurt? 	<ol style="list-style-type: none"> 1. Passed laws to allow fences and to punish fence cutters. This protected owners of property, but hurt free use of open ranges. 2. Passed laws to break up the railroad monopoly. This protected farmers from high railroad rates. 	Yes, the government protected private property rights and protected competition from monopolies.

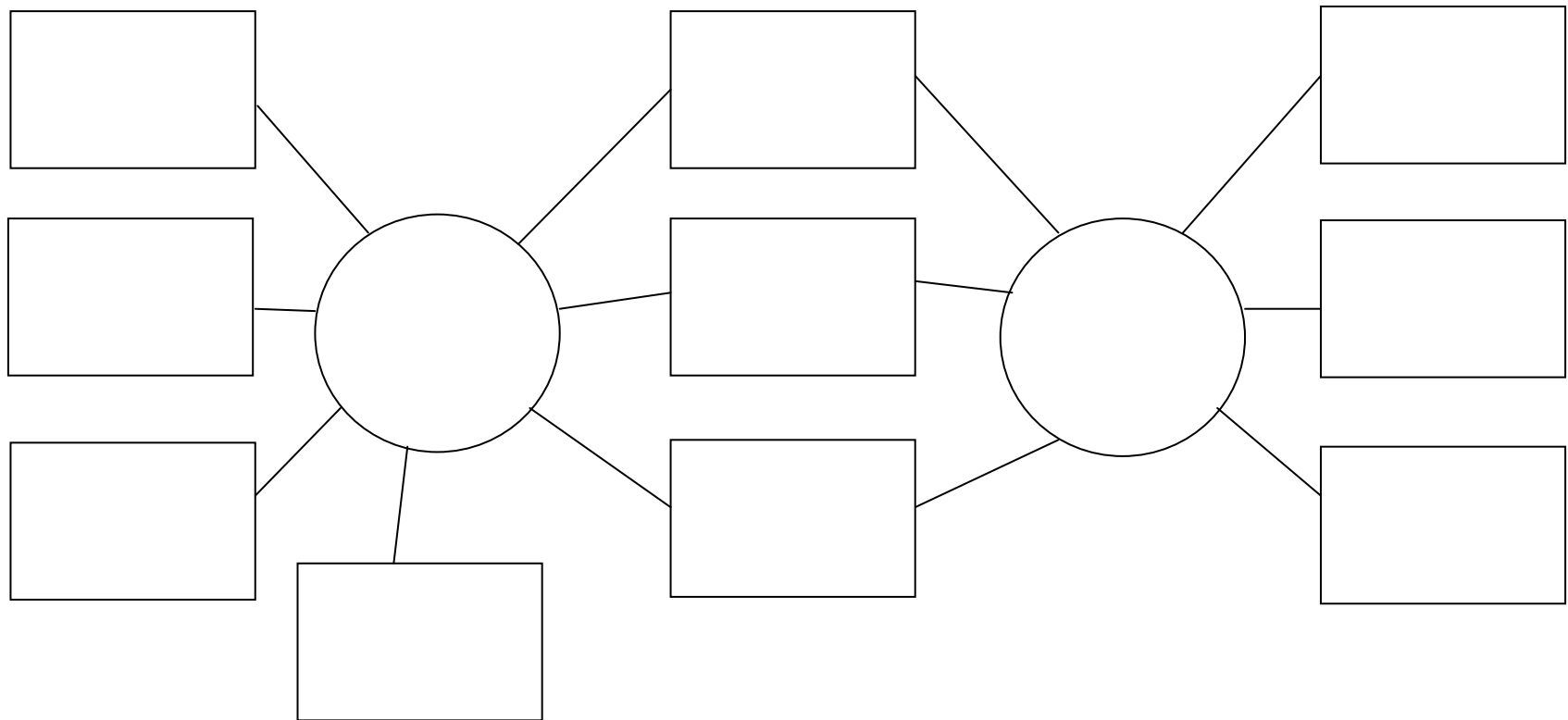
Attachment 4: Causes of Regional Economy



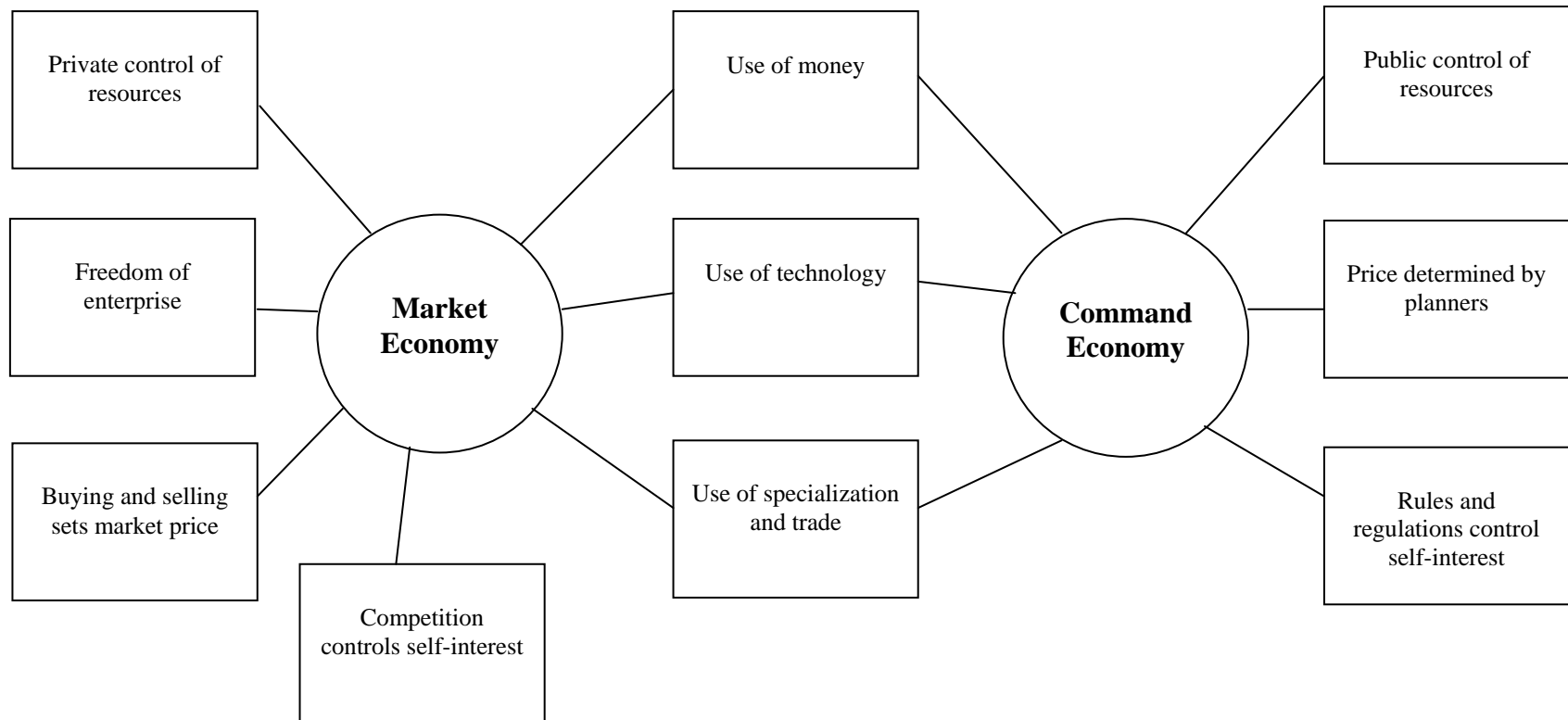
Attachment 4: Causes of Regional Economy



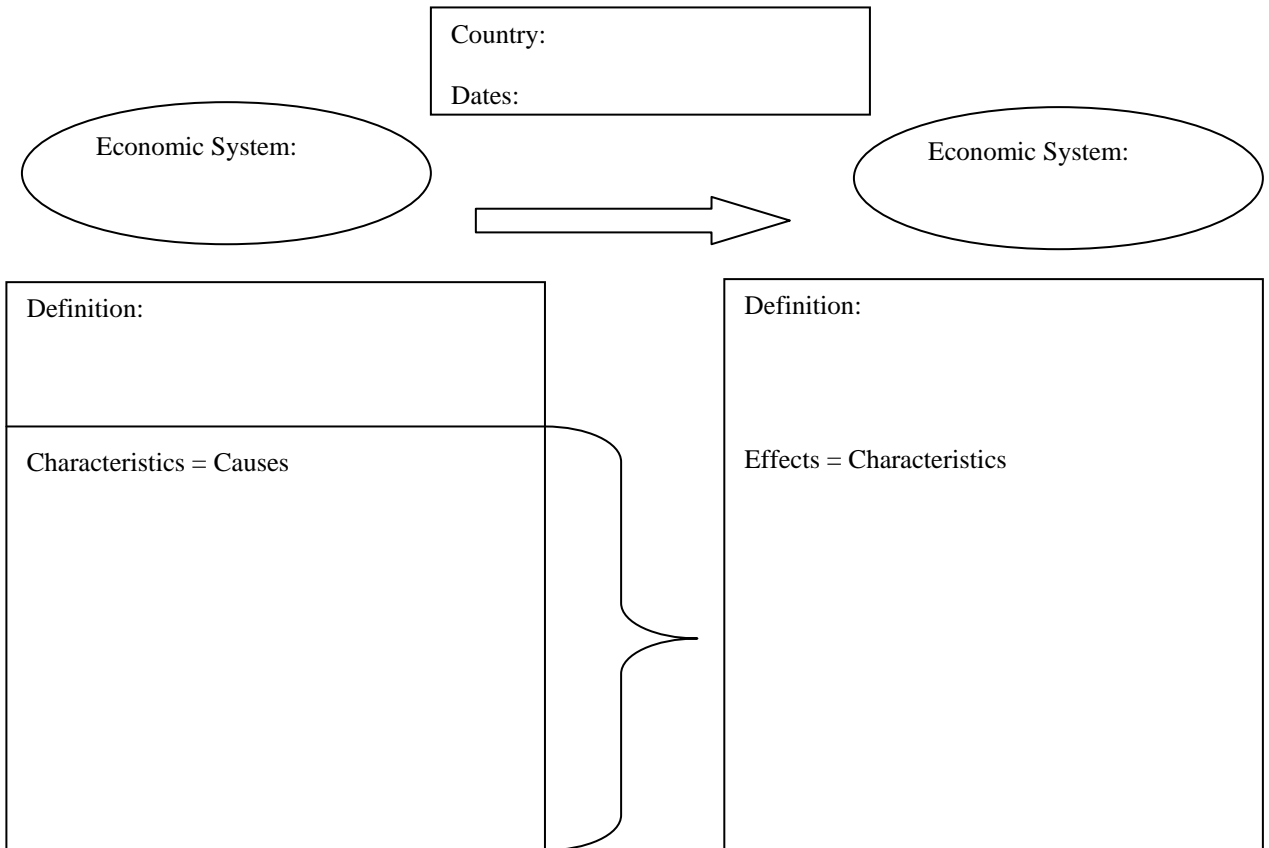
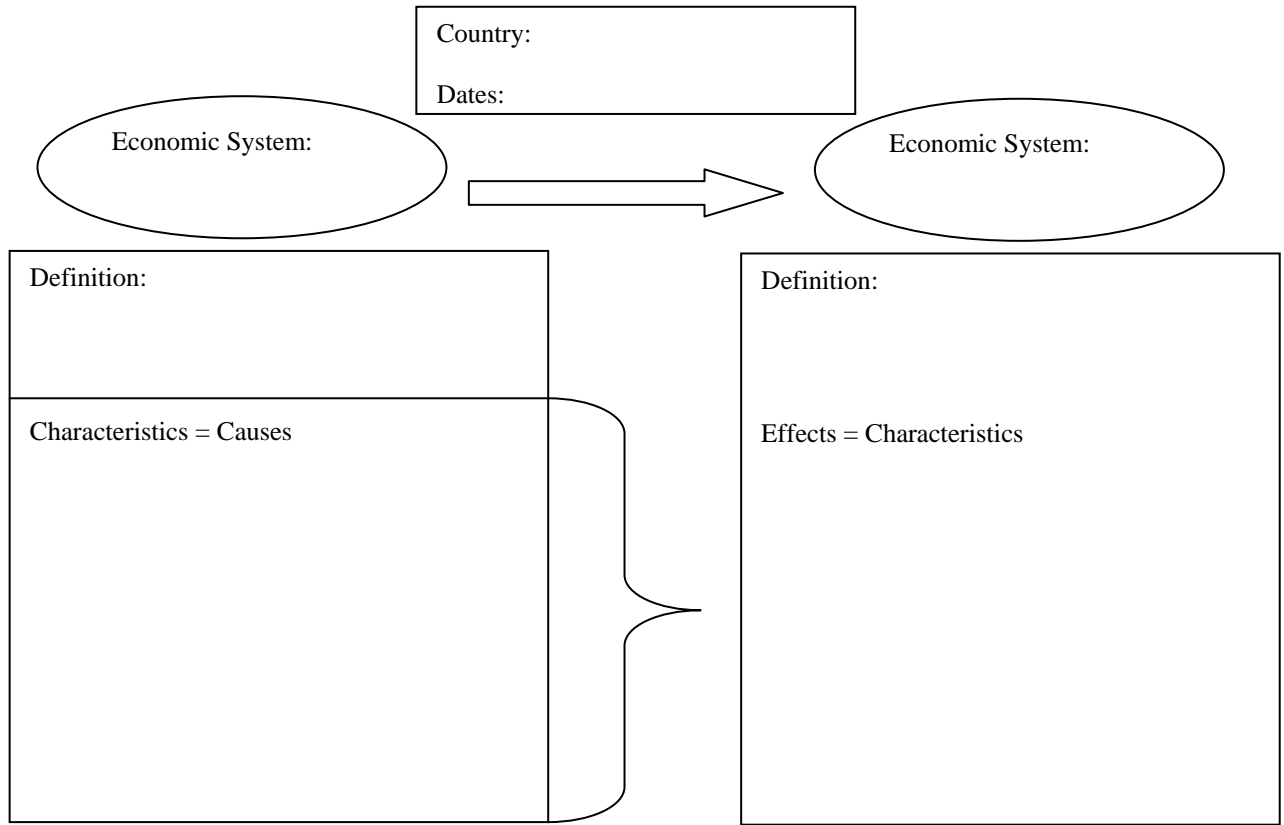
**Attachment 5: Compare and Contrast Graphic Organizer
Characteristics of a Market System vs. a Command System**



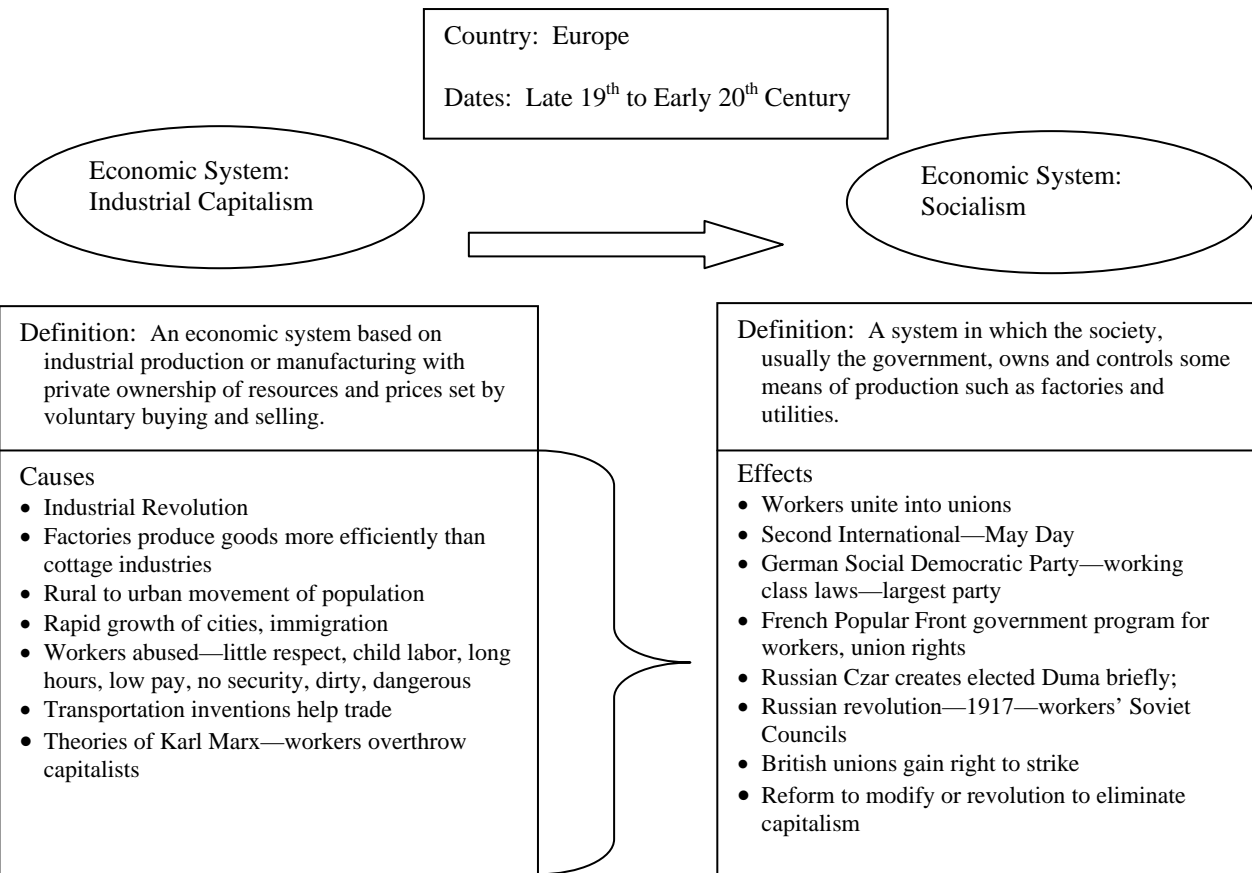
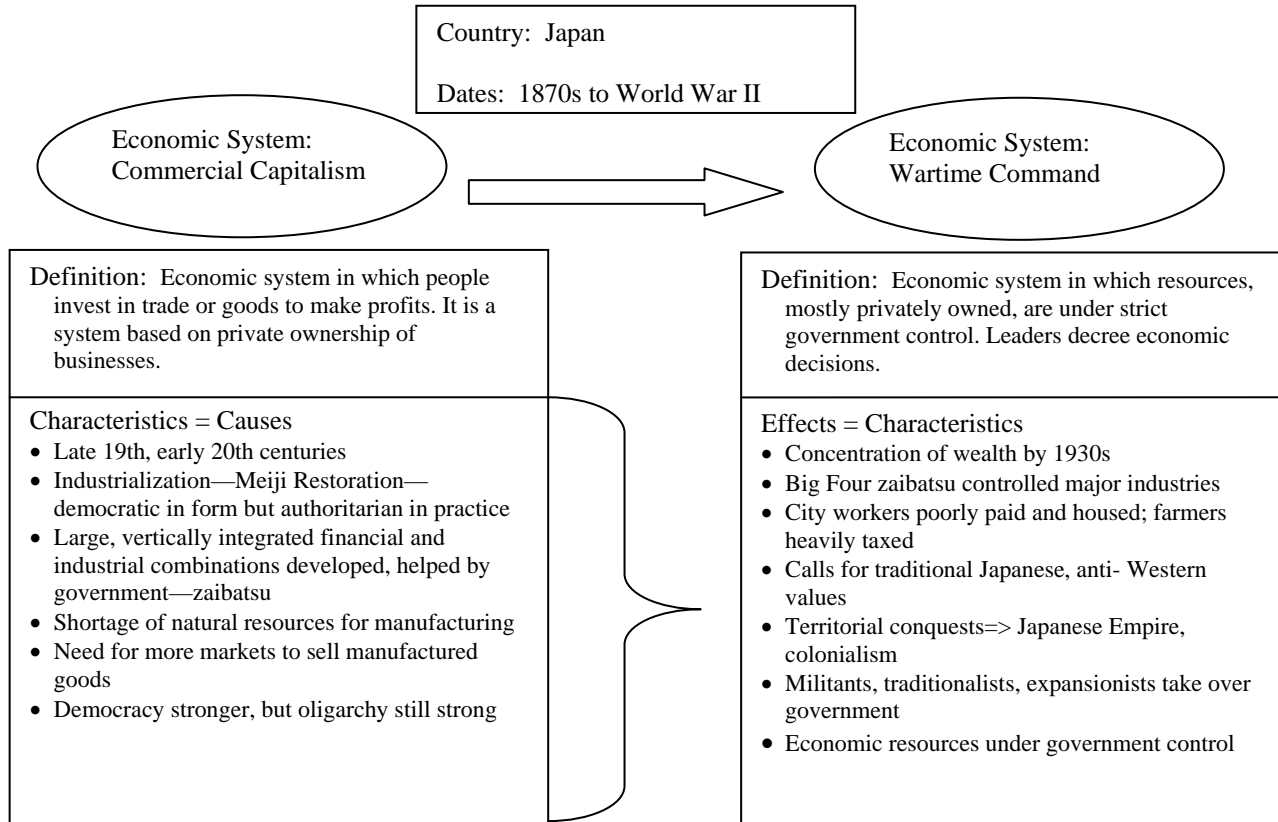
**Attachment 5: Compare and Contrast Graphic Organizer
Characteristics of a Market System vs. a Command System**



Attachment 6: Cause – Effect of Economic Systems



Attachment 6: Cause – Effect of Economic Systems



Attachment 7: The Cold War Matrix

*Goals, Beliefs, & Events
1946-1990*

	The United States	The Soviet Union
Goals (and Underlying Fears)		
Economic Beliefs		
Political Beliefs		
Cold War Historical Events in Light of Goals and Beliefs		

Attachment 7: The Cold War Matrix

Goals, Beliefs, & Events

1946-1990

	The United States	The Soviet Union
Goals (and Underlying Fears)	<ul style="list-style-type: none"> • Peace feared economic isolation because nations use war to get needed resources if trade is restricted. • Economic growth through trade feared another Great Depression. 	<ul style="list-style-type: none"> • Security feared another invasion by Germany, so planned to keep Germany weak and control the buffer nations between them. • Spread of Communism and defeat of capitalism feared domination of capitalists.
Economic Beliefs	Capitalism, a market/free enterprise economic system based on private ownership of property, coordination of economic activities by market forces of supply and demand, a limited role for government, competition, and freedom of choice.	Communism, a command economic system, with public ownership of resources, coordination of economic activities by government leaders and planners, and government protection of workers.
Political Beliefs	Democracy, with protections for people's rights and rule by law, makes a country more stable and peaceful, and therefore able to achieve economic growth.	A Communist dictatorship, with power in the hands of a few, is more secure and focused on protecting itself from dangers from within and from outside of the nation.
Cold War Historical Events in Light of Goals and Beliefs	<ul style="list-style-type: none"> • Yalta Conference, 1945. FDR seeks promise from Stalin that all Europeans would be allowed "to create democratic institutes of their own choice" and to impose reasonable reparations on Germans so that they could rebuild. • Potsdam Conference, 1945. Truman insisted that German industry must be allowed to recover in Allied zones. • U.S. policy of containment assured Western Europeans that they could rebuild with airlift to Berlin. • Etc. until 1990. 	<ul style="list-style-type: none"> • Yalta Conference. Stalin wanted heavy reparations to weaken Germany. Soviets refused to allow democratic elections and subjugated • Romanian and Polish governments. East Germany stripped of machinery. • Potsdam Conference. Soviets could take reparations from their zone. Feared atomic bomb and accepted. • Soviet armies occupied Eastern Europe and established communism-Iron Curtain. • Etc. until 1990.

Supply – Demand Economics Strand In TEKS and AP*

This activity could take only a portion of a class or a full class period.

Overview: To understand the history and geography of a nation with a market (free enterprise/capitalist) economy, students must understand the basic economic concepts of supply and demand. Businesses supply (sell) goods and services; individuals demand (buy) goods and services. Individuals supply (sell) factors of production (natural resources, labor, capital, and entrepreneurship); businesses demand (buy) the factors of production. The concepts of supply, demand, and price are found in all social studies courses. They are related at each grade level to TEKS and are a part of the AP* Economics curriculum, as indicated on the next page.

Objectives: At each grade level, students will . . .

- Do the economic analysis and draw (or interpret) a correctly labeled graph based on the prompt, explain the graph and its outcomes, and relate it to the discussion/essay question.
- Understand how supply and demand and subsequent prices and quantities of output (goods and services) or factors of production (resources) are both caused by history and geography and cause history and geography.

Materials and Resources:

- Transparencies with Supply-Demand lesson
- Quick question exercise to review concepts
- Textbook
- Grade-level prompts and analysis
- Empty Supply-Demand sheet (or blank notebook paper)

The Learning Activity

General Instructions:

- Have students read and take notes on the relevant passages from their text. This could be done as homework.
- The teacher develops the models through questioning and explanation. See Sections I, II, III, and IV of “Social Studies Meets Math” (Attachment 1).
- The teacher asks “Supply-Demand Questions to Check Understanding” (Attachment 2).
- Using one of the situations for that grade level, the teacher identifies the major concept, gives the change, and, where appropriate gives the graph (Attachment 3).
- Students, working in small groups, do economic analysis and graph the change (or do only the economic analysis, interpreting and explaining the graph).
- The teacher selects a couple of student groups to put their analysis and graph on the board and explain it to the rest of the class. The class gives suggestions for improvements and corrections.
- Then, in a large group setting, the teacher (or student) leads the discussion of the importance or impact of the historic or geographic change.
- Students take a few minutes to think about the discussion and answer the questions in writing either formally as an essay or informally as notes.

TEKS

Grade 6—Geography

- 6.9 Economics. The student understands the role factors of production play in a society's economy. The student is expected to:
 - (A) Describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of selected contemporary societies; and
 - (B) Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.

Grade 7—Texas History

- 7.13 Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:
 - (A) Analyze the impact of national and international markets and events on the production of goods and services in Texas.
 - (B) Analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit.
 - (C) Analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets.
- 7.20 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:
 - (C) Analyze the effects of scientific discoveries and technological innovations, such as barbed wire, the windmill, and oil, gas, and aerospace industries, on the developments of Texas

Grade 8—United States History to 1877

- 8.13 Economics. The student understands why various sections of the U.S. developed different patterns of economic activity. The student is expected to:
 - (C) Analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.
- 8.14 Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:
 - (B) Identify the economic factors that brought about rapid industrialization and urbanization.
- 8.15 Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:
 - (B) Describe the characteristics and benefits of the U.S. free enterprise system during the 18th and 19th centuries.

Grade 9—World Geography

- 9.11 Economics. The student understands the reasons for the location of economic activities (primary, secondary, tertiary, and quaternary) in different economic systems. The student is expected to:
 - (C) Describe how changes in technology, transportation, and communication affect the location and patterns of economic activities.

- 9.12 Economics. The student understands the economic importance of, and issues related to, the location and management of key natural resources.
 - (A) Compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and the implications of these changes.
 - (C) Evaluate the geographic and economic impact of policies related to the use of resources such as regulations for water use or policies related to the development of scarce natural resources.

10th grade—World History

- 10.14 Economics. The student understands the historic origins of contemporary economic systems. The student is expected to:
 - (A) Identify the historic origins of the economic systems of capitalism and socialism.
 - (B) Identify the historic origins of the political and economic system of communism.

- 10.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:
 - (A) Gives examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations.
 - (D) Describe the origins of the scientific revolution in 16th-century Europe and explain its impact on scientific thinking worldwide.

- 10.24 Science, technology, and society. The student understands connections between major developments in science and technology and the growth of industrial economies and societies in the 18th, 19th, and 20th centuries. The student is expected to:
 - (A) explain the causes of industrialization and evaluate both short-term and long-term impact on societies.
 - (B) Describe the connection between scientific discoveries and technological innovations and new patterns of social and cultural life in the 20th century, such as developments in transportation and communication that affected social mobility.

11th grade—United States History since 1877

- 11.12 Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.

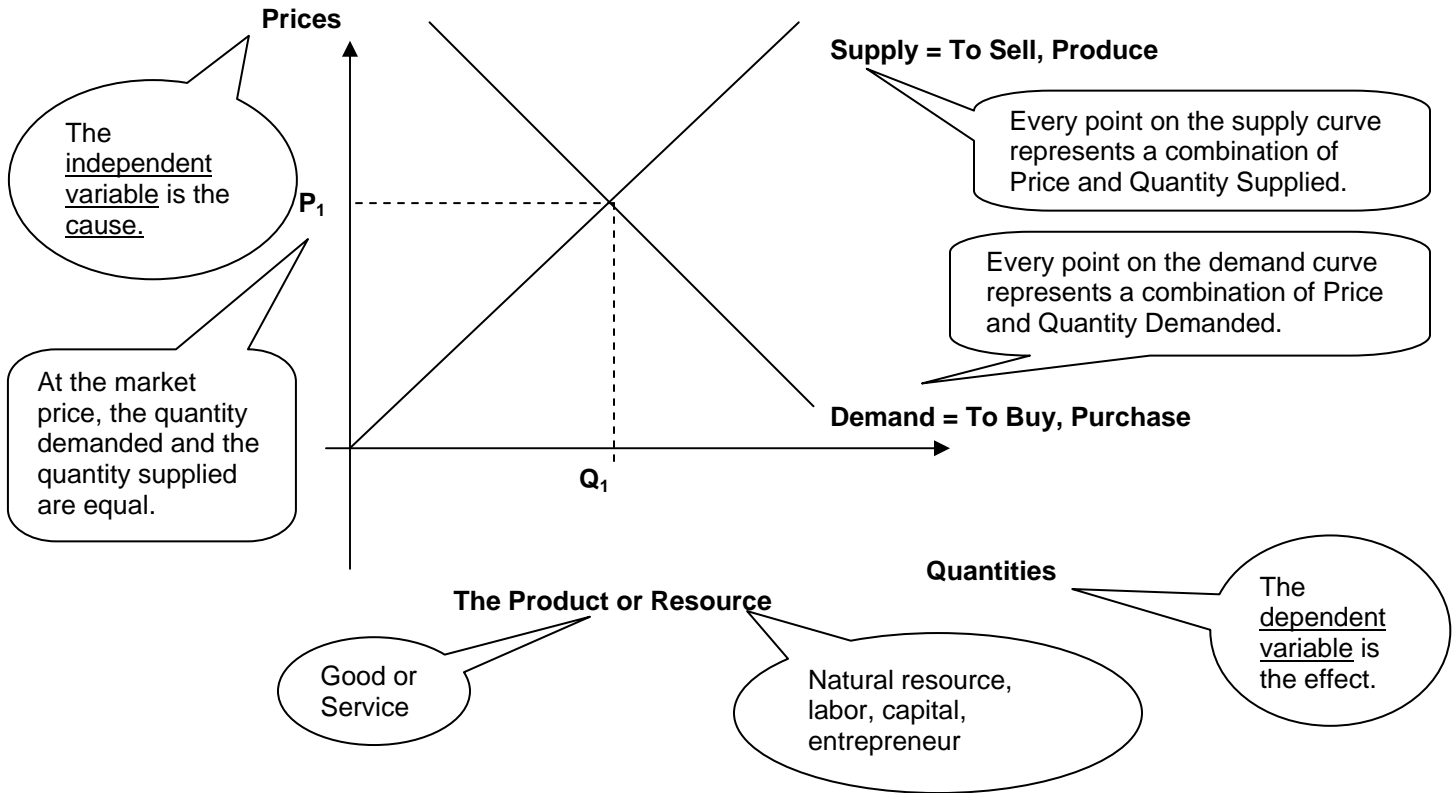
- 11.14 Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:
 - (A) Describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression

Attachment 1: Supply-Demand: Social Studies Meets Math

Directions: Using the overhead projector and the transparency of the “Anatomy of Supply-Demand” (or drawing on the board), the teacher explains and the students take notes.

1. A market is any situation where buying and selling takes place.
2. People buy goods and services from businesses in product markets.
3. Businesses buy resources (natural, labor, capital, or entrepreneurial) from people in resource markets in order to make goods and services.
4. When people buy and sell, they think of the two main variables, Price and Quantity.
5. Price is the independent variable (the cause) and Quantity is the dependent variable (the effect).
6. When the price is low, people buy (demand) a larger quantity because they can afford more, and when the price is high people buy a smaller quantity because they can afford less. There is an inverse relationship between price and quantity demanded.
7. All of the points on the demand curve represent some combination of price and quantity demanded.
8. When price is low, producers or businesses sell (supply) a smaller quantity, and when price is high producers/businesses sell a larger quantity because they expect higher profits. There is a direct relationship between price and quantity supplied.
9. All of the points on the supply curve represent some combination of price and quantity supplied.
10. The quantity supplied and demanded are equal at the price where the supply curve and the demand curve cross. It is called the equilibrium price or market price.

I. Anatomy of Supply-Demand



* Notice that the independent variable is on the y-axis, not the x-axis, the opposite from math.

II. Simple Cause-Effect Analysis When Anything Except Price Changes

Directions: Now show how Supply and Demand can be used to analyze change in history and current events.

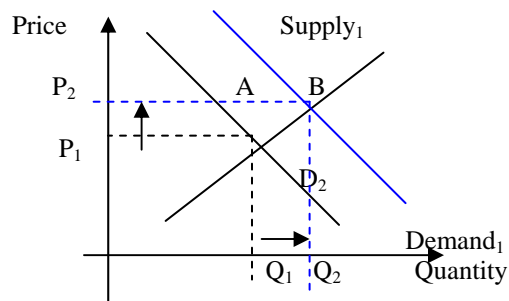
Sections II and III should be done together.

- (1) Ask students questions as you develop Economic Analysis and the graph for Section II and Section III.
- (2) Give a grade-level prompt for analysis in small groups. Depending on student abilities, have them graph and analyze the situation, or interpret and explain the graph on the blank matrix.
- (3) The teacher checks for accuracy and understanding.
- (4) The teacher leads a large group discussion on the importance or impact of the historic or geographic situation.

Economic Analysis, Easy as 1, 2, 3

(Assume one change at a time.)

1. Before Change – Start analysis at Point “A” where P_1 and Q_1 meet.
2. Change – Kids like motor scooters better than bicycles. (Notice the graph is of Scooters, not Bicycles.)
 - Is the change a change in the price of the good/service or resource? Yes or No (If yes, there is no shift.)
 - Does the change affect supply or demand first?
 - Does supply or demand increase or decrease? (shifts right)
3. After Change – The price rises for scooters until the quantity supplied and demanded are equal again at Point “B” where P_2 and Q_2 meet.



Motor Scooters

Kids like electric scooters better than bicycles, so more (quantity) scooters are bought (demanded) at every price, causing the demand curve to shift to the right, D_2 .

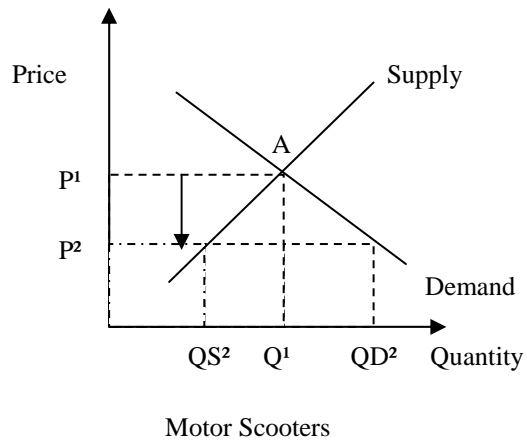
*If the price of scooters changes, there is no shift. See the next example. If anything except the price of scooters changes, there is a shift.

III. Simple Cause-Effect Analysis When Price Changes

(Assume one change at a time.)

A change in price causes a change in the quantity supplied and in the quantity demanded, so a surplus or shortage exists.

So, if price falls,



Then at P^2 , quantity demanded is more than quantity supplied = shortage.

*A surplus is when the quantity supplied is greater than the quantity demanded.

*A shortage is when the quantity demanded is greater than the quantity supplied.

Economic Analysis, Easy as 1, 2, 3

1. Before Change – Start analysis at Point "A" where P^1 and Q^1 meet.
2. Change – The business firm that makes the scooters lowers the price of each scooter.
 - Is the change a change in the price of scooters? Yes or No (If yes, there is no shift.)
3. After the Change – At the new price (P^2) the quantity demanded (QD^2) is greater than the quantity supplied (QS^2) so there are not enough scooters, and a shortage of scooters exists.

IV. Two Causes of Inflation

Directions: This inflation section is more applicable to high school geography and history than to junior high social studies courses. Follow directions given for Sections II and III.

Macroeconomics is about measures related to the entire nation, such as employment, inflation, total resources, and Gross Domestic Product (total production and income). “ \implies ” means “causes” or “leads to”

Inflation = rising prices: Each dollar buys less; purchasing power and \$ value fall.

Deflation = falling prices: Each dollar buys more; purchasing power and \$ value rise.

Too much buying \implies too much total demand \implies Inflation

Examples:

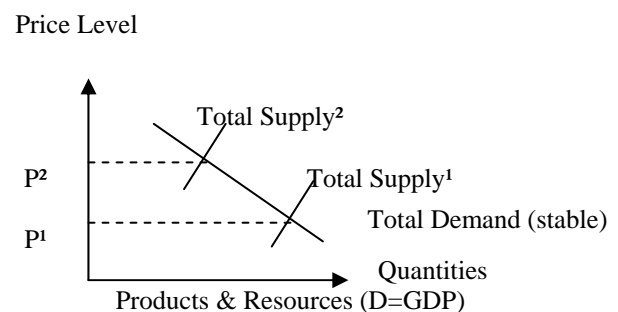
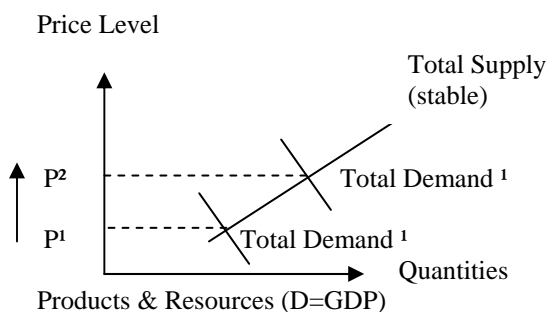
- Consumers buy more, like clothes or cars.
- Businesses buy more, like computers, skyscrapers, factories, or trucks.
- Governments buy more, like war planes, schools, or highways.
- Foreigners buy more in the US, like blue jeans, gasoline, or computer software.
- The government prints or creates more money and causes interest rates to fall so that people/businesses can buy more.

Per Unit Costs of Production Rise \implies Less total supply \implies Inflation

Examples:

- Natural resources, like crude oil or lumber, get more expensive.
- Labor resources, like workers or professional services, get pay (wage) increases or extra benefits.
- Real capitals, like trucks, and/or financial capital, like borrowed money, get more expensive.
- Entrepreneurs, owners of businesses, require more profits.
- Governments raise business taxes, decrease subsidies, or increase rules.

What inflation looks like: Prices rise



Both total supply and total demand curves can shift at the same time if:

- An increase in Wages causes consumer spending and total demand to rise and also causes the cost of labor resources to increase and total supply to decrease \implies Inflation (Graph it to check this.);
- A depreciation of the U.S. dollar in Foreign Exchange Markets causes foreigners to buy more U.S. goods and services (exports) because our currency is cheap so total demand increases and also causes American producers to buy fewer foreign natural and capital resources (imports) because their currency is expensive, so total supply decreases \implies Inflation (Graph it to check this.)

Attachment 2: Supply-Demand Questions to Check for Understanding

To be used with “Social Studies Meets Math”

Questions	Answers
I. Anatomy of Supply-Demand	
Everything is held constant except for two variables. What are those two variables?	Price and Quantity
Which variable usually causes the other to change?	Price usually causes quantity to change.
If Price went up from P1, what would happen to the quantity supplied?	Quantity supplied increases at the higher price because sellers are willing and able to sell more. (Focus on supply curve.)
If Price went up from P1, what would happen to the quantity demanded?	Quantity demanded decreases at the higher price because buyers are willing and able to buy less. (Focus on demand curve.)
Give an example of a product that is a good.	A pair of jeans, a car, a loaf of bread, a computer
Give an example of a product that is a service.	A dentist appointment, a haircut, a bank account
II. Simple Cause- Effect (Anything but Price changes) => a curve shifts	
Using Economic Analysis, what three questions does one ask about the change?	Is the change a change in the price of the good or resource graphed? Yes or No Does it affect supply or demand first? Does supply or demand increase (shift right) or decrease (shift left)?
What do P1 and P2 represent?	The price before the change and the price after the change.
What do S and D represent?	Supply and Demand
What causes demand to decline?	If anything changes that affects buying except price, demand declines (shifts left).
When demand declines, is the change in price the cause or the effect?	The effect, because the cause was whatever caused demand to decline.
III. Simple Cause-Effect (P rice changes) => no shift of a curve	
What causes a shortage?	When the price is lowered, it causes the quantity supplied to be less than the quantity demanded.
Why does the supply or the demand curve shift?	A change in price causes a change in quantity, not a change in supply or demand.
IV. Inflation and Deflation	
Why would good consumer confidence cause inflation?	Consumers buy more, causing demand to increase, which causes prices to rise.
What would too many factories sitting half-empty cause? (Draw this so you can see it.)	Businesses would buy (demand) fewer new factories, so prices fall and quantity decreases. Also, unused factory capacity means supply decreases, so prices rise and quantity falls. So, quantity decreases for sure, but prices are indeterminate (cannot tell). Inflation is unknown.
If OPEC (the Organization of Petroleum Exporting Countries) cut production of crude oil, causing the price of oil to rise, why would it cause inflation in the U.S.A?	Since the resource cost is higher, the per unit production costs of gasoline and plastics would rise, causing supply to fall (shift left), and, thus, causing the prices of products to rise (inflation).

Supply – Demand Practice Sheet

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Question

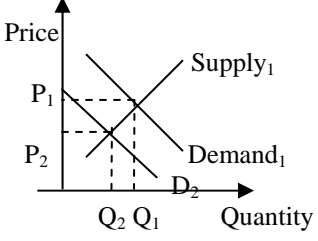
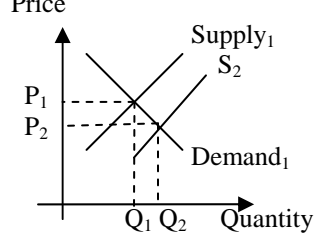
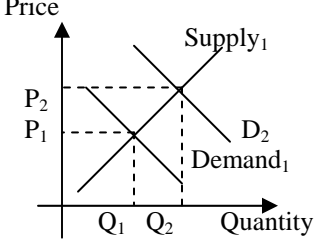
Applications for Grade 6 Human Cultures

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Questions
The U.S. Becomes a World Power-Immigration	Many new immigrants crowd American cities and seek jobs.	<ol style="list-style-type: none"> 1. Before-P_1, Q_1 2. The Change –Many new workers came to America, causing the supply of workers to increase (shifts right). 3. After Change-The price of labor (wages) fell, and the quantity of workers supplied and demanded increased. 		Compare the expectations of immigrants coming to America with the realities that they found. Do you think immigrants today face the same or different situations? Give evidence to illustrate your position.
Midwest: Technology Brings Change-Recession	Recession causes people to demand (buy) fewer farm products.	<ol style="list-style-type: none"> 1. Before-P_1, Q_1 2. The Change-People buy fewer farm products, so demand falls (shifts left). 3. After Change-Prices fall (deflation), and quantity supplied and demanded falls for farm products. 		What happens in a business when prices and quantity are both falling? Explain what choices farmers might face in this situation.
Midwest: Technology Brings Change	Corporations buy up small farms and use new technology, like tractors, to increase farm production.	<ol style="list-style-type: none"> 1. Before-P_1, Q_1 2. The Change-Corporate farms produce more, so supply increases (shifts right). 3. After Change-Prices fall (deflation), and quantity of farm products supplied and demanded rises. 		Why were large corporations able to make these farms succeed when small farmers were not? Explain a modern example that illustrates a similar situation.

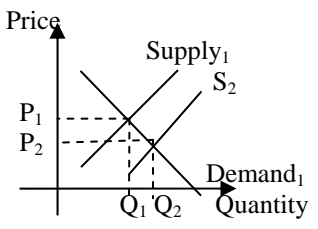
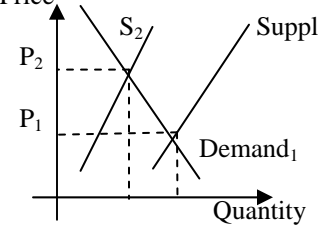
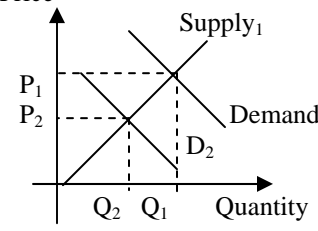
Applications for Grade 7 Texas History

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Question
Origins of the Cattle Kingdom	The railroads made it possible to transport cattle to the Eastern markets cheaply to provide cities with beef.	<ol style="list-style-type: none"> 1. Before—No good way to move cattle to east. 2. The change—Railroads carry cattle east, causing <u>the supply of beef to increase</u> in the East. 3. After Change—The price of beef fell, and the quantity increased. 	<p style="text-align: center;">BEEF IN EASTERN CITIES</p>	Why were the railroads important to both the development and to the eventual destruction of the cattle kingdom? Computers transport information. Compare the role of computers today with railroads in the late 1800s.
A New Century (20 th)—Oil and Lumber Industries	The oil industry needed lumber with which to build derricks, as well as homes and stores for workers.	<ol style="list-style-type: none"> 1. Before Change—Rural 2. The Change—The discovery of oil caused <u>an increase in the demand</u> for lumber to build derricks. 3. After Change—The price and quantity supplied and demanded of lumber rose. 	<p style="text-align: center;">LUMBER</p>	How did the discovery of oil impact the social and economic growth of Texas? What is an important industry in your area? What caused it to grow? How did it impact your community?
World War I and the 1920's	After World War I, the price of cotton fell to \$.10 per pound so farmers' incomes fell drastically. Poor farmers grew more cotton to try to make up for lost income.	<ol style="list-style-type: none"> 1. Before Change—Cotton prices too low to support poor farmers 2. The Change—Poor farmers produced more 3. After—The price of cotton fell even more, and the quantity supplied and demanded rose. 	<p style="text-align: center;">COTTON</p>	What roles had farmers played during World War I and the 1920s? What factors led to the income inequality from which poor tenant and sharecroppers suffered?

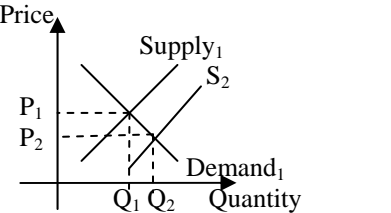
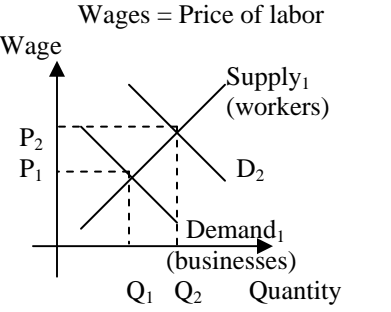
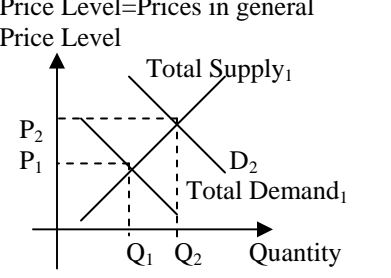
Applications for Grade 8 United States History

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Question
The Articles of Confederation	Money was collected to pay foreign debts, causing a serious shortage of currency in the U.S.	<ol style="list-style-type: none"> 1. Before-Depression due to Revolutionary War destruction 2. The Change-Americans had less money with which to buy farm products, so <u>demand to fell</u> (shift left). 3. After Change-Prices fell (deflation), and quantity supplied and demanded fell. 	 <p style="text-align: center;">FARM PRODUCTS</p> <p>The graph shows Price on the vertical axis and Quantity on the horizontal axis. An upward-sloping supply curve is labeled Supply₁. Two downward-sloping demand curves are shown: Demand₁ and D₂. D₂ is to the left of Demand₁, indicating a decrease in demand. The initial equilibrium is at the intersection of Supply₁ and Demand₁, with price P₁ and quantity Q₁. The new equilibrium is at the intersection of Supply₁ and D₂, with a lower price P₂ and a lower quantity Q₂.</p>	What goals was the U.S. government under the Articles trying to accomplish? Why were they unable to bring prosperity to the nation?
Growth and Expansion, 1790-1825	Eli Whitney invented interchangeable parts for guns.	<ol style="list-style-type: none"> 1. Before Change-Hand-produced items 2. The Change-Mass production, due to Interchangeable parts, caused supply to increase (shift right). 3. After Change-Prices fell and Quantity of guns rose. 	 <p style="text-align: center;">GUNS</p> <p>The graph shows Price on the vertical axis and Quantity on the horizontal axis. Two upward-sloping supply curves are shown: Supply₁ and S₂. S₂ is to the right of Supply₁, indicating an increase in supply. A single downward-sloping demand curve is labeled Demand₁. The initial equilibrium is at the intersection of Supply₁ and Demand₁, with price P₁ and quantity Q₁. The new equilibrium is at the intersection of S₂ and Demand₁, with a lower price P₂ and a higher quantity Q₂.</p>	How did new technology cause the U.S. to grow? What were the positive and negative consequences of this growth? Should new technology be encouraged today? Explain.
Manifest Destiny, 1818-1853	Gold is discovered, and Forty-niners rush into boomtowns.	<ol style="list-style-type: none"> 1. Before Change-California was a part of Mexico with ranches and trading. 2. The Change-Increased population in gold towns caused demand for clothing to increase. 3. After Change-Prices and quantity increased. 	 <p style="text-align: center;">CLOTHING</p> <p>The graph shows Price on the vertical axis and Quantity on the horizontal axis. An upward-sloping supply curve is labeled Supply₁. Two downward-sloping demand curves are shown: Demand₁ and D₂. D₂ is to the right of Demand₁, indicating an increase in demand. The initial equilibrium is at the intersection of Supply₁ and Demand₁, with price P₁ and quantity Q₁. The new equilibrium is at the intersection of Supply₁ and D₂, with a higher price P₂ and a higher quantity Q₂.</p>	Why were people willing to leave their homes and go west? What were the short run and long run consequences of the gold rush?

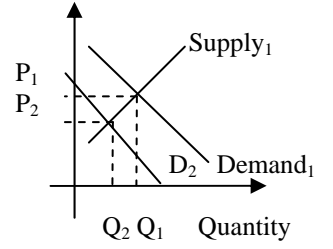
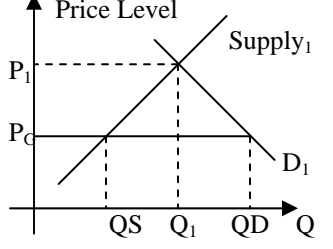
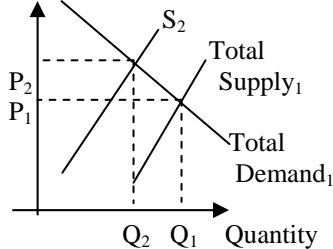
Applications for Grade 9 World Geography

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Question
Latin America-Mexico	With profits from oil and with lower tariffs under North American Free Trade Agreement (NAFTA), new manufacturing factories called maquiladoras open in Northern Mexico.	<ol style="list-style-type: none"> 1. Before Change-Limited manufacturing for export 2. The Change-More manufacturing in Mexico, causing supply to rise. 3. After Change-Prices fall (deflation or less inflation) and the quantities of electronics increase. 	 <p style="text-align: center;">MEXICO-ELECTRONICS</p>	What impact would you expect maquiladoras to have on the lives of the people of Mexico? What does it mean to have a more “open” economy?
Eastern Europe	Communist-ruled countries held elections in 1989-90, and began to privatize industries, but many went broke due to inefficiency.	<ol style="list-style-type: none"> 1. Before Change-State-owned industries were privatized. 2. The Change-Many factories went broke, causing supply to decrease. 3. After Change-Prices for clothing rose (inflation), and the quantities demanded and supplied fell. 	 <p style="text-align: center;">CZECH REPUBLIC-CLOTHING</p>	Why was the move toward a market economy plagued with problems in countries like Hungary and the Czech Republic? What conditions must develop for economic growth to take place there?
Japan	Japanese people saved instead of spending much of their incomes at the same time that foreigners bought fewer Japanese exports.	<ol style="list-style-type: none"> 1. Before Change-Japanese prosperity 2. The Change-Consumer and foreign buying (demand) both declined. 3. After Change-Prices fell (deflation), and the quantities supplied and demanded fell. 	 <p style="text-align: center;">JAPAN-TELEVISION SETS</p>	What is the importance of saving in a market economy? What is the importance of spending in a market economy? How would deflation, combined with unemployment, affect the lives of people?

Applications for Grade 10 World History

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Question
Industrial Revolution and Nationalism, 1800-1870	New inventions, like the flying shuttle and the steam engine, combined with the factors of production, allowed for mass production.	<ol style="list-style-type: none"> 1. Before Change-Resources used in cottage industries. 2. The Change-Inventions allowed more efficient use of resources, causing supply to rise. 3. After Change-Prices fell, and the quantities supplied and demanded rose. 	 <p style="text-align: center;">BRITISH TEXTILES</p> <p>The graph shows a downward-sloping Demand₁ curve and two upward-sloping Supply curves, Supply₁ and S₂. The initial equilibrium is at the intersection of Demand₁ and Supply₁, with price P₁ and quantity Q₁. The new equilibrium is at the intersection of Demand₁ and S₂, with a lower price P₂ and a higher quantity Q₂.</p>	What impact would lower prices and greater quantity of textiles have on British life in the short run? What long-run changes has mass-production brought to society?
Mass Society and Democracy, 1870-1914	The inventions of steel, electricity, and the internal-combustion engine allowed new forms of transportation to develop, such as automobiles, so production increased.	<ol style="list-style-type: none"> 1. Before Change-Horse and water power 2. The Change-Inventions caused more production: transportation, caused more demand for labor. 3. After Change-Wages rose, and the quantity of workers supplied and demanded rose. 	 <p style="text-align: center;">EUROPEAN FACTORY WORKERS</p> <p>The graph shows a downward-sloping Demand₁ curve (labeled 'businesses') and two upward-sloping Supply curves, Supply₁ and Supply₂ (labeled 'workers'). The initial equilibrium is at the intersection of Demand₁ and Supply₁, with wage P₁ and quantity Q₁. The new equilibrium is at the intersection of Demand₁ and Supply₂, with a higher wage P₂ and a higher quantity Q₂.</p>	How did the second Industrial Revolution foster the growth of a world economy? Why do wages in industrial nations tend to be higher than in less developed, agricultural nations?
The West Between the Wars, 1919-1939	John Maynard Keynes said that government should go in debt and should deficit spend (borrow) to increase total demand to get an economy out of a depression.	<ol style="list-style-type: none"> 1. Before Change-Depression with unemployment of labor and other resources 2. The Change-Government borrows and spends, causing total demand to rise. 3. After Change-Prices rose, and the quantity of output supplied and demanded for the nation rose. 	 <p style="text-align: center;">GDP (TOTAL OUTPUT)</p> <p>The graph shows a downward-sloping Total Demand₁ curve and two upward-sloping Total Supply curves, Total Supply₁ and Total Supply₂. The initial equilibrium is at the intersection of Total Demand₁ and Total Supply₁, with price level P₁ and quantity Q₁. The new equilibrium is at the intersection of Total Demand₂ and Total Supply₂, with a higher price level P₂ and a higher quantity Q₂.</p>	Compare the possible positive and negative outcomes of Keynes' theory. What might happen if a government deficit spent during a time of prosperity (boom)?

Applications for Grade 11 United States History

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Question
Politics and Reform, pp. 1877-1896	The government stopped printing greenbacks and began to pay off bonds that backed national bank notes after the Civil War.	<ol style="list-style-type: none"> 1. Before Change-Inflation so each dollar bought less. 2. The Change-As the money supply shrinks, there is less money, so people demand fewer farm products. 3. After Change-Prices fell (deflation), and the quantity supplied and demanded fell. 	<p>Price</p>  <p style="text-align: center;">FARM PRODUCTS</p>	What effects would farmers experience from a shrinking money supply and deflation? What choices might a farmer face in light of this economic situation?
American and World War II, 1941-1945	During World War II, the U.S. Government demanded products and resources. Wage and price controls prevented inflation.	<ol style="list-style-type: none"> 1. Before Change-Inflationary pressures (high prices) due to government demand. 2. The Change-The government sets price controls on consumer goods. 3. After Change-Shortages were developed since more was demanded than supplied at the government controlled price level. 	<p>Price Level</p>  <p style="text-align: center;">CONSUMER GOODS P_G=Govt. Price Control</p>	Since prices cannot ration goods during this period, what options might be possible for rationing available goods? Would such a system work during the war with Iraq? Explain your position.
Politics and Economics, 1971-1980	The price of a barrel of crude oil rose from \$3 in 1973 to \$30 in 1980. Crude oil is essential to our industrialized economy since it powers production.	<ol style="list-style-type: none"> 1. Before Change-Inflation due to too much government demand 2. The Change-Price of crude oil rose significantly, which caused per-unit production to rise and supply to decline. 3. After Change-Prices continued to rise (inflation), and the quantities of output and employment, GDP, fell. 	<p>Price Level=Prices in General</p>  <p style="text-align: center;">TOTAL OUTPUT/EMPLOYMENT Real GDP</p>	If you were president what would your options be to deal with this problem? Each president tried something different during this period. What would you have done? Explain.

Government Strand in TEKS and AP*

Overview: To understand the political systems of the United States and other nations of the world, students must have an understanding of the basic principles upon which government may be founded. Popular sovereignty, limited government, separation of powers, checks and balances, republicanism, federalism, and individual rights are principles taught at each grade level according to the TEKS, and are examined in even greater detail through the AP* curriculum.

Objectives: At each grade level, students will...

- use Pre-AP* strategies to collect/acquire, organize, process, analyze, and evaluate information; and
- understand and apply concepts of government

Materials and Resources:

- Grade-level textbook
- Selected readings and appropriate graphic organizer(s)

The Learning Activity

General Instructions:

- Have students read the relevant passages from their textbook. This may be done in class or as a homework assignment.
- Individually or in small groups, students should complete the graphic organizer(s) and answer any accompanying questions.
- In a large group, the teacher should check for student understanding of the information and concepts presented and lead a class discussion of the importance of the concepts.
- Students should summarize their learning through a written assignment.

Grade-Specific Suggestions:

Grade 6-World Cultures (2 days or 90 minutes)

- Students work individually or in small groups to read the handout/transparency (Attachment 1) containing selections on limited and representative government. Using their text and the documents, students should complete the comparison chart on the Important Features of the Magna Carta and the English Bill of Rights (Attachment 2).
- Once students have completed the chart, discuss the documents and chart in class. Then have the students complete an incident report (Attachment 3) concerning the development of limited and representative government, drawing conclusions about the impact of the principles on the power of Parliament and how those principles may have affected the development of representative governments elsewhere in the world.
- Write a paragraph summarizing the information from the incident report.

Grade 7-Texas History (2 days or 90 minutes)

- Using their texts, students work individually or in small groups to read selections about the Texas Constitution, completing the chart (Attachment 4) about the basic principles found in the Texas Constitution.
- Once students have completed the chart, discuss their findings in class.
- Have students use their chart to write an essay on the following: The governments of both the United States and Texas support the basic principles of government. Explain what basic governmental principles can be found in the Texas Constitution and why the Texas Bill of Rights is important today.

Grade 8-U.S. History to 1877 (2 days or 90 minutes)

- Using their text and the U.S. Constitution and Bill of Rights, students complete the chart on Basic Principles Reflected in the United States Constitution (Attachment 5).
- Once students have completed the chart, discuss their findings in class.
- Using the documents and charts, students complete a DBQ (Attachment 6).

Grade 9-World Geography (2 days or 90 minutes)

- Using their text and outside resources, students work individually or in small groups to complete the chart on Examples of Political Systems (Attachment 7).
- Once students have completed the chart, discuss student responses in class. Allow students to modify their charts. Be sure to include Iraq, Israel, Japan, and the United Kingdom as examples.
- Using their knowledge of geography and political systems, students should write an essay addressing why different political systems develop. What geographic factors influence the development of different political systems? How do those geographic factors help shape the foreign policy and international political relations of each of the following countries: Iraq, Israel, Japan, and the United Kingdom?

Grade 10-World History (4 days or 180 minutes)

- Divide students into groups and assign each group to research one of the following: American Revolution, French Revolution, Mexican Revolution, Russian Revolution, or Chinese Revolution.

- Using their text and outside resources, students should use SPEC (Attachment 8) to categorize information about each of the countries prior to revolution.
- Students should complete an incident report (Attachment 9) concerning their topic. Once completed, each group should present their report to the class.
- What generalizations can be made between the type of government prior to the revolutions and the social, economic, and cultural conditions in each country? What are the recurring themes in each country?
- What American political ideas might have impacted the revolutions in other countries? What predictions can be made about the forms of government created in each country after the revolution and contemporary issues and events? Are there any countries in the world today “ripe for revolution?” If so, what countries and what makes them “ripe?”
- Students should complete the matrix on Political Changes (Attachment 10).

TEKS

Grade 6– Social Studies

- 6.11 Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments. The student is expected to:
 - (A) Describe characteristics of limited and unlimited governments.
 - (B) Identify reasons for limiting the power of government.
- 6.12 Government. The student understands alternative ways of organizing governments. The student is expected to:
 - (C) Identify historical origins of democratic forms of government.

Grade 7–Texas History

- 7.14 Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:
 - (A) Identify how the Texas Constitution reflects the principles of limited government, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Grade 8–U.S. History to Reconstruction

- 8.16 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:
 - (D) Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Grade 9–World Geography

- 9.14 Government. The student understands the geographic processes that influence political divisions, relationships, and policies. The student is expected to:
 - (B) Explain the geographic factors that influence a nation’s power to control territory and that shape the foreign policies and international political relations of selected nations, such as Iraq, Israel, Japan, and the United Kingdom.

Grade 10–World History

- 10.15 Government. The student understands the historical antecedents of contemporary political systems.
The student is expected to:
 - (A) Explain the impact of parliamentary and constitutional systems of government on significant world political developments.
 - (B) Define and give examples of different political systems, past and present.
 - (C) Explain the impact of American political ideas on significant world political developments.
 - (D) Apply knowledge of political systems to make decisions about contemporary issues and events.

Attachment 1: Two Principles of English Government: Limited Government & Representative Government

Limited Government

The Magna Carta, 1215

The Magna Carta limited the power of the king (government) by guaranteeing certain rights to the nobles. These rights were later extended to all citizens. This document placed the power of government beneath that of the law. Specific limitations included the following:

- protection against cruel and unusual punishment;
- protection against loss of life, liberty, and property;
- the right to a fair and speedy trial by a jury of one's peers;
- the king could not levy certain taxes without approval of the people.

The English Bill of Rights, 1689

The English king and queen, William and Mary, agreed to accept the Bill of Rights establishing the supremacy of Parliament. Some specific guarantees included:

- freedom of speech and debate in Parliament;
- guarantees of individual freedoms against the power of government; and
- protection from excessive bail, right of petition, and reaffirming the right of trial by jury.

Representative Government

The people elected representatives to make laws and govern. Only Parliament, the elected representatives, had the power to pass laws.

- The upper chamber of Parliament was called the House of Lords and was composed of the aristocracy.
- The lower chamber of Parliament was called the House of Commons and was composed of property owners and merchants who elected other property owners and merchants to represent them.

From the Texas Education Agency Social Studies Center: <http://socialstudies.tea.state.tx.us>

Attachment 2: Important Features of the Magna Carta and the English Bill of Rights: Limitations on Government Power

<i>Features</i>	<i>Magna Carta</i>	<i>English Bill of Rights</i>
<i>Dates</i>		
<i>Limitations on King or Government</i>		
<i>Guaranteed Individual Rights</i>		
<i>Growth of the Power of Parliament</i>		
<i>Structure of Parliament</i>		

From the Texas Education Agency Social Studies Center: <http://socialstudies.tea.state.tx.us>

Attachment 2: Important Features of the Magna Carta and the English Bill of Rights: Limitations on Government Power

<i>Features</i>	<i>Magna Carta</i>	<i>English Bill of Rights</i>
<i>Dates</i>	1215	1689
<i>Limitations on King or Government</i>	<ul style="list-style-type: none"> • Guaranteed certain rights to nobles • Power of government (king) beneath the law • Could not tax without approval of people 	<ul style="list-style-type: none"> • Parliament supreme over the monarch
<i>Guaranteed Individual Rights</i>	<ul style="list-style-type: none"> • Fair trial and speedy trial by jury • No cruel or unusual punishment • Protections against loss of life, liberty, and property 	<ul style="list-style-type: none"> • Right to petition government • Trial by jury • No excessive bail
<i>Growth of the Power of Parliament</i>	<ul style="list-style-type: none"> • Nobles given certain rights • Nobles given larger role in the government 	<ul style="list-style-type: none"> • Parliament supreme over the monarch • Freedom of speech and debate in Parliament
<i>Structure of Parliament</i>	<ul style="list-style-type: none"> • Called Great Council (until 1258), and consisted of Nobility only 	<ul style="list-style-type: none"> • Two houses (bicameral) <ul style="list-style-type: none"> -House of Lords (aristocracy) -House of Commons (property owners/merchants)

From the Texas Education Agency Social Studies Center: <http://socialstudies.tea.state.tx.us>

Attachment 3: Incident Report on the Development of Government

Summary of Important Events

Who:

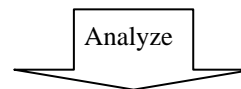
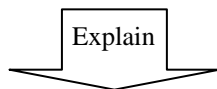
What:

When:

Where:

How:

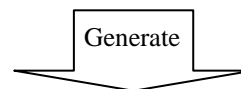
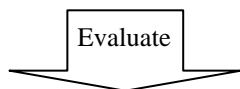
Sketch a map, picture, diagram, or visual metaphor to represent this situation



What were the causes?	What were the effects?
-----------------------	------------------------

Whose interests were pitted against each other?

vs.



How did the impact of the principles lead to the development of a more powerful Parliament?
How did they affect the development of representative governments elsewhere?

How would you prioritize the rights gained through these documents?
What other rights would you have added?

Attachment 4: Basic Principles Reflected in the Texas Constitution of 1876

<i>Basic Principles</i>	<i>Description</i>	<i>Location in the Constitution</i>
<i>Limited Government</i>		
<i>Republicanism</i>		
<i>Checks and Balances</i>		
<i>Federalism</i>		
<i>Separation of Powers</i>		
<i>Popular Sovereignty</i>		
<i>Individual Rights</i>		

From the Texas Education Agency Social Studies Center <http://socialstudies.tea.state.tx.us>

Attachment 4: Basic Principles Reflected in the Texas Constitution of 1876

<i>Basic Principles</i>	<i>Description</i>	<i>Location in the Constitution</i>
<i>Limited Government</i>	Powers of government are restricted by set laws.	Article 1 Article 2 Article 3 Article 4
<i>Republicanism</i>	Authority comes from the people who elect representatives to exercise power for them.	Preamble Article 4
<i>Checks and Balances</i>	Each of the three branches of government has the power to restrict (check) the other two branches.	Article 2
<i>Federalism</i>	Power is divided between the national and state governments.	Article 7 Article 8
<i>Separation of Powers</i>	Powers are divided among different branches of government: legislative, executive, and judicial.	Article 3 Article 4 Article 5
<i>Popular Sovereignty</i>	All political power comes from the people.	Preamble Article 1 (Sec. 2)
<i>Individual Rights</i>	Certain rights are guaranteed to all citizens.	Article 1 (Bill of Rights)

From the Texas Education Agency Social Studies Center: <http://socialstudies.tea.state.tx.us>

Attachment 5: Basic Principles Reflected in the United States Constitution

<i>Basic Principles</i>	<i>Description</i>	<i>Location in the Constitution</i>
<i>Limited Government</i>		
<i>Republicanism</i>		
<i>Checks and Balances</i>		
<i>Federalism</i>		
<i>Separation of Powers</i>		
<i>Popular Sovereignty</i>		
<i>Individual Rights</i>		

From the Texas Education Agency Social Studies Center: <http://socialstudies.tea.state.tx.us>

Attachment 5: Basic Principles Reflected in the United States Constitution

<i>Basic Principles</i>	<i>Description</i>	<i>Location in the Constitution</i>
<i>Limited Government</i>	<ul style="list-style-type: none"> • Powers of government are restricted by the Constitution. 	Article 1 Article 2 Article 3
<i>Republicanism</i>	<ul style="list-style-type: none"> • Voters hold the sovereign power and elect representatives to exercise power for them. 	Preamble Article 1
<i>Checks and Balances</i>	<ul style="list-style-type: none"> • Each of the three branches of government exercises some control over the others, sharing power among them. 	Article 1 Article 2 Article 3
<i>Federalism</i>	<ul style="list-style-type: none"> • Power is divided between national and state governments, limiting central power. 	Amendment 10
<i>Separation of Powers</i>	<ul style="list-style-type: none"> • Each branch of government has its own responsibilities and limitations. 	Article 1 Article 2 Article 3
<i>Popular Sovereignty</i>	<ul style="list-style-type: none"> • Authority for government flows from the people, and they rule through their representatives. 	Amendment 9 Preamble
<i>Individual Rights</i>	<ul style="list-style-type: none"> • Unalienable rights guaranteed to all citizens. 	Preamble Bill of Rights

From the Texas Education Agency Social Studies Center: <http://socialstudies.tea.state.tx.us>

Attachment 6: U.S. History Document-Based Question (DBQ)

Directions:

Write a well-organized essay that includes an introduction, body, and conclusion. In your response, be sure:

- to use evidence from the documents to support your response;
- that you do not simply repeat the contents of the documents; and
- to include specific, related outside information

Historical Context

During the American Revolution, the nation set up its first government under the Articles of Confederation. By 1787, however, many Americans were not content with the Articles. Under the Articles of Confederation, the United States was a loose alliance of independent, quarreling states. Many states acted like separate nations.

In May 1787, delegates met in Philadelphia to write a new constitution for the United States.

DBQ Essay Prompt:

Using information from the attached documents and your knowledge of U.S. history and government, write an essay in which you:

Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Adapted from: <http://www.mury.k12.ut.us/mhs/apas/dbq/1999/group3.htm>.

Be sure to include specific historical details. You must also include additional information from your knowledge of U.S. history and government.

Attachment 6: DBQ

DOCUMENT A

"Among the numerous advantages promised by a well constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction...

A republic, by which I mean a government in which the scheme of representation takes place, opens a different prospect, and promises the cure for which we are seeking."

James Madison, The Federalist, No. 10

DOCUMENT B

"If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: You must first enable the government to control the governed; and in the next place, oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary precautions...

In republican government, the legislative authority necessarily predominates. The remedy for this inconveniency is to divide the legislature into different branches; and to render them, by different modes of election and different principles of action, as little connected with each other as the nature of their common functions and their common dependence on the society will admit."

James Madison, The Federalist, No. 51

DOCUMENT C

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Preamble of the Constitution of the United States

DOCUMENT D

Source: Bill of Rights, 1791

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury...and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

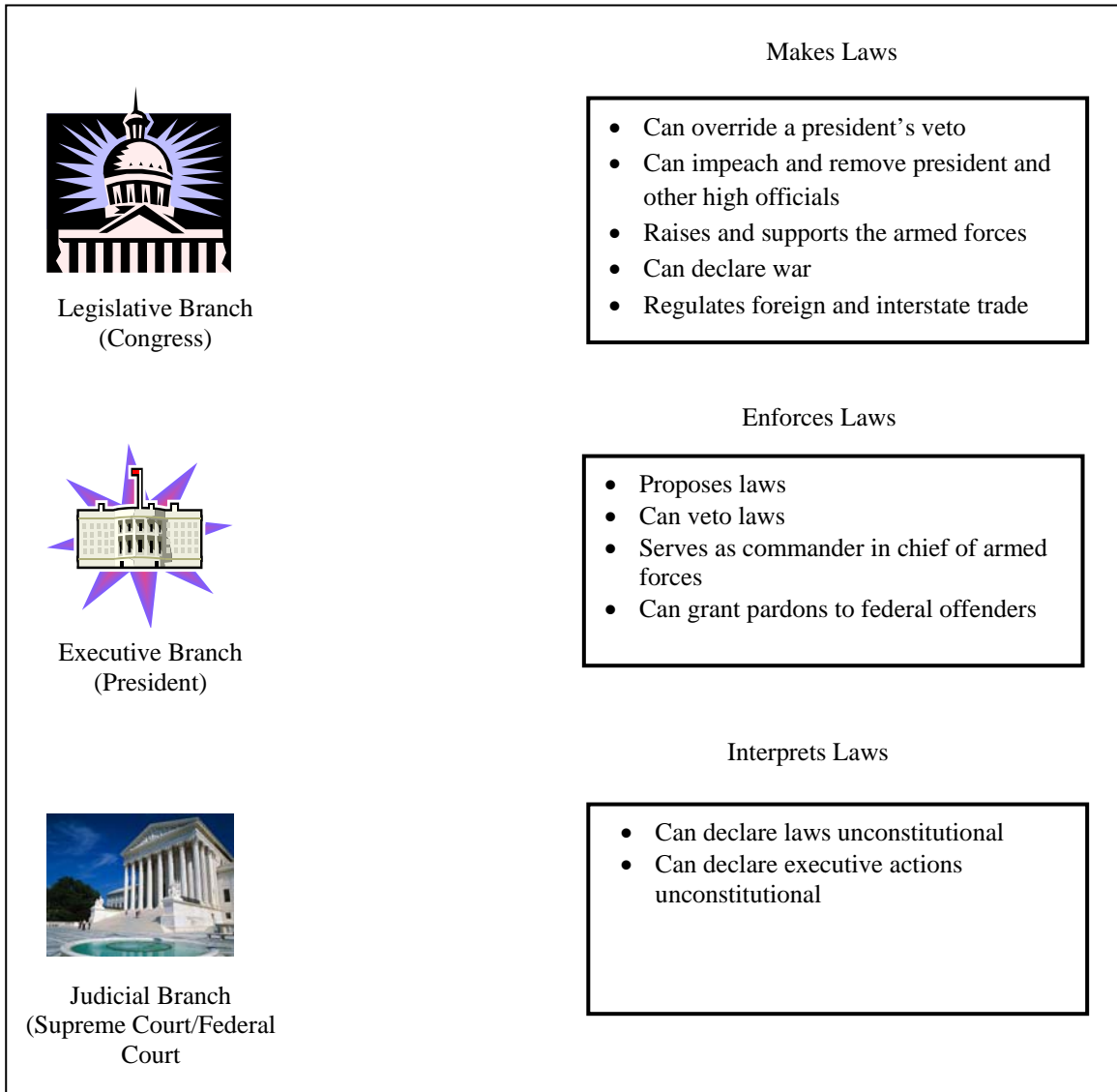
Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Document E



Attachment 6: DBQ Essay Response Grading Rubric

Your DBQ essay response will be rated a 0-5 according to the scale below.

To earn a score of 5, the DBQ essay:

- thoroughly addresses all aspects of the task by accurately analyzing and interpreting at least four of the documents;
- incorporates relevant outside information;
- richly supports the essay with relevant facts, examples, and details;
- is a well-developed essay, consistently demonstrating a logical and clear plan of organization;
- uses information from the documents in the body of the essay, but does not copy document; and
- includes a strong introduction and conclusion.

To earn a score of 4, the DBQ essay:

- addresses all aspects of the task by accurately analyzing and interpreting at least four of the documents;
- incorporates relevant outside information;
- includes relevant facts, examples, and details, but discussion may be more descriptive than analytical;
- is a well-developed essay, demonstrating a logical and clear plan of organization; and
- includes a good introduction and conclusion.

To earn a score of 3, the DBQ essay:

- addresses most aspects of the task or addresses all aspects in a limited way; uses less than four of the documents;
- incorporates limited or no relevant outside information;
- uses some facts, examples, and details, but discussion is more descriptive than analytical;
- is a satisfactorily-developed essay, demonstrating a general plan of organization; and
- restates the theme in the introduction and concludes with a simple restatement of the theme.

To earn a score of 2, the DBQ essay:

- attempts to address some aspects of the task, making limited use of the documents;
- incorporates no relevant outside information;
- presents few facts, examples, and details; simply restates contents of the documents;
- is a poorly organized essay, lacking focus; and
- has vague or missing introduction and/or conclusion.

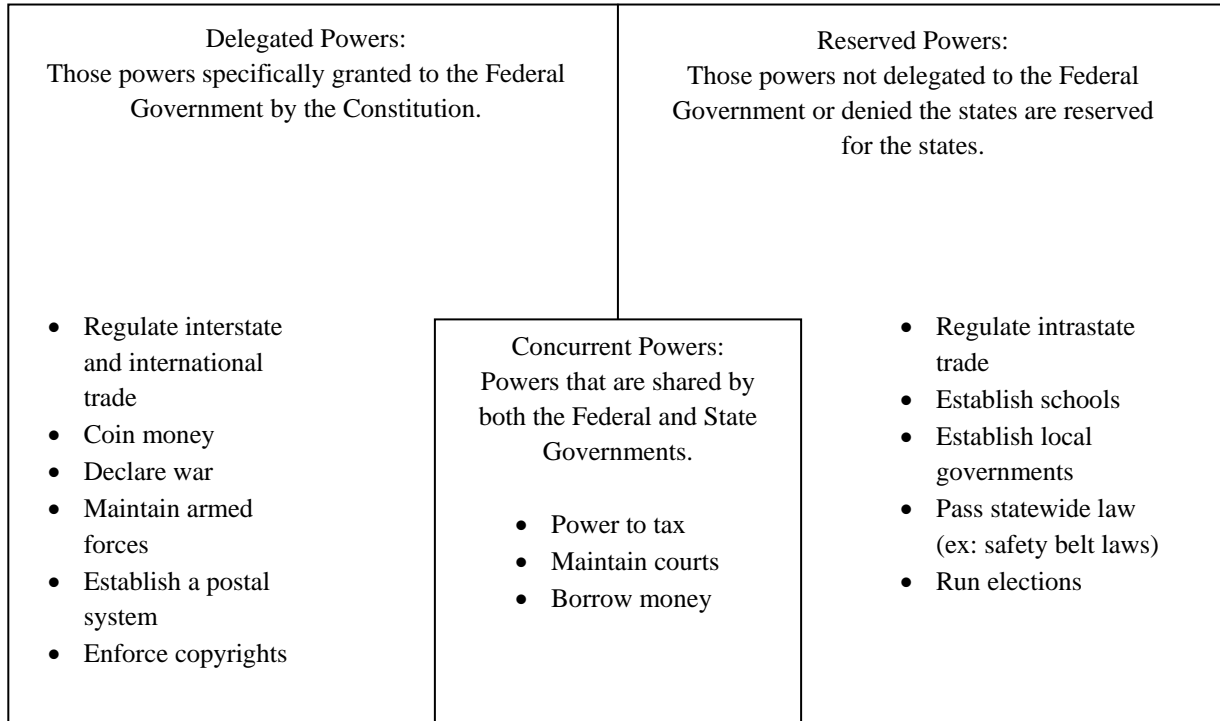
To earn a score of 1, the DBQ essay:

- shows limited understanding of the task with vague, unclear references to the documents;
- presents no relevant outside information;
- attempts to complete the task, but the essay demonstrates a major weakness in organization;
- uses little or no accurate or relevant facts, details, or examples; and
- has vague or missing introduction and/or conclusion.

To earn a 0, the DBQ essay:

- fails to address the question;
- is illegible; and
- is missing or a blank paper is handed in.

Document F



Attachment 7: Basic Principles Reflected in the Texas Constitution of 1876

<i>System</i>	<i>Description</i>	<i>Example(s) (Past or Present)</i>
<i>Aristocracy Monarchy</i>		
<i>Autocracy</i>		
<i>Democracy Republic</i>		
<i>Federal</i>		
<i>Oligarchy</i>		
<i>Parliamentary</i>		
<i>Theocracy</i>		
<i>Totalitarianism Authoritarianism</i>		

Attachment 7: Basic Principles Reflected in the Texas Constitution of 1876

<i>System</i>	<i>Description</i>	<i>Example(s) (Past or Present)</i>
<i>Aristocracy Monarchy</i>	<ul style="list-style-type: none"> • Power is in the hands of a hereditary ruling class or nobility. 	Saudi Arabia United Kingdom Japan
<i>Autocracy</i>	<ul style="list-style-type: none"> • A single person rules with unlimited powers. 	Germany under Hitler Italy under Mussolini Iraq under Saddam Hussein
<i>Democracy Republic</i>	<ul style="list-style-type: none"> • Citizens hold political power either directly or through elected representatives. 	Direct democracy-Athens Representative democracy-United States
<i>Federal</i>	<ul style="list-style-type: none"> • Powers are divided between the national government and regional governments. 	United States Canada Mexico
<i>Oligarchy</i>	<ul style="list-style-type: none"> • A few persons or a small group rule. 	Ancient Greek city-states
<i>Parliamentary</i>	<ul style="list-style-type: none"> • Legislative and executive branches are combined. 	United Kingdom Israel Japan
<i>Theocracy</i>	<ul style="list-style-type: none"> • Religious leaders control the government. 	Iran Vatican City Afghanistan under Taliban
<i>Totalitarianism Authoritarianism</i>	<ul style="list-style-type: none"> • Government controls all aspects of public and private life. 	Soviet Union under Stalin China

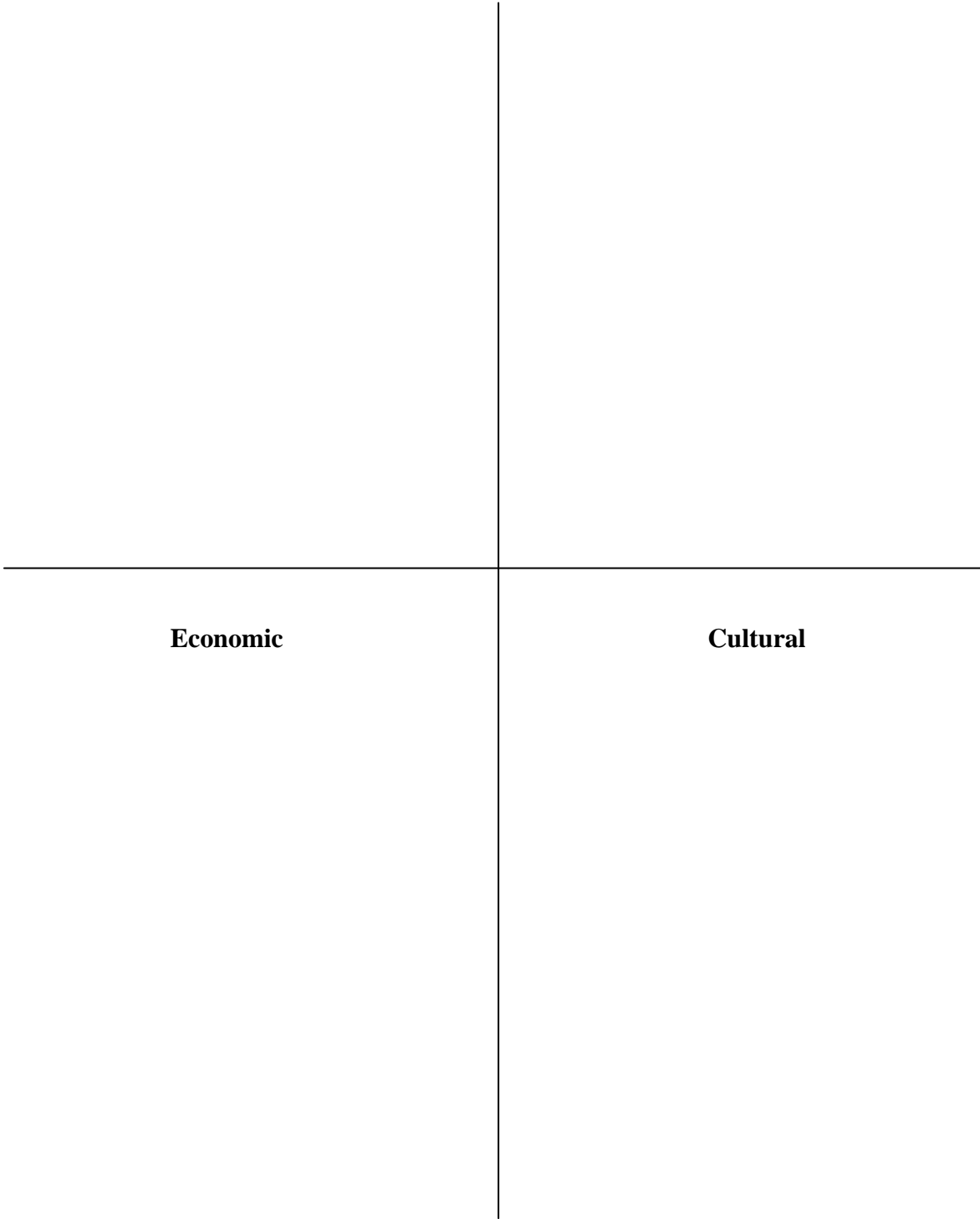
Attachment 8

Social

Political

Economic

Cultural



Attachment 9: Incident Report on the _____ Revolution

Summary of Important Events

Who:

What:

When:

Where:

How:

Explain

What were the causes	What were the effects?
----------------------	------------------------

Evaluate

Was the new national government able to effectively solve the problems which existed prior to the revolution? Why or why not?

Sketch a map, picture, diagram, or visual metaphor to represent this situation.

Analyze

Whose interests were pitted against each other?

vs.

Generate

What solutions would you propose to address the issues that led to the revolution?

Attachment 10: Political Changes

<i>Country</i>	<i>Government before Revolution</i>	<i>Government after Revolution</i>
<i>United States</i>		
<i>France</i>		
<i>Mexico</i>		
<i>Russia</i>		
<i>China</i>		

Attachment 10: Political Changes

<i>Country</i>	<i>Government before Revolution</i>	<i>Government after Revolution</i>
<i>United States</i>	<p>-Limited monarchy under George III with parliamentary rule</p> <p>-Colonial governments in each of the states</p> <ul style="list-style-type: none"> • bicameral legislatures • separation of powers into three branches • some colonies more democratic than others 	<p>-Articles of Confederation created a weak national government</p> <p>-Most power was kept for the states</p> <p>-Weaknesses in the central government led to the writing of the Constitution in 1787 and Bill of Rights in 1791</p> <ul style="list-style-type: none"> • created a federal system where power is shared between the national government and the states • separation of powers allows for three branches of government • checks and balances allows each branch to restrict the other two
<i>France</i>	<p>-Absolute monarchy under Louis XVI</p> <p>-Three distinct classes of people</p> <ul style="list-style-type: none"> • First Estate: clergy • Second Estate: nobility • Third Estate: middle-class and peasants • Special privileges for clergy and nobility 	<p>-End of absolute monarchy</p> <p>-Church and nobility lost special privileges</p> <p>-New constitution adopted in 1795 created a republic headed by a group of 5 known as the Directory</p> <p>-Government came to be dominated by Bourgeoisie</p>
<i>Mexico</i>	<p>-Porfirio Diaz was dictator for over 30 years.</p> <ul style="list-style-type: none"> • jailed opposition • allowed foreign control of natural resources • most citizens lived in poverty 	<p>Conservative Venestiano Carranza elected President.</p> <ul style="list-style-type: none"> • New Constitution approved in 1917 • restrictions on foreign ownership of land • allowed nationalization of natural resources • limits set on political power and wealth of the Catholic Church
<i>Russia</i>	<p>-Absolute monarchy under Czar Alexander III and Nicholas II was weak</p> <ul style="list-style-type: none"> • halted reforms • oppressed minority groups • strict censorship • secret police • exploited workers (low wages, child labor, harsh conditions) <p>-World War II brought problems which resulted in revolution and civil war</p>	<p>-Fall of monarchy led to the creation of provisional republic by Duma (parliament) which failed</p> <p>-Bolshevik Revolution established Lenin as leader but civil war lasted from 1918-1920</p> <p>-Lenin launches reforms in 1921 and organizes country into self-governing soviet republics</p> <p>-Soviet Union proclaimed in 1922 and a new constitution written in 1924 created a communist party dictatorship</p> <p>-Lenin's death led to a struggle for control with Stalin emerging as absolute dictator of the communist party</p>
<i>China</i>	<p>-Dynastic rule until 1911</p> <p>-Republic formed in 1912 led to military dictatorship until civil war broke out in 1921 between Nationalists and Communists</p> <p>-Japanese rule during World War II</p> <p>-After World War II civil war resumed until 1949 when communist forces won and established the People's Republic of China</p> <p>-Nationalist forces fled to Formosa (Taiwan)</p>	<p>Communist Party dictatorship under Mao Zedong</p> <ul style="list-style-type: none"> • destroyed opposition • government propaganda • redistribution of land into collective farms • five-year plans • followed Soviet model • expansion of control into autonomous areas