



## Principles of the Constitution through Time Popular Sovereignty



**Learning Objective:** The student will understand how the principles of the Constitution have been reflected in historical events.

**TEKS:** Texas History 13A, USH 8.15D, Government 6D

**Materials Needed:** Copy of vocabulary graphic organizer, copy of appropriate principle handout, and access to internet to show video.

**Teacher Background:** The following lesson plan is designed to accompany the LRE video series #LiamLearns. The lesson plan that is provided is designed to be used in the following subjects: Texas History, 8<sup>th</sup> Grade US History, US History 1877 to the present, and U.S. Government. Each of the stimulus pieces attached to each principle have been selected to allow the principle to be reviewed throughout the various courses. Note: The intended course is located at the bottom of each page.

### Teaching Strategy:

1. Explain to students that they will be reviewing “Popular Sovereignty” one of the principles of the Constitution and that they will be watching a short video to remind them of the concept followed by analyzing the concept in history.
2. Provide each student with a vocabulary graphic organizer, and explain that as they watch the following video, that they need to be prepared to define the principle, provide a definition, and an example.
3. Have students watch the video on Popular Sovereignty at the following link:  
<http://www.texaslre.org/liamlearns/>
4. When students have finished watching the video, give them time to complete their graphic organizer and check for student understanding by having students share their learning.
5. Once students have an understanding of the term, provide them with the appropriate document for their grade level and have them analyze using the questions provided.

Note: Strategies for various types of primary sources have been included in this lesson to help students with analyzing different types of sources. They are located at the end of this lesson plan.

Each grade level is hyperlinked to a Google Document. Suggested Units to use documents:

1. [Texas History](#) – Causes of the Civil War
2. [8<sup>th</sup> Grade US History](#)- Sectionalism Unit
3. [US History 1877 to present](#) – Progressive Era
4. [Government](#) – Congress Unit

## **Document Analysis Suggested Answers**

Below you will find suggested answers for each of the documents. Each bullet represents the questions asked on the documents.

### 7th Grade

- Possible Text Evidence: "Texas abandoned her separate national existence and consented to become one of the confederate States"
- Sam Houston

### 8th Grade

- The image shows the two opposing sides to the issue of slavery. Students may point out the Confederate and U.S. Flags, people moving west in the background, the men dead in bottom of the image, the weapons, the tornado in the background symbolizing chaos of the result of the decision of the Kansas-Nebraska Act to allow popular sovereignty to determine if the territories would be slave or free.
- Student answers will vary, could be about local elections.

### US History 1877 to Present

- The image supports popular sovereignty because women are voting in this scene and through voting they support the ideal that "we the people" support the power of the government.

### Government

- The power of individuals to choose their elected representatives supports the idea that the power comes from the people.
- Prior to this amendment, Senators had been chosen by their state legislatures and not directly from the people.