

## **Appendix 2: Civic Engagement Example Activities**

This compiled list of activities are comprised from the work of the National Council for the Social Studies as well as examples created by the K-12 South Dakota social studies educators. While the activities are listed by grade level, educators can adapt any of the activities to meet the needs of any grade level or standard.

<b>Grade Level</b>	<b>Activities/ Description</b>
<b>Kindergarten</b>	<ul style="list-style-type: none"><li>● Flag Presentation:<ul style="list-style-type: none"><li>○ Invite a community member or organization (ex. Veteran’s group, VFW, American Legion) to give a presentation on the flag. This will help students better understand the meaning of the flag and what it stands for.</li></ul></li><li>● Make posters to show examples of classroom rules being used.<ul style="list-style-type: none"><li>○ Students demonstrate understanding of the classroom rule by drawing a picture or writing a sentence about the rule.</li></ul></li><li>● Students create the classroom rules.<ul style="list-style-type: none"><li>○ Knowing the process of how rules are created, how to agree on rules, and why they are important for the classroom.</li></ul></li><li>● Classroom PSA or video about helping others in need.</li><li>● Classroom hosting a food drive or clothing drive to donate to a local organization.</li><li>● Classroom makes posters to advocate for local food drives or donation centers and show how those places help the community.</li><li>● Map Skit<ul style="list-style-type: none"><li>○ Students will work with each other to create a skit about identifying places on maps and globes. Students would use a map to show how students could get to places within the school/community. For example, students would give directions to go to the library. A student would describe what rooms to pass, which direction to go, etc. It will help show their understanding of identifying places on maps and globes.</li></ul></li><li>● Picking up garbage<ul style="list-style-type: none"><li>○ Have students pick up garbage in different environments to help show what that environment should look like and how to</li></ul></li></ul>

	<p>care for them.</p> <ul style="list-style-type: none"> <li>● Develop a club that helps take care of the environment. <ul style="list-style-type: none"> <li>○ Students can take responsibility and have a group each week that is in charge of taking care of the environment at school or another location. This can include: picking up trash, watering trees or flowers, pulling weeds, cleaning various items, etc.</li> </ul> </li> <li>● Community Garden Project <ul style="list-style-type: none"> <li>○ Plant a class garden for students to care for and when completed, harvest the garden and share with others to eat. It will require working together along with seeing how we use the environment for things that we want and need.</li> </ul> </li> <li>● Create posters about different celebrations. <ul style="list-style-type: none"> <li>○ Have students draw pictures to represent the celebrations and hang them around the school. Students will gain an understanding of the different cultural and community celebrations. By discussing these celebrations and creating these posters, students will be applying the knowledge they've learned. Hanging them up in the community allows others to gain knowledge as well.</li> </ul> </li> <li>● Host a culture fair or celebration fair at the school. <ul style="list-style-type: none"> <li>○ Students and families could showcase different parts of celebrations by bringing in photos, instruments, decorations, etc. to share with others. Community members could also come in and share about different local celebrations, their origins, and how we celebrate.</li> </ul> </li> <li>● Each student or groups of students could design their own new celebration. <ul style="list-style-type: none"> <li>○ Students could take the things they learn and design a celebration of their choosing or create their own. Students would have to understand what they have learned about various celebrations and apply it to theirs.</li> </ul> </li> </ul>
<p><b>1st Grade</b></p>	<ul style="list-style-type: none"> <li>● Flag etiquette presentation by community groups for example the American Legion or Veterans of Foreign Wars <ul style="list-style-type: none"> <li>○ The presentation will help students understand the meaning behind the colors and parts of the flag and why it is an important symbol of the United States. The presentation could also</li> </ul> </li> </ul>

discuss how to handle and fold the flag respectfully.

- Create a poster for awareness
  - Students will create posters to identify the primary symbols of the United States. These posters can be displayed around the classroom or school to help other students be aware of the different symbols of the United States.
- Invite the principal to the classroom
  - Students will be able to identify who the principal is and understand the importance of rules.
- Field trips to places that offer community services, such as the fire station, police station, post office and others.
  - Services would be explained by those who actually work in that field.
- Write a thank you note to a community service member
  - Help students understand and be thankful for the variety of community services available and the sacrifices these services offer.
- Field trip to bank, post office or other community service
  - Students will gain an understanding of services provided in the community. Students can also determine how these services help families.
- Field trip to the grocery stores
  - Students will understand the process of getting the goods to the community. Students can also determine how these goods help families.
- Classroom Jobs
  - Students earn class designed money for classroom jobs and use it to purchase items from classroom stores.
- Take a walk outside or around the neighborhood.
  - Students will get to see that maps are useful in finding certain areas within the classroom and outside of the classroom.
- Create maps of the classroom for in need students.
  - Students can create maps of their classroom to help new, ESL, etc. students who may not be familiar with the classroom.
- Bus driver/police officer/firefighter/postal worker visit
  - These community service members could discuss the importance of absolute locations in their line of work.
- Invite someone from Game, Fish, and Parks to talk to the class.

- Students will learn about different bodies of water and land masses in surrounding areas. Students will also learn their role in how they can preserve these areas.
- Classroom visit from city council or mayor
  - Students can learn how the city is divided up into different wards/precincts even though the boundary is not visual.
- Students redesign boundaries around their classroom/school
  - Students can brainstorm and draw out new boundaries they would want to see in their school or classroom and note how that would change/impact the school and classroom.
- Doctor/Nurse/EMT visit
  - They could describe how clothing helps to protect a person from environmental dangers (sunburn, frostbite)
- Research how other cultures have adapted to their environment
  - Students can research how different cultures in and around their community modified and adapted their living to fit their environment both past and present.
- Invite an older member of the community into the classroom.
  - Discuss a timeline of their life and how it differs from the life of a first grader.
- Field trip or classroom visit from museum staff
  - Students learn about how things are grouped in a museum based on a time in history.
- Local historian visit
  - Invite a local historian to visit the classroom and tell about the history of the town. Historians should share different types of sources such as newspaper articles, photographs and artifacts.
- Visit local museum or historical place
  - Students can see various types of artifacts and gain an understanding of past life.
- School wide programs or individual classroom visits
  - Students participate in programs celebrating people/events such as Veteran's Day, Native American Day, Memorial Day and learn about the history and the people who are honored.
- Research people and events in their own communities who have been recognized with celebrations.

	<ul style="list-style-type: none"> <li>○ Students conduct short research projects to learn how certain celebrations in their community came to be.</li> </ul>
<p><b>2nd Grade</b></p>	<ul style="list-style-type: none"> <li>● Find local symbols and figure out what they mean (American Legion) <ul style="list-style-type: none"> <li>○ This connects the students to real world examples that are both local and national. The class could find national symbols (American Flag, post office, eagles) and local symbols (mascot, local historic landmarks) and our family's cultural symbols. I</li> </ul> </li> <li>● As a family, choose a symbol that means the most to you and share with the class. <ul style="list-style-type: none"> <li>○ Students will explain why the symbol was chosen and more important than others. Students can also discuss that family symbols may change over time as the family grows.</li> </ul> </li> <li>● Work with local community leaders to help solve a community problem (for example, plant flowers or pick up trash, etc.) <ul style="list-style-type: none"> <li>○ Even the youngest community members can contribute to make their community better. This helps them take pride in their community and want to become leaders who make a difference. It helps them make the concrete connection that anyone in the community can be a leader.</li> </ul> </li> <li>● School Wide Voting Process <ul style="list-style-type: none"> <li>○ The school can set up voting booths including ballots to help students understand how the voting process works. Doing this process will give students a better understanding of how laws are passed by majority.</li> </ul> </li> <li>● Attend a City Council or School Board Meeting <ul style="list-style-type: none"> <li>○ By watching a local community organization they can see first hand how to properly conduct a meeting in order to achieve an agenda.</li> </ul> </li> <li>● Take a field trip to a government service (firehouse, post office) <ul style="list-style-type: none"> <li>○ Government services and taxes are both very abstract for students. By visiting a government service students will correlate the idea that the tax money is paying for these services in their community.</li> </ul> </li> <li>● Bring in local business to explain the goods and services they provide</li> </ul> <p style="text-align: center;">OR</p>

Walk around your community and identify business with goods and services

- When students can identify goods and services provided in their community, they will understand the impact businesses have on a community.
- Make a map of something important in the community.
  - Work with community/business owners to make a map of an important place. By visiting these places and making a map students will see the connection of how paper maps represent the real world.
- Poster Presentation addressing:
  - What makes our town great?
  - What makes our state great?
  - What makes our country great?
    - By using these broad questions, students can decide what characteristics of their town or state make it unique. Students could make a poster of a specific region and present it. All the different posters will show they live in multiple regions with diversity.
- Community Video/Slideshow
  - When your class is out walking in your community finding the man-made and natural features, take pictures or short videos. This can be made into a video to showcase your community.
- Implement a positive change
  - Use the list of negative consequences and create solutions to make a positive change in your community.
- Club Visit (Conservation district, Lyons Club)
  - Use local clubs and have them talk to the students so they can see how the different activities they do positively impact the community
- Community Garden
  - Working with a local 4-H club or community group to make a community garden for residents and even connecting with the local food bank.
- Make a presentation of the history of local town
  - Visit the local historical museum or talk to members of the historical society. Gather information to make a presentation to other

	<p>grades. Highlight the order of significant events in the town's history.</p> <ul style="list-style-type: none"> <li>● Guest Speaker <ul style="list-style-type: none"> <li>○ Have a community member or family member come in and talk about school, life, family, farming etc when they were growing up. This will allow students to ask questions and understand that people alive today had very different situations growing up.</li> </ul> </li> <li>● Heritage Celebration <ul style="list-style-type: none"> <li>○ Have family members of the students in the classroom share different customs and traditions they follow in their family to help celebrate different holidays.</li> </ul> </li> </ul>
<p><b>3rd Grade</b></p>	<ul style="list-style-type: none"> <li>● Create a poster and display it <ul style="list-style-type: none"> <li>○ Creating a poster that connects the community to the state and display it in the hallway, lunchroom, classroom, etc. which allows the students to show what they have learned about South Dakota symbols.</li> </ul> </li> <li>● Visit or presentation from the South Dakota Cultural Heritage Center <ul style="list-style-type: none"> <li>○ Invite someone from the cultural heritage center so present on South Dakota symbols, explaining their origins, meanings, and importance to the state. Students can brainstorm if they feel more symbols should be added as time has changed with reasons for their thinking.</li> </ul> </li> <li>● Construct a classroom Constitution and class rules <ul style="list-style-type: none"> <li>○ Creating classroom rules would be comparable to how the Constitution helped form laws.</li> </ul> </li> <li>● Create a short public service announcement addressing the school/ community rules and the consequences that follow <ul style="list-style-type: none"> <li>○ Creating a public service announcement for the students at the school to address the school/ community rules and the consequences will ensure each student knows that rules cannot be broken without some consequence following it.</li> </ul> </li> <li>● Classroom or Virtual Visit <ul style="list-style-type: none"> <li>○ Invite a judge, police officer and lawyer to come and visit with the class on the consequences of breaking laws.</li> </ul> </li> <li>● Have the mayor or city councilman come speak <ul style="list-style-type: none"> <li>○ The elected officials would inform students about their role and other roles in the local</li> </ul> </li> </ul>

government.

- Bring in a representative from a local government agency.
  - This would allow students to see which government agencies are in their community, their functions and how to access them.
- Present a rule or law.
  - Presenting a rule or law to the class each day will help students understand what regulates a community.
- Classroom or Virtual Visit
  - Have a police officer or lawmaker come and visit with the class on how laws and rules benefit the community.
- Create your own law/rule
  - After students examine community laws and the reasons behind their creation, students could create their own law/rules for their classroom.
- Create a class play
  - Creating a class play would allow the students to act out the rights and responsibilities of a citizen in a community. This could also be done in smaller skits
- Create a timeline video
  - Creating a timeline video will show how the resource is used to create a good or service that is available in their community or surrounding communities. For example: How a factory in the community takes a resource and creates a good that is used by other people. This is also helping students see how community members are involved in this process.
- Mock Trading Post
  - Students would each have their own and would have the ability to trade with a classmate of a good they want. This would show students the importance of trading.
- Volunteer opportunity
  - Students will trade their time in exchange for something they need by volunteering for someone within their school or community.
- Create a community map
  - Creating a map using a grid system will allow the students to document locations in their community. Students will get to highlight locations of their choice.
- Create an educational pamphlet



- Creating an educational pamphlet on the different continents, oceans, major rivers, mountains and regions would show the students' ability to locate them as well as their defining features. These pamphlets would be placed in the community and school system where families with limited English would be able to see them and use them.
- Create a data table
  - Creating a data table showing movement in and out of communities would allow students to visually see how it affects that community.
- Research and present
  - Students could research a certain community, figure out the hardships and successes for that community, and then present to another class.
- Give a speech or presentation to the class.
  - Using cause and effect worksheets already created when learning this standard, students can prepare a speech or presentation to their class. This presentation could highlight one or more of the events that happened during the creation of the United States.
  - Students can also research and present on how these events impact present-day America.
- Historical Figure Wax Museum
  - Students would research one historical figure. They would then dress up to portray that historical figure with their classmates. They would also be required to ask questions of the other group members.
  - Students can look toward people who made significant impacts within their state or community as well to bring more of a local connection.
- Current day research and analyzation
  - Students complete a short research project presentation where they examine a person in their community, state, country, or world who they feel should be recognized for the impact they are making.
- Prepare a community program on President's Day.
  - Students would have to research and prepare a program to invite community members to. This program should fall on or near the President's Day. Students could give factual information about Presidents and leaders as well as prepare

	<p>artwork and songs.</p> <ul style="list-style-type: none"> <li>● Identify other figures in America to be recognized. <ul style="list-style-type: none"> <li>○ Students will analyze figures who they feel should be recognized for their work.</li> <li>○ They will need to justify their thinking through research.</li> </ul> </li> <li>● Culture Fair <ul style="list-style-type: none"> <li>○ Students will work in groups to prepare a display board depicting a culture that is in their community. They will include things like : beliefs, language, social activities, music, food, and ways people interact. They may also include things from home and use outside resources (family members or community members).</li> </ul> </li> </ul>
<p><b>4th Grade</b></p>	<ul style="list-style-type: none"> <li>● Students will select a current U.S. territory and compare the rights of the territory to that of a state. They will then compose a letter to a Senator or Congressman from their state to advocate or dissuade adoption of that territory as a state. <ul style="list-style-type: none"> <li>○ Students will need to research the rights of states and the rights of the U.S. Territories. By composing a letter to a congressman or a senator, students will demonstrate an understanding of the difference between the rights of a state and that of a territory.</li> </ul> </li> <li>● Pamphlet/Mock Election <ul style="list-style-type: none"> <li>○ Students will participate in/host a state mock election for their school and will create a pamphlet to educate others in their community about state powers and issues.</li> </ul> </li> <li>● Get involved or start a campaign for a bill that students are passionate about <ul style="list-style-type: none"> <li>○ Allow students to brainstorm freedoms or possible freedoms that they are passionate about and find out ways to get involved in either protecting or creating a law that protects that freedom.</li> </ul> </li> <li>● Role play <ul style="list-style-type: none"> <li>○ Students will be broken into three groups: one for each of the branches of government. Each group will come up with a scenario or an action they are going to act out or present to the class. The other students will then be given time to decide how they can check the power of the branch that presented the scenario. The process will be repeated for the other two groups.</li> </ul> </li> </ul>

- To make this easier for students to understand, you could use principals as the executive branch, teachers as the legislative branch, and students as the judicial branch. Students could then be broken up among the three groups and asked to present a scenario or goal they would like to accomplish. Then the other two groups can brainstorm ways to check the branch who presented the scenario. Each group would get a chance to present their scenario and each group would get to practice checking the other group. As an exit ticket, students could explain how this is related to the checks and balances of the three branches of government.
- Create a poster highlighting positives and negatives
  - Students will create a poster outlining the positives and negatives of shopping locally or find a local issue that students can analyze the negative and positive factors that would go into making a decision.
- Create an educational pamphlet/poster
  - Students will create an educational pamphlet or poster which explains what services our tax money is used for. For an added use of technology, students could create an infographic explaining what tax money is used for.
- Present to another class
  - Students will present their relationship graphs to another class. They will describe how our region depends on goods and services from other regions to meet our economic needs. They will also explain how other regions rely on our goods and services to meet their economic needs.
- Share essay with the community
  - Write a 2 paragraph essay describing your favorite political or physical feature in South Dakota and share it with the community as a way to promote people to visit that feature.
- Work collaboratively to write a resolution
  - Students will choose a region of SD and research a problem or dilemma within that region. Students will come up with 2-3 resolutions to solve the problem. Then students should list pros and cons for each resolution. Finally, they should decide on the best solution to the problem after evaluating the pros and cons.
- Create a pamphlet describing a region

- Students will select a region of interest and then create a pamphlet describing how natural and man-made processes helped to shape that region.
- Participate in a Debate
  - Students could also participate in a debate siding either with that the cultures change positively due to a specific historical event or negatively. At the end students will be asked for their final opinion on whether the culture changed positively or negatively based on the historical event and provide reasons to support their opinion.
- Cultural Fair
  - Students will research different cultures in South Dakota. Then students will host a cultural fair for their school and community members.
- Research project/poster
  - Students will generate a question(s) about and research one of the documents they used in class, or find a new one, and use multiple sources (at least 2) to answer their question. They will then share their findings on a poster that will be displayed in their classroom/school.
  - Students can apply this same process to current events happening in their state/country/world that they may have questions about.
- Document and share oral histories/narratives
  - As a class, contact a Native American Elder and ask them to talk about how the creation of reservations and historical conflicts and how it has affected their tribe and their way of life. Have students document the history that was shared with them and ask them in another class period to reflect on what they learned from the Native American Elder.
- Create art to advocate (music, photography, murals, etc.)
  - Students will take a stance on an environmental, economic, cultural or population issue in South Dakota. Using the research they have gathered, they will determine a stance that they side with and create art to advocate for that stance.
- Make A Poster
  - After studying South Dakota history and highlighting key South Dakotans as you go, have students select a key South Dakotan and create

a poster highlighting their achievements and their contributions in developing the state.

- Present day influencers
  - Students research present-day figures of South Dakota to learn how they are impacting the state. Students can also research how these new influencers compare to historical figures.
- Share Oral Histories/Narratives
  - Students can interview a family or community member that can trace their culture back to Europe and then share that history with their class.
- Document and share oral histories/narratives
  - If students are studying a recent war that affected South Dakotans, they could gather information from first hand sources and interview others who lived through the event.
- Make and circulate a video
  - Students could create a short video of different time periods to help raise awareness for how life has changed. Students also analyze the impact of these changes on people in their world around them.
- Present to another class
  - Students will present the powerpoints about how a specific event changed South Dakota or impacted life for people in South Dakota.
    - Students could also put their presentations on the teacher website for the public to see.
  - Students should also analyze how South Dakota would be different had these events not occurred or turned out a different way.
- Create a poster chart and hang it in a public space.
  - Students will create a poster that includes an event that influenced the growth and expansion of South Dakota. Students should include a short summary describing the event, two or more factors that influenced growth/expansion, and at least two images that relate to the text.
- Organize and analyze facts for a discussion
  - Give students two different historical sources, one for them to first discuss with someone who had the same historical source as them and then to discuss with a student who was given a different historical source on a similar topic. Then they can compare factual events and the

	<p>author's purpose and intended audience. Students should then compare the similarities and differences between the two historical sources. Students should be able to explain why this skill is especially important in our current society.</p> <ul style="list-style-type: none"> <li>● Write a class position statement <ul style="list-style-type: none"> <li>○ Students will be provided a history topic provided by the teacher. Students will come up with a claim and evidence. Students will then discuss their claims and evidence. Finally, they will be asked to agree on a class position statement about the article.</li> </ul> </li> </ul>
<p><b>5th Grade</b></p>	<ul style="list-style-type: none"> <li>● Teachers encourage students to go with parents to vote. <ul style="list-style-type: none"> <li>○ Students are watching firsthand their families participate in our republic.</li> </ul> </li> <li>● Host Mock Election <ul style="list-style-type: none"> <li>○ Students in the 5th grade hand out ballots, tally votes, and post results.</li> </ul> </li> <li>● Host Student Council Election <ul style="list-style-type: none"> <li>○ Students become actively involved in the process of electing a representative governing body.</li> </ul> </li> <li>● Write to local, state, or federal lawmakers. <ul style="list-style-type: none"> <li>○ Students' voices are heard through writing to lawmakers.</li> </ul> </li> <li>● Guest Speaker <ul style="list-style-type: none"> <li>○ Invite senators/representatives into the classroom to speak with students</li> </ul> </li> <li>● Create/edit new laws and rules <ul style="list-style-type: none"> <li>○ Students can see how society could change if laws and rules were added or changed.</li> </ul> </li> <li>● Using present day examples to argue the importance of government. <ul style="list-style-type: none"> <li>○ Students analyze current events to establish the role and importance of government. Students can utilize the research gained to host a mock debate determining aspects of the government should change or stay the same.</li> </ul> </li> <li>● Tour the local county courthouse. <ul style="list-style-type: none"> <li>○ Students will learn the roles of each of the county officials and their role in the executive branch of government as civil servants.</li> </ul> </li> <li>● Write a letter to their local, state, or federal lawmakers about a current piece of legislation.</li> </ul>

- As the author of the letter, the students are becoming actively engaged in the process of government.
- Invite a local attorney or judge to explain the purpose of the judicial branch of government in checks and balances.
  - Students will learn from members of the community that are involved in the judicial branch of government.
- Invite a state legislator (or U.S. legislator) to explain the purpose of the legislative branch of government.
  - Students will learn from members of the community that are involved in the legislative branch of government.
- Invite a local mayor or other member of the executive branch to discuss the purpose of their branch.
  - Students will learn from members of the community that are involved in the executive branch.
- Write a letter to their local, state, or federal lawmakers about a current piece of legislation.
  - As the author of the letter, the students are becoming actively engaged in the process of government.
- Invite a local attorney or judge to explain the purpose of the judicial branch of government in checks and balances.
  - Students will learn from members of the community that are involved in the judicial branch of government.
- Write a letter to persuade or dissuade a Senator in regard to a Presidential appointment
  - Students would be directly contacting their Federally elected official.
- Write a letter to the local mayor or city council member, school board, or other elected official on a matter that is of importance to the student.
  - Students would be directly contacting their local elected officials and understand the process of how they can use their role as citizens to make a change they feel is needed.
- Write a letter to persuade or dissuade a local government entity on a decision.
  - Students would be directly contacting their local officials.
- Attend a local government entity's meeting.

- Students would understand the process of a meeting.
- Local Speakers
  - Teachers invite local volunteer and philanthropic organizations (ex. United Way) to share how to become involved and how the organization supports the community.
- Volunteer Activity
  - Teachers, students, and community members work with a local organization to volunteer.
- Teacher invites the County Auditor and/or School Business Manager to review how the election process works.
  - Students are able to meet a local government official working directly with the election process.
- Teacher invites a local state legislator into the classroom to talk about how they have been influenced by constituents.
  - Students get real world examples of how citizens can influence government policy.
- Students prepare all aspects of a mock election within their class or school.
  - Students understand the process by which an election needs to take place based on processes
- Letter to the editor
  - Students can write a letter to the editor to demonstrate another way students can participate in their society.
- Volunteer activity
  - Students work together or as individuals to volunteer for a business or cause in their community
- Volunteer pamphlet
  - Students compile a pamphlet of the volunteer opportunities available in their community or state to be shared with their school and/or the state.
- Present on a changing law
  - Students research and present on a law that has changed based on a need in society (racial, economic, gender-related, etc.).
- Looking for change
  - Students determine a need in their society that they feel needs changing. They can create a presentation, infographic, or poster to justify their reasons and create a plan for change.



- Students can track price differences between different stores/markets in their surrounding communities.
  - Students will learn how supply and demand affects the prices that different goods require in their community.
- Teacher reaches out for community financial experts to come in and talk to the class.
  - These activities show connection beyond the classroom how money is a key component in the community.
- Teacher reaches out for community financial experts to come in and talk to the class.
  - This activity shows connections beyond the classroom for how money is a key component in the community.
- Teacher reaches out to business/ entrepreneurial entities for support in the classroom.
  - This activity shows connections beyond the classroom for how money is a key component in the community.
- Review local newspapers for want ads and determine what employment needs there are in the community.
  - Newspaper “want ads” will help students to understand employment opportunities and how certain jobs will cause underemployment based on the wage and/or hours available.
- Teacher reaches out for community financial experts, business owners, and various corporations, to come in and talk to the class.
  - This activity shows the connection beyond the classroom how money is a key component in the community.
- If in a rural area of South Dakota, teachers could reach out to elevators, farmers/ranchers, or commodity brokers to discuss their role in the production and distribution of goods as an institution of the local economy.
  - A rural South Dakota connection to the standards.
- Students practice the role of trading.
  - Students practice the role of trading with modern items. They can compare how trade would look different in current day compared to trading in the past. Students can also examine why trade isn’t as effective in our current society.

- Invite in the Register of Deeds or Director of Equalization to explain the use of maps for county business.
  - In a rural area, South Dakota landowners have township and range maps. These maps show direct connections to where students and their families live. These maps are essential to county business.
- Invite a surveyor to discuss how they take precise measurements and use them to create maps.
  - Surveyors come in and take precise measurements, and use the data for map making and construction projects.
- Invite a local meteorologist to explain how they use different types of maps to help with weather forecasts.
  - Meteorologists use maps in their work to help make weather predictions. This offers students real-world experience of how these maps are a part of a visible career.
- Invite in a local farmer that uses GPS and maps for their planting and harvest to explain the importance of maps to their career and long term planning.
  - Local farmers will be relatable for students in rural areas.
- Create a map of the school using latitude and longitude coordinates.
  - Students can create maps of the school using latitude and longitude coordinates for new students or staff in the school.
- Bring in a farmer or rancher or other local producer to talk about how their products are shipped and where they end up across the region/nation/world.
  - Local producers can explain what means of transportation is used and why when shipping their products across the region/nation/world. They can explain why their products are needed in other areas.
- Invite in your local or city museum staff or museum volunteers to discuss your community's origin.
  - Students will have the opportunity to see how the community was formed and what natural resources helped support the first settlers.
  - This can also be turned into a research project for students.
- Invite a rancher or farmer who uses irrigation into your classroom.
  - Agriculture can be largely impacted by irrigation, both for farmers and ranchers. A local farmer or

rancher can explain to students how irrigation affects their land and allows them to be more productive.

- Students explore and apply different technological changes to an area.
  - Students research different types of technological changes and determine how an area would be different if that change took place.
- Invite a local telecommunications representative or Public Utilities Commissioner to speak to the class about their role in increasing internet and telecommunications services and its impact on populations.
  - Students will relate to the careers which support telecommunications to connect the cultures of our world.
- Research presentation
  - Students research their own community or another area in the state to see how it was shaped by cultural activities.
- Invite a local meteorologist in to discuss natural disasters.
  - Have the meteorologist come in and discuss historical natural disasters and how they affected the region.
- Organize a fundraiser to donate money or food to a cause in their community, state, or nation.
  - Students in the class can work together to organize a fundraiser to donate money, food, or other items to organizations in their community, state, or nation. This shows students the impact they can have as citizens.
- Invite a tribal member/ official in to talk about the culture and history of local tribes.
  - Students will have the opportunity to meet with and learn about local American Indian tribes.
- If you have a local museum you can try to find exhibits from early local settlers that reflect pieces of their culture that was carried over from where they originated before settling in the area.
- Students explore their own cultural heritage
  - Students can share their own family traditions with their classmates and discuss how this shapes their lifestyle. This could also promote students to explore new traditions.
- Class discussion/debate

	<ul style="list-style-type: none"> <li>○ Students can choose simple topics (such as pineapple belonging on pizza) to have a debate. Teachers should review the aspects of what a respectful debate looks like before students begin. When students begin their debate, they will understand how people can have differing viewpoints on topics, but still be respectful to one another.</li> <li>● Explore family or community history through featured artifacts       <ul style="list-style-type: none"> <li>○ Students research a past event in their family, school, or community and use a historical source they've researched (such as a primary document or artifact) to tell the story. This emphasizes the importance of using reliable, historic sources to tell a story.           <ul style="list-style-type: none"> <li>■ This could also be a great exercise to have students use multiple objects to include several viewpoints of the event.</li> </ul> </li> </ul> </li> <li>● Explore multiple perspectives       <ul style="list-style-type: none"> <li>○ Students can be given a topic, whether current or past, and look at multiple perspectives to check the credibility and bias of a source. This will help students understand that sources may differ in what they say on the same topic. This activity will also get students used to examining multiple perspectives.</li> </ul> </li> </ul>
<p><b>6th Grade</b></p>	<ul style="list-style-type: none"> <li>● Various ancient governments depended on societal beliefs, economics, and leaders. Students will research the ancient civilization structures, including societal beliefs, economics, and leadership, and how various ancient civilizations compare to our own.       <ul style="list-style-type: none"> <li>○ At the end of the year students could create a slideshow presenting their research. This meets the grade level standard by having students research and analyze the historical principles and philosophical purposes (societal beliefs) while working to understand those aspects in their own society.</li> </ul> </li> <li>● Students research decisions made by their district's school board and how those decisions affect them personally.       <ul style="list-style-type: none"> <li>○ Have a school board member speak to the class about what they do and decisions that the board has made that impact the school. Students can</li> </ul> </li> </ul>

write an opinion response for a particular school board decision.

- Compare and contrast how previous societies handled similar problems that we face (e.g. food shortage)
  - Students could learn how local, state, and federal agencies and organizations help people get food that they need. An example would be funding for local food banks and food assistance programs. Students would work to find an example in previous societies that either helped their citizens meet their basic needs or did not. Students can put this knowledge into practice by volunteering in their local organizations (such as the food pantry).
- Using primary sources from today to understand an event.
  - Students choose an event from today (e.g. Covid-19, Black Lives Matter) and research primary sources that describe the event (tweets, photos, news coverage, eye-witness accounts, etc...). Students must have a number of resources that have competing views. Students then “reconstruct” what happened and give detailed explanations.
- Students influence their society
  - Looking at past ways that people have influenced (changed) their society, students will come up with a topic and research ways that they could affect change in their society. This could be an individual or collaborative group. The issue could be classroom, school, or local society. Students will create a plan to affect that change and implement their plan.
  - This could be done by presenting information to the teacher, principal, school board, city council, etc. or by doing a public service announcement (information campaign).
- Trading Post
  - Kids exchange goods and services with one another at a “trading post” to help them understand the value of goods and services of both today and that of the ancient world. Make sure that there is a mix of goods and services from today as well as the ancient world.
- Compare past and present
  - Students look at past maps or images of their community to determine how it has changed

and been adapted to citizens' needs. Students can also examine the impact these changes had on their community.

- Debate on various countries' economic systems.
  - Students are randomly given a country, research their economic system, and create an argument for why their economic system was the most successful.
  - After the debate, give students the opportunity to write and/or discuss what they learned and address any new ideas that would benefit or inhibit our system of economics in the United States.
- Corporate/Business Speaker
  - Have a local corporate/business representative speak to the class to discuss where they acquire their goods (local, regional, global) and why. Explain the chain of production to produce their goods or provide their services. What impacts do they see that they make in their local communities?
- Town History
  - Create a timeline/slide show of the history of your town. Note major events that took place in the past and when the students became a part of the town
- Community Calendar
  - Create a calendar of events that contains regular and important events that students can attend to be involved in their community.
- Analyze history of current problems
  - Students pick a topic on a problem that they see in our world today and trace the events through history that they think have caused that problem. Students then write a persuasive paper, with evidence, showing how this current problem came about and describe possible solutions to the problem.
- Modern Cave Art
  - Students create their own "cave art" to depict what life is like now (important locations, lifestyles of people, etc.). This helps students build the connection that the events they experience and contribute to now will be remembered in the future.
- Agriculture in Your Community

- Take a map of your local area, label various water areas, and highlight the agricultural areas or lack thereof. Describe the connection between the local freshwater sources, agricultural areas, and communities.
- World Religions Infographic
  - Collaboratively create an infographic poster for the school explaining major religions of the world. This promotes inclusion to students in the school who may not share the same religions.
- Impact of economics on quality of life
  - Bring in local leaders to describe their economic philosophies and policies.
  - Debate how leaders and economic choices impact citizens' quality of life.
- Analyze Current Events
  - Part of being an informed citizen involves the use of analyzing primary sources about an event. Students will pick any current event and create a description of what happened, citing primary and secondary sources from differing perspectives.
- Prove your point
  - Communicate a position on an event happening today and provide evidence to support what you think will happen in the future (what will be history). This can also work with a past event and how the outcome could've been different due to a differing piece (this would require student research).
- Ideals and current events
  - Create a chart showing the current predominant philosophies of the country and how those ideals affect how people view a current event of your choice.
- Technology debate
  - Pick an invention of the present day and describe how it impacts people positively or negatively. Develop a debate with evidence supporting your position.
- Community forum
  - Have a community member (political figure, national guard, police officer) speak to the class. Have students create compelling questions that they want to have answered, concerning their community, then develop supporting questions

	<p>to get the information they need to answer their compelling question.</p> <ul style="list-style-type: none"> <li>● Choosing relevant sources <ul style="list-style-type: none"> <li>○ Have students develop a compelling question that deals with topics of today that can be researched. Choose multiple, modern news sources and have students complete the evaluating matrix (in example strategies), and describe if the news source they have is appropriate/relevant for answering their question.</li> </ul> </li> <li>● Current Event Analysis <ul style="list-style-type: none"> <li>○ Provide a first hand account or evidence of a current event of a topic that is disputed (origin of Covid-19, removal of statues, etc.) and discuss the credibility of the sources for the event in class.</li> </ul> </li> </ul>
<p><b>7th Grade</b></p>	<ul style="list-style-type: none"> <li>● Hold a debate on the purposes that the government can serve. <ul style="list-style-type: none"> <li>○ Pose a debate question to students for example: “You are going to start a new country. Which government do you want to use.” Students will debate their government choice and support it with evidence to see how that foundation would be beneficial to their new country.</li> </ul> </li> <li>● Research on uprisings and Constitutional amendments. <ul style="list-style-type: none"> <li>○ Students will research events where the government did not work for its citizens. They will analyze what went wrong, and how it was resolved.</li> </ul> </li> <li>● Socratic seminar <ul style="list-style-type: none"> <li>○ Hold a socratic seminar in the classroom to discuss countries and if their governments are working for them and why. <ul style="list-style-type: none"> <li>■ Students will analyze and identify the government structure of their local community by identifying the leaders and current projects they're working on.</li> <li>■ Students could also research how their local government has changed over time and reasons for that change.</li> </ul> </li> </ul> </li> <li>● Students can choose a country to research the ways in which its economic and government systems are intertwined. Students can present their information. <ul style="list-style-type: none"> <li>○ By completing this activity, students are proving that they can describe the relationship between</li> </ul> </li> </ul>



government and economic systems in different countries. This leads to a better understanding of foreign affairs and how the world market is intertwined.

- Census data
  - Instruct students to look at census data to see the average income levels in various areas. Have students create charts and graphs to analyze and present this data. This will meet the standards when students describe how economic activity affects standard of living. This activity promotes students to be aware of the world around them by understanding the socio-economic status of those who live around them.
- Student research advocacy project
  - Students could do a research project to determine how adding or upgrading technology in a specific area of the world could have an effect on a social issue (ex: clean water) in that area, and how that effect would relate to economic development for the area.
- Trade affairs
  - Students can research how the US interacts with and trades with the economies of other countries. The teacher could hold a similar class to model UN focused on trade. This activity will help students reach this standard by applying their in class trade strategies to what is currently happening in the world around them.
- Pose a central debate question
  - Students participate in a debate, using evidence of resource availability, the responsibility, if any, of areas with many resources toward those areas with few resources.
- Create an advocacy presentation
  - Students create and present a campaign requesting additional resources for a particular region or area, supported by the predicted changes for the area if resources were to become available.
  - Students can choose a country and research how it could progress over time with the same resources that the U.S. has.
- Ask students to create a map of a city in America using census data.
  - Create a map of their city and create a new map of another city and then compare the two. This

activity meets the grade level standard by showing that the student can create a map.

- Navigating the school
  - Students will make a map of the school and school grounds. Teacher will hide treasures and students will have to use the map to find the treasure.
- Research the history of the land
  - Choose a map of a current physical location with political divisions, as well as a historical map of the same location. Research how the possession of land has changed over time, and use evidence to support how this could be attributed to the resources and/or cultural traits of the land. Emphasize the Oceti Sakowin Nations to help students make the connection to their own lives.
- Students could craft a proposal for a new park or any outdoor area in their community.
  - Ask students to craft a proposal for a new park/outdoor area in their community. Ask students to explain how each of the Five themes of Geography would be used in their proposal.
- Voting with the Five Themes of Geography
  - Students would take a region of the United States and research and explain how the five themes of that region may affect, positively or negatively, a person's possible participation in civic duties, such as public voting. (Ex: Voting for state representatives in a sparsely populated state such as Wyoming vs. a highly populated state such as California)
- Debate/ Socratic Seminar
  - Introduce students to a world where they are in charge of setting up a new country. Inquire which government system and economic system they would want to use. Ensure students back up their statements with evidence.
- Vote
  - Hold an election where students vote on which government and economic system they chose. Ask students to write a reflection to defend their decision.
- Compare and contrast
  - Have students compare and analyze the U.S. economic/political systems with other countries.
- Regional Destruction Research and Advocacy

- Students will research a region that has human characteristics that may be detrimental to the physical characteristics. Students will advocate for how the physical region could be protected for future generations.
- What would you do?: Political Scenario
  - Put students in the role of a previous world leader. Present them with the same issue that was faced. Have the student evaluate the issue and determine how they would handle the situation.
- Awareness Flyer
  - Students will create a flyer to show how the destruction of physical attributes and characteristics of a region would have a direct, negative effect on the culture of people of the region. Ex: Rainforest deforestation affects tribal medicine creation or food harvesting
- Survey
  - Take students on a walk through town or a nature walk. Ask students to point out landforms and characteristics of the environment. Ask students to inform the class of the processes behind these landforms. This connects students to the world around them through research.
- Global Warming Research, Presentation Project, and Debate
  - Students will research the concept of atmospheric global warming and present findings related to how this issue affects various regions of the world differently. Included could be issues that exacerbate global warming, as well as steps taken to reduce it.
  - Students will engage in a classroom debate on whether there are civic responsibilities related to this issue.
- Lakota Culture
  - Instruct students to research the various Lakota tribal nations and their cultures. Ask students to compare and contrast the tribal nations' cultures to each other and to the larger South Dakota culture. This activity promotes civic engagement by allowing for students to expand their knowledge of the culture of a sect of the population of South Dakota.
- Laws and regulations due to overpopulation

- Research how overpopulation of a region could affect the population and culture of the people living there. Present findings, including laws and regulations that have been put in place due to the increased population, and the effect of these laws on the people.
- Students can research when the political system has seized land from its citizens due to events or processes through eminent domain.
  - Students can research an event and debate whether they agree or disagree on how it was handled and explain what happened to the landowners after this decision. Examples: Black Hawk Gypsum Mine, Gold rush, building malls/etc, natural resources, roads.
- Public Flyer for licensing for hunting and fishing in the natural environment
  - Students research the current licensing restrictions placed on the harvesting of living organisms (i.e., hunting and fishing) within a particular natural environment. Students will create a public flyer to address the reasoning for such limitations and the possible effects of not having restrictions.
- Follow the money
  - Research how states use the money from the purchases of hunting/fishing licenses to replenish the natural ecosystem.
- Research and present information on this topic to help others understand the issue.
  - Evaluate how Lakota culture has changed because of broken treaties, appropriation, loss of land, life on a reservation, assimilation, and boarding schools.
- Town Brochure
  - Students could research the physical characteristics and natural resources of their town/city and create a brochure for the Chamber of Commerce highlighting the economic activities of the town based on these resources.
- Environmental issues
  - Evaluate how industrialization and globalization has positively and negatively impacted groups of people throughout the world. Students will compare and contrast which regions were

	<p>negatively impacted and which positive and make inferences as to why this might be.</p> <ul style="list-style-type: none"> <li>● Choose a country <ul style="list-style-type: none"> <li>○ Students can choose a country that has negatively been impacted by industrialization/globalization. They can identify an issue that this country has faced because of it. Students can research solutions and create an advocacy flyer for their research. (Examples: deforestation, pollution)</li> </ul> </li> <li>● Document and share oral histories <ul style="list-style-type: none"> <li>○ Students research and share the history of human conditions, and how those human conditions changed the present/future. (Examples: choose a person or condition from your city or the state of South Dakota).</li> <li>○ Students choose a person in history who has influenced or created change for humans in the present day or the future.</li> <li>○ Students can interview an older relative and ask how certain conditions and events have changed the present</li> </ul> </li> </ul>
<p><b>8th Grade</b></p>	<ul style="list-style-type: none"> <li>● Mock Constitutional Convention <ul style="list-style-type: none"> <li>○ Students will research European governing models and democratic beliefs to prepare for a classroom dialogue. Collectively, students will develop a list of European beliefs and models of governing that influenced the American Congress. Once the list is completed, students will describe in their own words how this will shape a discussion about a classroom constitution which will govern their conduct in the classroom (classroom procedures and rules). Students will participate in deliberations where they reach consensus on the shape and function of classroom rules and procedures. This constitution will be drafted and posted inside and outside of the classroom. It can also be amended throughout the year.</li> <li>○ *Civic Engagement Activity aligns with 8.H.4.5</li> </ul> </li> <li>● Determining the impact of government on the local area. <ul style="list-style-type: none"> <li>○ Students will generate a list of questions that they will use to poll their class, school, district, and/or community. The question will focus on how the government (local and beyond) has benefited and neglected local needs. A poll can</li> </ul> </li> </ul>

be done using Google Forms or other answer collection software. Students will create infographics (digital or non-digital) that communicate the results to the wider school and/or local community.

- Create a community pamphlet/community survey
  - Students will analyze the Articles of Confederation, the United States Constitution, the South Dakota State Constitution, and/or local charters and constitutions. Students will determine how successful the United States and their local area has been, both historical and present day, in meeting the goals of these founding documents. Students will develop lists of successes and areas of improvement. Based on these lists over areas of improvements, students will form committees to create pamphlets that will inform the wider school district and local community over their research and findings. With these brochures, students will advertise a survey poll, utilizing Google Forms, to ask their classmates, school community, and local area to identify what people want in “their” government.
- “Fake” bills activity.
  - Students will demonstrate knowledge over checks and balances and separation of powers through participation in a classroom wide mock government. The classroom is separated into the three branches of government. The teacher will read “fake” bills and the branch that “checks” the bill stands and explains their reasoning for checking the bill.
- The three branches of government in action
  - Students will demonstrate knowledge over checks and balances and separation of powers by following a historical bill through the process of becoming a law (ie. the 13th Amendment). Students will examine the procedures, the political action, and the voting process that were used to help or hinder the passing of the bill. At different stages of the process, students will judge how well checks and balance and the separation of powers was upheld (ie. Lincoln’s support and distribution of political job to ensure the 13 amendment being passed, two houses of Congress voting on the 13

amendment, the Supreme Court's deliberations on the meaning of the 13th amendment). This Civic Engagement Activity is especially powerful if students reach decisions based on consensus with the entire class or small groups.

- Revise the Constitution (State or National)
  - As a class, students will brainstorm amendments that they believe should be added to the Constitution. As a class, students will brainstorm different perspectives and peoples with unique experiences in the United States (white middle class, black women, LGBTQA, Hispanics, asian immigrants, Lakota, etc). Students will then form committees and be assigned a group of people that they must adopt the perspective of. Committees will design posters that prove the amendment is important through illustrations, evidence, and rationale. Posters will be displayed for the wider school community to review.
- The Bill of Rights at School
  - Students will identify certain rights that are limited at school. Students will then review court cases that investigate the rights that students have. For instance, students who want to examine freedom of speech issues can examine resources that focus on Tinker v. Des Moines, Bethel School District v Fraser, Hazelwood v Kuhlmeier, and Morse v Frederick (students can search for cases themselves and the teacher should assist where needed). After reviewing cases, students will then examine their classroom, team, school, and/or district education culture to determine if their rights are being limited. After students have a list, they will form committees over whether or not the school climate is promoting necessary freedoms and create arguments to challenge one another (the teacher may need to assign pro and con committees to ensure different perspectives are being considered. Another option for committees is for the students, teacher, and administrators to create a list of perspectives that students should consider (minority students, parents, principals, teachers, coaches, ect.). After students participate in some kind of discourse (online Google Classroom discussion,

in-person classroom discussion), students will create some type of illustration or writing in order to share their opinions to the wider school-district community. One such idea might be that students will write administrators letters asking why their rights are limited citing evidence as to how those rights are limited (these letters should be focused on the arguments that students had in class).

- Mock Election (Pair with Student Council or 8th grade council if possible)
  - Students will create a list of issues and solutions to those issues that they would like a student representative to work for. Students will then form groups (political parties) around those issues. One way to do this is to tell students that their party may only choose a few issues to work toward. Another way is to ask parties to write the issues they think are the most important. A teacher may also create hypothetical parties to ensure different perspectives are being considered. The political parties will choose a candidate(s) that run for office(s). Students create a platform, campaign slogan and posters to represent their candidate. The teacher will introduce the two ways of voting for a presidential candidate, the popular vote and the electoral college. Students should read historical documents about the electoral college and modern day perspectives on whether or not it should stay. Electors from the school will be chosen, they will make up the electoral college. These people should represent different perspectives around the school (different grade levels, administrators, teachers, ect.) and will hold a popular vote. After the students campaign, both the electoral college and popular vote will be held. Before the results are announced, students will discuss whether or not the popular vote or the electoral college should be used to choose a leader. Students should also discuss how voting for a local representative (like their student representative) is different from electing a state or national leader. This project will work best if these elections are real and actually lead to student representatives.
- Using citizen rights to support and challenge



government policies

- Students will examine recent decisions made by their local and state government and determine how it will impact their family, community, and school. Students will collectively create a list of these government actions and a brief summary of why the action was deemed necessary by the government. Students will then form committees around whether they want to support or challenge a decision that was made. Students will then review what they are allowed to do as citizens in order to support or challenge the action that the government has committed to (ensure that students have completed activities where they know their rights as US citizens). Based on their analysis, students will develop a campaign that articulates exactly how they will support or challenge the government decision
- Soft Civic Action versus Critical Civic Action
  - As a class, students will create a list of the volunteering, fundraising, and philanthropy that they have completed during their time at school or using their time outside of school. Based on this list, students will determine what problems that their volunteering actions are trying to solve. After these lists are completed, students will discuss whether or not their actions have solved the issues that their volunteering actions are trying to solve. For instance, if students have a recycling campaign, they should discuss whether or not the problem of pollution has been solved. Another popular topic is whether or not food drives are solving the problem of people being unable to afford food.
  - After students have this discussion about the effects of their volunteerism, introduce them to the idea of critical civic action. Students should think about the problems that society faces and determine how these problems can be permanently solved. Students can also use their previous lists of volunteering, fundraising, and philanthropy and develop research on how the issues that those campaigns mean to help can be permanently solved. After completing research, as individuals or in groups, students can create presentations, newspaper articles, class

websites, and/or letters to campaign their solutions to be seriously considered. Students can also create their own school campaign and/or petition their students council and/or school board to take their campaign seriously by requesting funding and resources.

- Public forum with city council/mayor.
  - Students will read local newspaper articles about their local elected officials. Students will discern what these officials promote, what their accomplishments are, how they have handled problems, and areas in which students believe a more critical investigation is warranted. For instance, if a local official does not support a public project, students should investigate why that is. Or, if local officials are going against each other, or if a specific group is challenging them, then students should complete research. Once students investigate local officials and their actions, students will create questions to ask them. These questions will be collected and students will debate which ones are the most important (the most important questions should be at top of the list). Local officials will be invited to answer student questions, whether through an online video chat, letters, or in-person speaking engagement.
- Become involved in an organization you believe in.
  - As a class, students will create a list of all of the school related and community groups that are involved with citizenship or work to improve the community. Once a list is completed, students will speak of their experiences with these groups, or if known experience is present in class, complete cursory research to what the group does. The teacher will then invite these groups to speak about how students can become involved with their work and how their actions can benefit their community. Since this work involves students meeting groups outside of school, parents should be notified and be a part of the process as much as possible.
- Create a campaign poster
  - Students will create a campaign poster for George Washington's hypothetical third term. These posters will display George Washington's ideas regarding foreign policy. Students can also

create posters displaying the foreign concept policies of Thomas Jefferson, John Adams, James Monroe and James Madison. These posters can include concepts such as Embargo Act, Monroe Doctrine, etc. Once students complete these historical posters, they can then review modern policy that is similar to the topics that Washington and other presidents were focusing on. Students should complete a compare and contrast of the modern and past policies and determine whether or not the past policy has influenced the present day one

- Create a public service announcement on the Cotton Gin and why it should have been banned.
  - Students will use research skills to study the effect the cotton gin had on the number of slaves. Students will record PSAs calling for the ban of cotton gins that demonstrate their knowledge of the social and economic effects of the invention.
- Create a public service announcement calling for the ban of the Steam Engine
  - Students will use research skills to identify the effect steam engines had on air quality. Students will record PSAs for the ban of steam engines that demonstrate their knowledge of the economic consequences of a ban.
- Murals of Economic Standing
  - Students will examine the economic standing of specific individuals and groups during the Reconstruction era. The goal is for students to possess a deep understanding of the human struggles and successes during Reconstruction. Students can choose their own individuals and groups, but we encourage the teacher to have a list ready made. For instance, students can choose Eddie Lewis, the father of recently deceased Representative John Lewis. Eddie Lewis was a sharecropper in Alabama and his history is told by his children. We recommend individuals come from the following groups: ex-enslaved, Black sharecroppers, Southern migrants (moving to the North), Civil War veterans, disabled veterans, Civil War nurses, ect. We chose these groups because they have a unique perspective and many of them found a radically changed economic standing, sometimes

worse than before the Civil War. If the teacher is having a difficult time finding individuals, contact museums that specialize in these groups and ask for help (you could Google “Civil War nurses museum” and find many results). Once students have an individual they should complete reading and analysis of any materials their individual left behind. Students will then complete a mural on poster paper that creatively illustrates that person's economic standing. Once the murals are done, they should be hanged in a gallery walk format and other students, teachers, parents, and community members should be invited to look at them.

- Create a Community Education Pamphlet
  - Students will identify current organizations and countries that the United States supports (ex. WHO) and create a community education pamphlet displaying what type of support is given.
  - This can also be used at the local/state level (ex. Federal funding of public schools.) The pamphlets will also contain the consequences of what “could” happen if funding was taken away from the organization.
- Set up a meeting with an agricultural specialist (FSA, State Secretary of AG) to discuss the impact we have on the country.
  - Students will research and identify the impact South Dakota ranchers and farmers have on our national economy. The teacher will set up a meeting (virtual/in-person) with an agricultural specialist to identify the impact we have on the United States’ economy. Students will apply that information to the need for Westward Expansion.
- Identify the significance of the National Park Service in preserving our nation’s history.
  - Students will evaluate the National Park Service’s website and choose one of the battles from the American Revolution. Students will create flyers over “their” national park to distribute throughout the school that contains not only information regarding the battle but also information regarding the United States’ National Park Service.
- What does it mean to be a state?

- Students will examine the 10 years Texas was an independent nation and identify the issues/threats they faced during that time. Students will then examine what happened when Texas became a state. Next, students will examine the areas that the United States controls, but are not states (Washington D.C., Puerto Rico, ect.) and determine whether or not they should be granted state status. Students should use examples from their Texas research to frame their argument. If the teacher wants to add South Dakota history, this could also be used as a supplement for South Dakota annexation in 1889.
- What political party are you?
  - The teacher, or a team of students, will create a large political spectrum illustration (poster that runs along a wall in the classroom) that goes between conservative and liberal ideologies. The teacher can also elect to use a different spectrum as well, but we encourage the teacher to be clear on what each side of the spectrum means. Next, students will take a series of political identification tests and complete activities that help them frame who they are politically. We recommend to use a variety of activities and examples to ensure a well rounded characterization of students. Students will then create a name tag that will be placed on the political spectrum. Throughout the year, the spectrum should be used to frame American political writers, past national policies, local policies, and anything else that can be connected to the spectrum. Students should also have the opportunity to redefine themselves at different points during the school year.
- Reservations of South Dakota research project
  - Students will identify the nine reservations found within South Dakota. Students will choose one reservation to present on. Students will research the tribe(s) located on the reservation, the culture and identify the effect the Louisiana Purchase had on their way of life. Students will then present their research to their peers. Research could include guest speakers/interviews whose ancestors were impacted by Westward Expansion.

- Were the Confederate States of America's rights violated?
  - Students will evaluate the 9th and 10th Amendment of the United States' Constitution to determine whether or not states rights were violated prior to the Civil War. Students will initiate an informed conversation within the classroom to discuss opposing viewpoints. Once students have completed their conversation, they will examine the claim of state's rights as being important when using Confederate symbols, like the Confederate battle flag, statues of Confederate politicians, and the naming of US military bases after Confederate generals.
- Native American Relations-Present Day
  - Students will analyze past and current issues faced by Native Americans. The teacher should ensure that both national and local (ie. Lakota) are used when thinking about important moments. Students will create a timeline that will be visible to the larger population in the school (we recommend using the library, cafeteria, or hallways). Students will identify their own important moments for Native American people (the teacher should prepare a list for students who are unable to find any, or a list that shares ignored perspectives). Students will research the Native and federal response to the important moment in history and create informative illustrations, artistic expressions, poetry, and brief summaries of why the moment was important. Based on the timeline, students will determine how these important moments connect to modern problems. This Civic Engagement Activity would be especially strong if local tribal leaders were invited to help students understand how the historic moments they identified connect to modern issues and how students can help resolve prior injustice.
- Ungrateful or No Debate
  - The teacher (acting as a Loyalist) will describe the Patriots as ungrateful colonists to the class citing evidence. Students will refute the teacher with their own evidence taking the Patriots side essentially starting a debate between the Patriots and Loyalists. This could be taken

further with a petition to censure the teacher for calling the Patriots ungrateful.

- Come to Deadwood, SD ad campaign
  - Students will compare the San Francisco Gold Rush with the Deadwood Gold Rush. Students will produce a commercial highlighting Deadwood and the Black Hills of South Dakota from an 1849 perspective. The commercial will be shared to younger students in the district. (Ex. 4th grade students will especially benefit since they focus on South Dakota history.)
- Slavery in the Civil War
  - First, anonymously poll the students and ask them why they think the Civil War began. Create a pie chart, or have a student do it, that summarizes the students beliefs. This pie chart will be posted in the classroom (or somewhere in the hallway near the classroom). Next, students will read different historical interpretations of the main reasons why the Civil War got started. These interpretations should be passages from historical accounts (from different periods), the textbook, history websites, local historians, primary source documents (like Confederate state constitutions), and if applicable, local memorials. After reading and analysis, students will create committees around the answer to the following questions “What started the Civil War.” Working in their committees, students will create illustrations, prepare debate candidates, and/or design a campaign in which they attempt to prove their interpretation to be correct. After students finish their project, they will vote again. The interpretation that wins the most votes will be declared the winner, and as a class, the students will draft a resolution that promotes that interpretation of why the Civil War got started.
- Role of the Confederate Statues/Symbols in the 21st Century.
  - Students will identify the major symbols and figures of the Confederacy and analyze ongoing debates over their relevance in the 21st Century. Students will form their own opinions on what should happen with them and write hypothetical letters to the editor. Students will read their

peers' letters and organize them into different categories. The teacher or students can decide on categories, or you can use the following (1) "support removal of Confederate symbols," (2) "does not support removal of Confederate symbols," (3) "other." Students will form committees around these letters and the committee will draft a final letter from the collection. These final letters will be sent to the school newspaper, local community paper, and/or local and state government officials/representatives.

- Shame on you! (extending the Civil Rights era)
  - Students will evaluate the 15th amendment to the United States Constitution and briefly examine the Civil Rights Movement of the 1960's. Students will then research historical people between the era of the American colonies and post-Civil War Reconstruction that also fought for and/or promoted civil rights. Students will complete research on these individuals and create summaries as to why they should be seen as part of the Civil Rights Movement. These bios can be creatives, containing illustrations and imaginative artistic expression. This project will be best if students hang them on their locals, or make them available for other students to read and see.
- Government Response to past pandemics and the Covid-19 Response
  - The students will compare the differences in responses to pandemics between individual American states/colonies and the United States federal government. Also, students will be comparing the response to a past pandemic (colonial Smallpox, 1793 Yellow Fever, 19th century Cholera, and local outbreaks) to COVID-19. First, two United States maps will need to be created (ideally, students will hand create these maps with construction paper, they will be large, and they will be posted where other students can see the maps). Second, students will each be assigned a past American colony/state, and a modern day city, state, or territory. Once students have their city/state/colony, they will research how that area responded to both the past and modern



pandemics. Students will create brief summaries of their research and attach them to the map (consider using string to connect ideas to geographic positions). Once students complete the past and modern map, they need to compare the local and federal response. For example, using geographical tools, students will look at case numbers throughout the United States and identify differences between the states. Students will examine Governor Noem's response to Covid along with President Trump's. Or, students will also examine the stimulus passage passed in March, 2020 that included stimulus checks and the ppp program.

Throughout this process, the teacher will lead an informed discussion over the United States' response to the Covid-19 pandemic at both the national/state level, as well as the response to the past conflict. Students can finalize this project by writing a hypothetical letter to the editor of a local newspaper critiquing/praising the United States' response while determining if the government takes care of its people. Since the editor will have difficulty reading all these letters, students could work on choosing the best one in the class.

- Should the government tell us what to do?
  - Students will compare and contrast a historical event in which the United States government required something of citizens (ie. the draft, required to own a gun to be in the militia, ect.), and the current demands during the COVID-19 pandemic. Students will read information about both events and then answer the following questions in whole class or small group discussions; Should the government require us to wear facemasks? Should the government order its citizens to shelter in place? Should the government shut down public schools? Should the government require vaccinations against Covid-19?
- Polarization of political parties, past and present
  - Students could compare and contrast the belief system of the republican and democratic party on major issues in the United States today. For example: Healthcare, gun control, education, military, large/small federal government,

business, etc. Students could work to find common ground between the parties on key issues. Is there something needed, like the Bill of Rights in the Constitution, in any of the issues to create a compromise between the parties? After students complete this debate, they should look at the issues between the Federalists and Anti-federalists. Students will then describe how the past political parties were similar/different in their polarization today.

- Examining protests and their connection to the past
  - Students could investigate the events following the death of George Floyd in Minneapolis in May 2020 and create a timeline of major successes and challenges in the lives of African Americans from the 13th Amendment to modern day society. Once the timeline is completed, students should answer the following question; “How much of the past injustices against African American people affects the modern issues and events of today?” Students can talk about their answers in small groups as the teacher circulates and records observations. Once students are done discussing, as a class, they should provide solutions for racial injustice.
- Why does conflict lead to political change?
  - Students can research, compare & contrast, and explain arguments for a variety of political changes that have happened or tried to happen in the United States and around the world. We recommend that students choose or be given some of the following, or allow them to determine their own political changes that occurred because of conflict. Ultimately, we think it is important to understand that past actors believed conflict was necessary. If the teacher wants to extend this, they can have students complete a debate whether they decide the colonists were justified in declaring war on England. Based on that conversation, students should ask what that means for modern day issues that revolve around conflict.
  - Potential Historic Topics:
    - South Carolina under Andrew Jackson
    - Texas Annexation
    - Creation of the Confederate States of America

- Conquering of Native Nations
- Potential Modern Examples:
- Conquering of Native Nations
- Washington, D.C.
- Puerto Rico
- Quebec, Canada
- South Sudan

- The Power of Words
  - After studying the Declaration of Independence, teachers can provide a variety of influential speeches and writings throughout American History. (For example: Washington's Farewell Address, Journals of Lewis and Clark, Uncle Tom's Cabin excerpts, Gettysburg Address, Articles from the Liberator, Ain't I a Woman? by Sojourner Truth, What is the 4th of July by Frederick Douglass, FDR Fireside Chats, JFK's inaugural address, writings by Martin Luther King Jr, etc.)
  - After reading famous speeches and writings, students can write, considering example questions like the following:
    - What motivates a person to write or speak in such an influential way?
    - How do these writings and speeches influence people?
    - Why does history remember these writings and speeches?
    - How do writings and speeches like these have the power to change a society?
- Alliances with foreign powers
  - Students will research treaties and organizations, both past and present, to explain how the United States is involved in alliances all around the world. Past examples are the Treaty of Easton (Seven Years' War), the Nanfan Treaty (late-colonial), and The Iroquois Confederacy (pre-colonial and during colonial). Modern treaties and alliances are like the North American Free Trade Agreement, The North Atlantic Treaty Organization, and the United Nations. Students will compare & contrast the past and modern treaties/alliances using graphic organizers, presentations, and/or writing outlines to show the relationship between the past and present. For example, students can outline how the relationship between the

French and Patriots in the Revolution created a 250 year tradition of the United States working with other countries to receive and give economic support.

- Articles of Confederation Simulation
  - Students can participate in a simulation that focuses on the flaws of the Articles of Confederation. Students can be divided in groups, representing states, and tasked with creating their own state constitution. While students are creating their constitution, the teacher begins making comments:
    - “Virginia and Massachusetts have quite a bit of war damage. Anyone willing to help?”
    - “New York Harbor appears to have English ships moving in. Anyone willing to help?”
- Mock Constitutional Convention
  - Students can participate in a mock Constitutional Convention. Students can research the men in attendance at the Constitutional Convention and reenact their stance on the plans and the chosen compromise. For example, teachers can have students represent Edmond Randolph and James Madison while they introduce the New Jersey and Virginia Plans.
- 15 Amendments in Current Events
  - Teachers will provide students with articles, research, events, and news outlets which focus on the first 15 amendments to the Constitution. Teachers must ensure that for each amendment, there are at least two perspectives from the articles. For instance, students should have access to materials that discusses why people should be allowed to bear arms, and another
- Strengthening the Relationship between the U.S. Government and Native Americans in South Dakota
  - After researching the impact of Manifest Destiny on Native Americans, students should research the tribes present in South Dakota today. What challenges do the tribes face? What cultural aspects are present in the tribes? How does tribal law interact with federal or state law?
  - After research, students should compile a list of solutions to strengthen the relationship between

Native Americans and the United States government.

- Local Reform
  - 
  - Students will read information about different reform movements during the 19th century (ie. civil rights, women's suffrage, religious equity, ect.). Students will then write their opinion on whether or not these reform movements are still needed today. For instance, a student might argue that Black American still have voting inequities and that political action is needed to ensure they are easily able to vote. Once students write their opinion, they will give it to another student, who will then read and make comments on the argument. Students will continue to pass around their arguments until they have several affirmations and/or critiques. Based on the feedback, students will complete additional research to affirm the praise they received, determine the use of the critiques, and to prepare for any revision they themselves deem necessary. After research, students will rewrite their argument. All final arguments will be collected and shared with the class.
    - This activity is especially powerful if the teacher encourages it to lead to, or justify, a reform movement in the school or local area.
- Inventors of of the 21st century
  - After studying the impact of inventors and technology of the 19th century, teachers can compile a list of 21st century inventors and technology. Students can research the development of this technology and its impact on today's culture and society.
    - For Example: Sergey Brin/Larry Page and Google, Steve Jobs and smartphones, Mark Zuckerberg and social media, Elon Musk and space travel
  - Students could create a digital poster, demonstrating how these technologies impact the lives of a middle school student in the 21st century.
- The Revolution of Warfare in the United States
  - Students can create a timeline of major wars the U.S. have been involved in under the categories

of soldiers, civilians, women, and physical environment.

- Students can research how the U.S. has changed and evolved over the course of warfare from the American Revolution through the War on Terror, including the U.S. Civil War, WWI, WWII, Korea, Cold War, and Vietnam.
- Students will see how the preparation of soldiers has changed from Valley Forge in the Revolution to today's Basic Training, the involvement of civilians as spies in the Revolution and Civil War to rationing during the world wars and involvement of Civilian Public Service. They will also see the involvement of women from the Revolution to Clara Barton in the Civil War, and Rosie the Riveter campaign in WWII, and enlistment of women in the military today. Students can also take a physical geography approach to the environment to explain how land reparations were made through the Revolution and Civil War, and Germany's treaty agreement in WWI.
- We must know our history to know our present.
  - First, students will need to create three large timelines in a public school space (ie. hallway, cafeteria, library, ect.). These timelines should go between the end of the Civil War to present day. Once students have done this, they will be divided into three groups: political, economic, and social. Once students are in these three groups, they should further divide themselves into subgroups; for example, "political" could be divided further into conservative, liberal, Republican, Democrat, small state, large state, rural, urban, and so on (even if the teacher has sub-groups prepared, students should participate in the creation of additional ones that they think are important). Students should then research the major events of each category between American Reconstruction to the modern era. As students discover events, they will create tags with that event's name and place it on the timeline (we advise creating a color code for the different groups). Once the timelines are filled, students will connect events from Reconstruction to modern day ones using yarn (again a color code could be useful if you

want students to make inferences). We wrote suggestions below of events that could be included.

- For example:
  - Political: 10% Plan, Wade-Davis Bill, Reconstruction Act, 13th-15th Amendments, Jim Crow Laws, Amnesty Act, Compromise of 1877.
  - Economic: Veteran's Affairs for Confederate and Union military members, Transcontinental Railroad, Sharecropping, Homestead Act
  - Social: Jim Crow South, Ku Klux Klan, segregation, carpetbaggers, scalawags
- After research, students could compile a list of legislation, organizations, monuments, and events that exist today because of the political, economic, and social effects of Reconstruction
  - For example: Brown vs. Board of Education, Veteran's Affairs, NAACP, Martin Luther King Jr. Memorial, etc.
- Through their research and collective lists, students can begin to see how the events of Reconstruction shaped a major part of our culture today.
- Conflicting points of view in middle school
  - Teachers could choose a "hot button" topic for middle school students to analyze and debate. Examples could include chewing gum in class, texting in class, hats in class, food in class, school start/end time, homework debates, etc. Students create the essential question around the topic to be debated with involvement from students across grade levels in the building, administration, teachers, paraprofessionals, custodial staff, and a parent. Students will consider all points of view from each of the above mentioned parties and come to a vote on the issue. Students will see that politicians should hear and consider all points of view from their constituents before voting on an issue in the U.S. government.
- Historical Figures Yesterday and Today
  - As a year end activity, or unit end activity, students could identify key individuals or groups from a time period studied in class, and research similar figures or organizations active today.

	<p>Students could consider what made these people historically significant and how current groups are impacting today's society.</p> <ul style="list-style-type: none"> <li>■ Example: What similarities and differences does George Washington share with recent U.S. Presidents?</li> <li>■ Example: Are groups like the Sons of Liberty active in today's culture? How so?</li> <li>■ Example: How do the Democratic-Republicans and Federalists of the first administrations impact the political culture of today?</li> <li>■ Example: What successes and challenges are found in the events surrounding Manifest Destiny? Are these successes and challenges still present today? If yes, how so?</li> <li>■ Example: How are the actions of the Abolitionist movement of the Reform era, Civil Rights movement, and Black Lives Matter similar? How are they different?</li> </ul> <ul style="list-style-type: none"> <li>● Which founding primary document is most essential in today's society? <ul style="list-style-type: none"> <li>○ After studying the meaning and purpose of the Declaration of Independence, Articles of Confederation, U.S. Constitution, and Bill of Rights, students create an argumentative writing piece explaining which document is most essential to our society today with at least three pieces of evidence cited from the document and ties to current events.</li> <li>○ As a supplement to the writing, students could engage in discussions with students who chose the same document, and students who chose different documents.</li> </ul> </li> </ul>
<p><b>High School Economics</b></p>	<ul style="list-style-type: none"> <li>● Create a family budget for a trip. <ul style="list-style-type: none"> <li>○ Students would work with family to prioritize needs and wants within family budget constraints.</li> </ul> </li> <li>● Assist in event planning for school and community activities (i.e. post-prom, 4-H, etc.) <ul style="list-style-type: none"> <li>○ Students would work with school or activity committees to create plans, etc. in order to meet organizational goals.</li> </ul> </li> </ul>



- Create and distribute information for a school-wide public service campaign.
  - Students would create posters, pamphlets, etc. encouraging time and money management.
- Write a letter to a government leader advocating for change in how the United States answers one of the basic economic questions.
  - Students research individual issues, creating action plans for change and discuss those possibilities with members of government.
- Research the decision-making process of a governmental body, local, state, or national, based on the basic economic questions.
  - Students gain knowledge on current or historical events and how they relate to specific economic content knowledge.
- Meet with local business leaders and outline their use of the factors of production and hypothesize how they might make changes while using them.
  - Students have the opportunity to experience business-level decision-making within a small business. This allows experiential learning through business operations and decision-making.
- Document and share the history of a specific business illustrating its use of the factors of production (i.e. Amazon, Walmart, etc.).
  - Students demonstrate the successes, and possible failings, of large businesses. Emphasis place on their use of the factors of production (i.e. labor, natural resource use, etc.).
- Create a presentation depicting how businesses in the community participate in the circular flow diagram of our nation's economy.
  - Students link local businesses and community organizations to the larger national and, possibly, global circular flow diagram.
- Create an art piece (i.e. model, drawing, painting, metalwork, etc.) depicting the circular flow diagram.
  - Students demonstrate understanding of complex economic relationships in artistic form, ultimately explaining the interconnected nature of the economy.
- Interview a local business person and report on their business organization.
  - Students relate content knowledge with real-world examples from their community.

- Write a newspaper article, for use in a local newspaper or school newspaper, tracing the decision-making process for a business based on news reports.
  - Students connect previous knowledge, decision-making, to business organizations and link demonstrate that information to the community around them.
- Based on a production possibilities curve, write a letter to the editor encouraging a stance on one position.
  - Students analyze reasons for and against current and historically-based economic decisions in the United States.
- Create a video public service announcement raising awareness on the nation's current position on the production possibilities curve.
  - Students provide a persuasive interpretation of economic reasoning to raise awareness of economic issues within the United States.
- Organize a classroom forum involving local business leaders and/or government officials discussing the marginal decision-making process.
  - Students connect with local business and/or government leaders discussing the importance of making economic decisions that incorporate marginal analysis.
- Create and display an infographic demonstrating the ideal time spent on given topics (i.e. sleep, spending, study habits).
  - Students research a given topic developing arguments and then transfer that knowledge to persuasive infographics demonstrating the importance of intentional decision-making.
- Create an artist representation contrasting perfect competition and imperfect competition.
  - Students apply concrete economic reasoning in an abstract interpretive format for display to others in their school or community.
- Meet with a local business leader, document supply factors, and create a supply schedule and curve for a specific product.
  - Students connect with local business leaders and apply economic knowledge to issues in their community.
- Meet with a local business leader, document demand factors, and create a demand schedule and curve for a specific product.
  - Students connect with local business leaders and

apply economic knowledge to issues in their community.

- Write an article for the school newspaper stressing the price of a current good or service as a result of supply and demand.
  - Students connect course concepts with economic phenomena in the world around them.
- Create a cartoon strip demonstrating the importance of the equilibrium point.
  - Students connect coursework with a story arc and demonstrate it in such a way that others can follow the depiction.
- Meet with a local business owner and discuss changes in their market environment, consumer choice, etc.
  - Students connect content knowledge with real world phenomena while connecting with the public.
- Create a collage of advertisements, news stories, etc. that illustrate causes for changes in supply and demand.
  - Students take abstract course content and present it in an original work, thereby demonstrating the concepts they have internalized.
- Write a letter to a government official about a locally produced good or service noting the need for implementation or removal of price ceilings, price floors, and/or subsidies.
  - Students connect course content with logical persuasively formatted arguments while linking them to decision makers in the community.
- Write a letter to the editor of a local newspaper advocating for the U.S. to reevaluate an economic goal or goals.
  - Students relay information they have internalized and take action promoting change in their community.
- Create posters advocating for one of the economic goals of the United States and post them around the school.
  - Students demonstrate course knowledge while displaying understanding to their school community.
- Meet with local business owners and discuss the importance of economic resources (i.e. human capital, labor, etc.) as they attempt to produce goods and services.
  - Students tie information learned in class to local

community and business structures.

- Create a poster demonstrating local examples of the circular flow diagram and post them throughout the school.
  - Students portray class content to the greater school community and raise awareness of the interconnected nature of the economy.
- Research a given economic indicator and write a letter to a state or national lawmaker voicing concern or appreciation for the treatment of that indicator.
  - Students connect course content with historical evidence to advocate for continuation or change in current legislation.
- Participate in a round table discussion with business leaders (small and large) about an essential question (i.e. what is the optimal way to decrease labor costs, etc.)
  - Students demonstrate an understanding of the content while sifting through difficult questions while receiving insights from experts in their field.
- Volunteer to clean roadways, ditches, or other public spaces.
  - Students relate service to government agencies and the services they provide to demonstrate the positive externalities they provide.
- Debate, contemporary or historical, government expenditures based on their negative and positive consequences.
  - Students discuss the merits of government programs and expenditures based on economic merit.
- Write a letter to a state or national lawmaker supporting or refuting current fiscal policy.
  - Students identify key attributes, positive and negative, of a fiscal policy in hopes of persuading others and thereby demonstrating their understanding of the course content.
- Invite representatives from local financial intermediaries to join together in a forum explaining their services.
  - Students will gain insights into professionals in this field and perhaps contacts for future financial planning.
- Create poster, or digital presentation, demonstrating the needed fiscal policy changes from a historical time period (i.e. Great Depression, U.S. Housing Crisis, et.c) and present it.

- Students demonstrate course content through depictions intended to educate others about the challenges faced by past generations and the subsequent actions of the Federal Reserve.
- Create artwork (i.e. music, collage, mural, photography, sculpture, etc.) illustrating a positive or negative aspect of communism, socialism, or capitalism.
  - Students internalize content information and form depictions to present to others in order to communicate the key concepts of that content.
- Collaboratively write a resolution for implementation in a mock legislative session based on the level of government in the economy (i.e. environmental concerns, minimum wage, etc.)
  - Students describe and advocate for change based on current events and sensibilities.
- Present emergent technologies to local business leaders and demonstrate the positive impact on their business.
  - Students demonstrate content-specific knowledge and create a discourse with local experts in their field.
- Create infographics demonstrating economic changes based on technology changes between distinct eras AND circulate the infographic via social media.
  - Students present information in a clear format in order to illustrate the changes the economy has experienced based on shifts in technology.
- Present to lower grades student-created businesses and how the government interacts with them.
  - Students demonstrate their understanding while teaching others, thereby providing sound assessments of their learned skills.
- Invite a representative from a non-governmental organization to meet via video conference and speak on that organization's role in fostering economic development.
  - Students are allowed to interact with an entity much larger than their local community and participate in a dialogue as a global citizen.
- Invite a representative from a non-governmental organization or an international economic organization to meet via video conference and speak on that organization's role in fostering economic development.
  - Students will be able to interact with an entity much larger than their local community and participate in a dialogue as a global citizen.

	<ul style="list-style-type: none"> <li>● Bring local leaders (i.e. business owners, community leaders, and state representatives) together to discuss the possibility of utilizing local resources on a global scale. <ul style="list-style-type: none"> <li>○ Students connect classroom content to large-scale thinking, while networking with local experts, producing possibly viable economic growth options.</li> </ul> </li> <li>● As a class or individually, students can write letters to government officials in favor or against a protectionist action <ul style="list-style-type: none"> <li>○ Students demonstrate an understanding of content material and the consequences of such actions by advocating and attempting to persuade government leaders.</li> </ul> </li> <li>● Initiate an informed conversation with a knowledgeable adult face-to-face, via video conferencing technology, or blogpost and document the conversation. <ul style="list-style-type: none"> <li>○ Students are encouraged to evaluate meaningful and accurate source material while participating in an informed conversation, thus engaging in higher order thinking.</li> </ul> </li> <li>● Write an editorial promoting or refuting the implementation of a trade agreement. <ul style="list-style-type: none"> <li>○ Students must research and formulate arguments in a logical order and advocate for the creation or dissolution of trade agreements based on those standards, thus promoting deep content knowledge.</li> </ul> </li> <li>● Create an infographic demonstrating sources of contemporary value for a country's currency (i.e. U.S. dollar and the health of agriculture, etc.) and display it at school. <ul style="list-style-type: none"> <li>○ Students connect content from various economics standards and display it in a logical and explanatory fashion.</li> </ul> </li> <li>● Design a marketing campaign or strategy (i.e. bumper stickers, etc.) that encourages or discourages global interdependence. <ul style="list-style-type: none"> <li>○ Students research interdependence and illustrate their perspective through carefully planned design choices, in order to persuade others.</li> </ul> </li> </ul>
<p><b>High School Government</b></p>	<ul style="list-style-type: none"> <li>● Attend a board meeting <ul style="list-style-type: none"> <li>○ Observe the operation and function of government.</li> </ul> </li> </ul>

- Discussion of the purpose of government
  - Use a current event or reference article that inspires an informed conversation to develop an understanding of the relationship between the people and the government.
- Analyze an elected official's social media account
  - Use the elected official's social media account to identify a purpose of government and explain how it impacts citizens.
- Initiate an informed conversation
  - Use a current event or reference article that inspires an informed conversation about various forms of government.
    - Develop an understanding of the relationship between the people and the government.
- All three of the following activities will let students take a deeper dive into the British history that had a direct or indirect impact on the origins of the United States government.
  - Write a mock newspaper editorial
  - Initiate an informed conversation
  - Document and share oral histories/narratives
- The following four activities would enable students to educate their fellow students/citizens on religion's role in shaping western political thought.
  - For example the guests (2nd bullet point) could be local religious or political leaders that you invite to have a large group discussion with your class.
    - Create art to advocate (music, photography, murals, etc.)
    - Deliberate essential question with invited guests
    - Initiate an informed conversation
    - Document and share oral histories/narratives
- The following activities work well to help students expand on the ideas of political ideologies and corresponding economic ideologies and determine the impact both of these elements play on governments. The activities allow students to expand on their thinking and questions.
  - Create short public service announcements
  - Work collaboratively to write a resolution
  - Create a class position statement
  - Create a community education pamphlet

- The following activities are excellent methods for exercising one's rights in a limited government. Each activity can be completed by a student's own research and choice or as a whole class or group activity.
  - Circulate a petition
  - Organize a rally
  - Champion a boycott
- All three of the following activities will let students take a deeper dive into history and be able to evaluate the claims made in the Declaration of Independence to justify our independence from England.
  - Write an article for the school newspaper
  - Initiate an informed conversation
  - Create a class position statement
- All three of the following activities will allow students to dive deeper into history to help them explain and evaluate the strengths and weaknesses of the Articles of Confederation
  - Write a mock newspaper editorial
  - Create and circulate an infographic (meme)
  - Present to another class
- Write a newspaper editorial
- Create and circulate an infographic
- Make and circulate a video
- Deliberate essential question with invited guests
- Initiate an informed conversation
  - As suggestions for the five activities listed above: Your class could engage in a classroom discussion on this issue that could begin with students and then culminate in a discussion with outside community members.
    - Your class could create posters, infographics, or videos that all the students to showcase how the Preamble's goals resonate within society today.
- Write a letter to a government official
- Write an article for the school newspaper
- Create art to advocate (music, photography, murals, etc.)
- Work collaboratively to write a resolution
  - As suggestions for the four activities listed above: Your class could make their voices heard through writing by having them write about the



need for compromise within our government. While our nation's founding relied upon compromise, it seems to be missing today. An editorial piece or a letter to an elected official can highlight this key component to our politics: national, state, and local.

- Your class could tap into their artistic side through the creation of artwork that highlights the various compromises within our Constitution. This could be a culminating end product for the students as they learn about the compromises and various groups that advocated for the provisions within the Constitution.
- Contact an organization with whose platform you agree and see how you can get involved
- Organize a "flyer" campaign to raise awareness
- Organize fundraising event for a cause
- Form a club
- Create a community education pamphlet
- Organize a rally
  - As suggestions for the six activities listed above: Your class could reach out to organizations that seek to protect our civil liberties found within the Bill of Rights to see how they can help to support their efforts. This could be in the form of community service, fundraising, or informational pamphlets that can be distributed to parents or community members.
  - Your class could seek to develop a club (permanent or temporary) that could seek to raise awareness on these issues and organize some form of community outreach to raise awareness on our civil liberties.
- Present research to decision makers
- Write a newspaper editorial
- Make a press release
- Start a social media campaign
- Create and circulate an infographic
- Make and circulate a video
- Write a letter to a government official
- Work collaboratively to write a resolution
- Create a class position statement

- Circulate a petition
  - As a suggestion to the ten activities listed above:Your class could have students develop a position statement that either affirms our current system of checks and balances or advocates for changes to the system. This could be presented to elected officials, written as an editorial in the local paper, or for ambitious students this could result in seeking to have the state push for an amendment to the US Constitution.
- Write a letter to a government official
- Work collaboratively to write a resolution
- Create a class position statement
- Initiate an informed conversation
- Organize a “flyer” campaign to raise awareness
- Circulate a petition
  - As a suggestion to the six activities listed above:Your class could seek to advocate for legislation (city, state, or national) that would benefit society or their community. This could be through reaching out to elected officials to present their ideas or by creating specific legislation to present to them.
  - Your class could also bypass the elected officials and seek to develop a petition campaign about the specific legislation they would like to see be developed.
- Write a newspaper editorial
- Start a social media campaign
- Create a Facebook or Web page on an issue
- Make and circulate a video
- Create short public service announcements
- Write a letter to a government official
- Write an article for the school newspaper
- Create a class position statement
  - As a suggestion to the eight activities listed above: Your class could extend the learning by advocating for the current system or for changing it. This can take the form of developing awareness in society through editorials, social media platforms, audio/visual

creations, or reaching out to elected officials.

This would allow for the student to advocate for their position and utilize the research they gained while learning about the Electoral College.

- Write a newspaper editorial
- Create and circulate an infographic
  - As a suggestion to the two activities listed above: Your class could create an infographic that details the historical grounds for judicial review. This could showcase the length of time and depth of impact of judicial review in our nation.
  - Additionally, a student could also write an editorial piece that advocates for or against judicial review and utilize historical references to it from our nation's history.
- Write a newspaper editorial
- Write a letter to a government official
- Write an article for the school newspaper
- Contact an organization with whose platform you agree and see how you can get involved
  - As a suggestion to the four activities above: Students can identify leaders who represent individuals in the various levels of government addressed in this standard and write them a letter, write an article in the school newspaper about a recent leadership decision, and research which organizations these representatives belong to and get more involved if they wish.
- Organize fundraising event for a cause
- Form a club
- Circulate a petition
- Bringing stakeholders together for a classroom forum
- Create a poster and hang it in a public space
- Create a community education pamphlet
- Organize community service
- Organize a rally
  - As a suggestion to the eight activities listed above: The definition of civic virtue to set aside personal rights for the good of the whole. Therefore, several activities can be done to

encourage individuals to improve conditions for the community as a whole. These activities provide a vehicle to exercise virtuous actions such as a school-wide recycling program.

- Create a class position statement
- Present to another class
  - As a suggestion to the two activities listed above: Using the basic concepts of a democracy create a class position statement on a current event topic. Share this statement with other classes and defend it. Create a document with a talking point that may reflect the minority opinion on your class statement.
- Students can make an infographic, video or public service announcement about the importance of the U.S. Constitution and how these constitution principles impact them.
- Students can identify a list of positive and negative rights and in small groups or individually take an action step to draw attention to those rights. If students perceive that this particular area is a right that is often violated they can create a product that illustrates that constitutional right violation. A good starting point is the right to privacy. The following activities are suggestions of how this can be illustrated:
  - Write a newspaper editorial
  - Make a press release
  - Start a social media campaign
  - Create a Facebook or Web page on an issue
  - Organize a rally
- Have students identify a “controversial topic (s)”. Facilitate a classroom debate regarding this topic and how it affects individual freedoms and how it affects the common good. Have students take a side and encourage them to create awareness for the issue or take action by circulating a petition, organizing a rally or participating in a boycott. A good example may be texting while driving or seat belt usage. The following activities are suggestions of how these ideas can be demonstrated.
  - Organize a “flyer” campaign to raise awareness
  - Circulate a petition
  - Organize a rally

- Champion a boycott
- Document and share oral histories/narratives
  - Have students research their own personal histories/narratives regarding their ancestral citizenship. Have students privately journal their findings.
- Bringing stakeholders together for a classroom forum
  - Bring together a panel of local experts to address immigration in their community. Or encourage them to attend local panels if they exist.
- Create a community education pamphlet
  - Create a pamphlet of what it means to be a citizen.
- Civic Engagement Participation: Encourage students to act virtuous. This can be as simple as cleaning up their work space, parking their car legally, following the rules, and/or actively participating in classroom discussions.
- Write a newspaper editorial
  - The editorial can be about a hot button topic that engages students in the use of credible research skills.
- Create and circulate an infographic
  - Creating an infographic on an assigned topic engages students in presenting information in a visual manner that relies heavily on the use of credible research.
- Create short public service announcements
  - Creating a public service announcement can raise awareness on an important issue and students must support it with reliable data.
- Contact an organization with whose platform you agree and see how you can get involved
  - After completing an ideological assessment, the students can send letters, postcards, or emails to politicians who have similar beliefs.
- Host a panel discussion
  - Group students together by different political parties and have them conduct research on 3-4 issues favored by the party. The students would present the issues to the class in a panel discussion format and take questions from the crowd.

- Form a club
  - Students could work with school administration to form clubs like Young Democrats or Young Republicans.
- Deliberate essential question with invited guests
  - Invite community and civic leaders to class to discuss racial stereotypes and possible solutions.
- Organize a “flyer” campaign to raise awareness
  - Teams of students can create flyers to raise awareness of how minority groups face bias in the mainstream media.
- Document and share oral histories/narratives
  - Invite community and civic leaders to class to share examples of how media bias has affected them in their role as a leader.
- The students can research how these examples of Civil Disobedience have been used in the United States and whether they had a positive or negative impact on government policies. The students could also brainstorm ways in which they could use Civil Disobedience to implement change (some examples are shown below).
  - Organize a rally
  - Champion a boycott
  - Circulate a petition
- Organize community service
  - The students could work with civic and community leaders to identify possible areas of need and possible volunteer opportunities.
- Organize fundraising event for a cause
  - The students could work with civic and community leaders to identify possible areas of need and organize a fundraising event.
- Host a volunteer fair
  - Civic and community groups could be invited to the school for a volunteer fair to promote their cause.
- Deliberate essential question with invited guests
  - Invite federal, state, local, and tribal leaders to class and ask them to: Evaluate the influence of media in politics on the local, tribal, state, national and international levels.
- Bringing stakeholders together for a classroom forum or work collaboratively to write a resolution
  - Have the students moderate a class forum or to write a resolution.
- Make and circulate a video

	<ul style="list-style-type: none"> <li>○ Using a compelling question and have the students create a FIVE minute video essay addressing it. Example: Since 1975, have American presidents made America safer?</li> <li>● Initiate an informed conversation       <ul style="list-style-type: none"> <li>○ Conduct a Socratic Seminar with your class using a compelling question related to U.S. foreign policy.</li> </ul> </li> <li>● Create a class position statement       <ul style="list-style-type: none"> <li>○ The class will collaborate together to create a mission statement for the United States outlining the foreign policy philosophy.</li> </ul> </li> <li>● Make a press release       <ul style="list-style-type: none"> <li>○ Students will create a press release defending membership of the United States in a specific international organization.</li> </ul> </li> <li>● Create and circulate an infographic       <ul style="list-style-type: none"> <li>○ Create an infographic that describes the mission statement for various international organizations.</li> </ul> </li> <li>● Work collaboratively to write a resolution       <ul style="list-style-type: none"> <li>○ Moderate a discussion that addresses this compelling question: The United States should recognize the Oceti Sakowin as an independent nation. The concluding activity will be the creation of a resolution.</li> </ul> </li> </ul>
<p><b>High School Geography</b></p>	<ul style="list-style-type: none"> <li>● Use GIS to identify the local voting precinct       <ul style="list-style-type: none"> <li>○ Reference government (.gov) and other governmental websites to find information about local voting precincts</li> </ul> </li> <li>● Sketch a map of your voting precinct       <ul style="list-style-type: none"> <li>○ This activity allows students to use mental maps to illustrate information useful to civic engagement.</li> </ul> </li> <li>● Create and circulate an infographic       <ul style="list-style-type: none"> <li>○ Creating any document such as an infographic will allow students to employ mental maps to organize information</li> </ul> </li> <li>● Create a community education pamphlet       <ul style="list-style-type: none"> <li>○ Students can create a pamphlet that describes their community in terms of each of the five themes of geography.</li> </ul> </li> <li>● Debate a specific human-environment interaction       <ul style="list-style-type: none"> <li>○ Give students a specific human-environment interaction and divide the class into two groups. One group debates how the interaction is</li> </ul> </li> </ul>

positive for the environment and the other group debates how it is detrimental to the environment.

- Have students identify the five themes of geography related to a current event.
  - Students are engaged with current events and can identify those events in geographic terms.
- Create a class position statement
  - Have students plot the location of the various sports teams in a given sports league and their mascot name. They then debate whether that mascot name could be considered offensive by a group of people in that region.
- Compare and contrast forms of government between cultures
  - Students can create a poster, write a compare and contrast paper or create their own compare and contrast presentation to show the differences between the governments of different countries, regions or cultures.
- Create a social media campaign
  - Students create a social media campaign identifying why their city is suitable for a high quality of life.
- Create short public service announcements promoting a particular place or region
  - Students need to provide specific evidence of physical and cultural characteristics that promote the place or region discussed.
- Document and orally share histories/narratives of a place that fits within more than one region
  - Students should use political, cultural, and physical histories/narratives to explain why a place may be included in more than one region.
- Organize a “flyer” campaign to raise awareness
  - Students create informational “fliers” to illustrate how particular regions or places are connected/interconnected.
- Field trip to museum, zoo, botanical gardens.
  - This is an opportunity for the kids to see what their communities have to offer, under a variety of different disciplines. Also gives the kids a chance to view different elements of Earth’s elements. Inspiration to be more involved in their communities.
- Present to another class



- Students prepare a presentation of earth's physical systems, to be shared with a physical science class at HS or elementary level.
- Organize a rally
  - Students will need to identify where populations are distributed so that their rally will gain the most attention and participation.
- Host a classroom debate
  - Debate the question: How is diversity a positive thing for your school, city, region?
- Work collaboratively to write a resolution
  - Students will work together to identify cultural diversity and formulate a mission statement to encourage tolerance and acceptance.
- Initiate an informed conversation
  - Students should debate advantages and disadvantages of legal restrictions on immigration.
- Create short public service announcements
  - Students will create a public service announcement (advertisement) advocating the use or adaptation of the environment for a specific purpose (dams/irrigation, roads, pipelines, landscaping,...).
- Initiate an informed conversation
  - Compare and contrast how different groups of people have altered their environments, during various acts of protest.
- Champion a boycott
  - Students will need to take a position against the use of a resource that a culture has been dependent upon.
- Organize fundraising event for a cause
  - Students will organize (possibly hypothetical) a campaign to raise funds to purchase or rent the equipment needed to alter the landscape at their school or somewhere in the community.
- Contact an organization with whose platform you agree and see how you can get involved.
  - Students research and contact an organization working toward the issue of global climate change.
- Organize community service
  - Students organize a blood drive in collaboration with the American Red Cross, or other organizations to help victims of natural disasters.

	<ul style="list-style-type: none"> <li>● Start a social media campaign to bring about awareness of an environmental issue affecting a student’s community. <ul style="list-style-type: none"> <li>○ Students will use social media to organize and coordinate a campaign aimed at community environmental issues.</li> </ul> </li> <li>● Bringing stakeholders together for a classroom forum <ul style="list-style-type: none"> <li>○ Students will invite assess the validity of expert opinion regarding human impact on the environment; invite those experts to discuss a local environmental issue.</li> </ul> </li> <li>● Create a class position statement <ul style="list-style-type: none"> <li>○ Students will evaluate the varying degrees of human systems impact on the environment. Make a statement about the continued use, or cessation of use, for a specific system.</li> </ul> </li> <li>● Host a debate <ul style="list-style-type: none"> <li>○ Debate the question of whether the United States should do more than what we are currently doing to protect our environment.</li> </ul> </li> </ul>
<p><b>High School U.S. History</b></p>	<ul style="list-style-type: none"> <li>● Research American Indian Movement (or other native rights groups) <ul style="list-style-type: none"> <li>○ Students will make connections between treaties, ideas of tribal sovereignty, land ownership, the Bill of Rights/U.S. constitution, and/or other negotiated agreements to see the effects and connections of current day Native American tribes. This helps students understand the tribal citizenship Native American students have.</li> </ul> </li> <li>● Classroom Debate <ul style="list-style-type: none"> <li>○ Compare current and past societal problems and have students argue their case with supporting evidence (Look at how they worked towards their goals, how public support evolved, etc.)</li> </ul> </li> <li>● Investigate the expansion/contraction of Presidential powers (ex. WWI gov’t took over telephones) <ul style="list-style-type: none"> <li>○ Compare the prompt to the powers of modern legislation/presidential powers. Students could write a letter to the editor regarding the powers of government versus individual rights.</li> <li>○ Students could also investigate the relationship between war and civil rights</li> </ul> </li> <li>● Investigate voting rights in America where students will: <ul style="list-style-type: none"> <li>○ Commonalities of those groups that could vote vs. those that couldn’t</li> </ul> </li> </ul>

- Mechanisms that kept certain groups from voting
- How voting rights look in America today
  - Contact voting advocacy groups to get an idea of how this work to promote voting rights continues today
- Connect with local government on a local issue in order to try to bring about a resolution
  - Email a local government official or government office to discuss a local issue and ways to solve it. Through this email, students will learn the process of how a resolution is designed and can be brought about.
- Look at modern systems of slavery
  - Contact groups that work to abolish modern slavery and make a PSA
- Researching a local or national company
  - Research or visit, if possible, a business and further research their business practices. Then write a letter to the editor about business practices, create a mock plan to entice a business to come to your area. Students can research the potential impact (positive and negative) of having a specific business come to their area.
- Research local memorials and their history
  - Create a presentation regarding why the memorials exist for some events and not others.
- Identify minority groups and research their role in the community
  - Students can research minority groups (races, ethnicities, religions) to see the impact their community has on the broader community. Students could create PSAs about the diversity of their local areas.
- Have students research current foreign policies and the countries that are involved in these policies. Reach out to foreign embassies to get their viewpoints on events/global relations. (Group project preferable)
  - Email an embassy regarding specific policies. Have students create a multimedia project or posters for a gallery walk to display what they have learned.
- Meet with/contact local or state government officials to examine how a bill becomes a law
  - Students could email government officials to gain insight. They could also examine/predict

	<p>based on research they have how incorporating elements of other state constitutions could change/ impact South Dakota</p> <ul style="list-style-type: none"><li>○ Invite a state or local lawmaker to address the class about pending legislation that he or she is sponsoring and the process by which it is passed (or not).</li><li>● Compare state constitutions to the U.S. Constitution or other states<ul style="list-style-type: none"><li>○ Students can create a presentation comparing and contrasting state constitutions. Invite a local or state government official to address the class regarding how the lawmaking process works at the corresponding level.</li></ul></li><li>● Investigate voter data as it relates to religious affiliation<ul style="list-style-type: none"><li>○ Religious affiliation changed due to the Second Great Awakening. By investigating religious affiliation in their own communities, students will be able to also investigate their own communities for evidence of how the Second Great Awakening directly affected their own communities.</li></ul></li><li>● Media literacy - show students the bell curve of media outlets (can be found through an internet search) and discuss.<ul style="list-style-type: none"><li>○ Analyze local media sources to evaluate media's influence on local government/politics. Students could create their own bell curve of local media outlets. Students could also examine what perspectives are represented (or under-represented) and create an ad campaign based on their findings.</li></ul></li><li>● Debate<ul style="list-style-type: none"><li>○ Students could debate the merits of more (or less) regulation for a given industry. Choose a local industry if possible.</li><li>○ Students can research state representatives/Senators' voting records on recent financial relief packages and email their office to determine the reasons for his or her votes.</li><li>○ Students can also see what types of financial assistance is available to both individuals and businesses at the state level. They could work in groups and brainstorm ways to improve these programs.</li></ul></li><li>● Past and current veteran and homefront support</li></ul>
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	<ul style="list-style-type: none"> <li>○ Have students look at how those on the homefront lived/what they gave up to support soldiers in WWII as compared to more recent conflicts. Students could build on this idea and get involved in a local effort to support veterans.</li> <li>● Write an editorial both past and present       <ul style="list-style-type: none"> <li>○ Students could write a letter to the editor from the perspective of a colonist (or a loyalist) and advocate for their position. Students could then write a present day editorial regarding an issue they feel passionate about. Students can analyze similarities and differences in their letters and writing styles as they write past and present.</li> </ul> </li> <li>● Deliberate an essential question with an invited guest       <ul style="list-style-type: none"> <li>○ Students could create essential questions to deliberate with a local historian as many of the universities in our area are excited to work with high school students. Begin by having students create essential questions regarding the successes and failures of Reconstruction. Teachers can contact the history department of any university by using the university website.</li> </ul> </li> <li>● Create art to advocate       <ul style="list-style-type: none"> <li>○ Create propaganda posters. Students can create propaganda posters that compare Cold War policies to modern policies (ex: MAD, containment policy etc) OR that compare the Civil Rights Movement to more contemporary rights movements. These posters are designed to bring awareness to past and present events.</li> </ul> </li> </ul>
<p><b>High School World History</b></p>	<ul style="list-style-type: none"> <li>● Write an article for the school newspaper       <ul style="list-style-type: none"> <li>○ Students will inform readers of the origins of religious denominations located in South Dakota connecting back to the Reformation.</li> </ul> </li> <li>● Infographic utilizing a theme of continuity and change with topics such as the evolution of the U.S. relationship between countries such as Russia and China throughout history.       <ul style="list-style-type: none"> <li>○ Students will identify and describe examples of continuity and change in World History eras in relation to U.S. foreign relations and how that impacts the average American in today's society.</li> </ul> </li> <li>● Create a poster, depicting how John Locke's views impacted America's Enlightenment experience.       <ul style="list-style-type: none"> <li>○ Connect Locke's ideas of natural rights, social contract theory, separation of powers, and life,</li> </ul> </li> </ul>

liberty, and property to American ideals, matching that evidence to American historical documents and examples of how those concepts are used today.

- Compare/Contrast
  - Have the Students use a method (T-Chart, Web Diagram, Venn Diagram) to show the similarities and differences between the French Revolution and the protests of 2020. In addition, reflect on what possible outcomes could be expected through history.
- Champion a (Civil) Protest
  - Have students research a civil protest and explain the significance and the changes the protest brought forth.
- Create a (Civil) Protest
  - Pick something you feel is an injustice in your community and suggest ways to properly change it.
- Reflection on the Industrial revolutions
  - Using evidence, students will connect elements of the Industrial Revolution and/or agricultural revolutions to daily life then and now, answering one or both of the compelling questions using historical and contemporary examples.
    - Did the Industrial Revolution improve daily life? Or Did the Agricultural Revolution improve daily life?
- Create a product (infographic, podcast, flyer...) that connects present ideologies in a current event with positive changes in society
  - Students will use informed action to communicate their understanding of the impact of differing ideology in their world.
- Class debate on a social topic
  - Students will be put in pairs and debate a social issue. Students will use perspective, propaganda, etc. to explain their side. This meets grade level to stand for a topic with factual arguments.
- Students write reactions to a primary source document. Several documents with various views are used
  - .Students discuss the bias and worldviews of the documents, explaining how different perspectives emerge from a single event.
    - Students conclude on how to reach the facts through the various perspectives.

- Examples: Christopher Columbus, colonization, growth of 19th Century Empires
  - Extension of the activity - choose a current topic and interpret the bias or differing views of media outlets that cover the story
    - Students fact-check the information of the various articles
- Identify and describe examples of young people who took on contemporary issues thereby becoming role models.
  - Students will analyze various forms of citizen action that influence public policy decisions.
- Identify a current issue/theme and create a piece of propaganda.
  - Students will employ effective propaganda techniques on an issue or theme of their choosing.
- Present research to decision makers: When is war justified? (Exhibit, Essay, etc.)
  - Students collect information to answer the inquiry question. With a mix of information and pictures, students defend their position based on the explanations of the information discovered.
- Write a claim
  - Write a claim about an economic issue seen in your community. Explain why the issue should be changed or stay the same. Back up by facts from history and current events that show relevance to the claim. Encourage students to share to the school or community.
- Write a newspaper editorial describing with a position of whether the United States should use or maintain atomic weapons.
  - This will create discussion on the necessity of nuclear weapons, both during World War II and in contemporary times. How does this view affect foreign policy and government funding?
- Write a resolution to global problems
  - Students identify global issues, then split into groups, offering solutions.
    - Students discuss HOW to address the problems and the cause and effect relationships of those solutions.
    - Student groups present to one another, offering suggestions and feedback on the solutions that are developed.

	<ul style="list-style-type: none"><li>● Research a topic<ul style="list-style-type: none"><li>○ Take a topic that is debated in society and find multiple primary and secondary sources to support the claims you make. When completed, share with school and/or the community. Amount of sources needed may be determined by topic and grade level.</li></ul></li><li>● Students utilize a variety of sources on current events through the lens of reasoning questions:<ul style="list-style-type: none"><li>○ Who's behind the information?</li><li>○ What's the evidence?</li><li>○ What do other sources say?<ul style="list-style-type: none"><li>■ Students learn why the source of information is so important and practice analyzing information based on who created it.</li></ul></li></ul></li><li>● Civic Learning/Expressing (Spreading Civic Awareness)<ul style="list-style-type: none"><li>○ Finding multiple sources to support or protest a political issue (party, candidate/politician, social issue, etc.) support your claim with the "according to's. . ." of multiple, credible sources.</li></ul></li></ul>
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