Eminent domain is the idea that the government can seize private property in order to better the majority. On one side, a community can advance and will become financially and physically stronger; on the other side, it’s someone’s private property that is being used to help someone else. Is it fair?

**Task**

Explore situations of eminent domain in America’s history. These can include historical situations (such as the Indian Removal Act) or events in our community (the farms bought to make the new bypass in Danville). Narrow down an example of eminent domain and choose a stance: was eminent domain a good idea, or was that land the rightful property of the citizen? You will write an argumentative essay to support your stance, along with a speech persuading your audience to your argument.

**Criteria**

Driving question- Is it ever ok to take someone’s property? Is it ok to take someone’s property if it betters, or helps the country?

Entry event – simulation activity (property is taken from a student to help the greater good).
## 8th Grade ELA & SS PBAT

**Student friendly goals and timeline:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>I can statements</th>
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<tbody>
<tr>
<td></td>
<td>I can research and choose a real life situation of eminent domain, and declare a perspective/claim.</td>
</tr>
<tr>
<td></td>
<td>I can analyze the Declaration, Constitution and bill of Rights to identify 3 pieces of evidence to support my claim in an outline.</td>
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<tr>
<td></td>
<td>I can explain how the purpose of the American government is to protect and/or enhance the citizens of America in my outline.</td>
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<tr>
<td></td>
<td>I can develop a clear introduction which engages and intrigues the reader, explains the situation, and states my claim/perspective to the problem.</td>
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<tr>
<td></td>
<td>Using the evidence and arguments from my outline, I can develop 3 body paragraphs that argue and persuade my readers to agree with my stance. These will include effective transitions, vocabulary/diction, correct spelling, grammar and punctuation.</td>
</tr>
<tr>
<td></td>
<td>I can utilize geography tools (maps, graphs, charts) while developing and discussing my research.</td>
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<tr>
<td></td>
<td>I can develop a counterargument which acknowledges the opposing perspective and can prove it incorrect. I will also conclude my essay by wrapping up my points by revisiting my claim in a new way, or give the readers something to think about.</td>
</tr>
<tr>
<td></td>
<td>I can include reliable sources in MLA format, using summarizing and quotation skills to enhance my arguments. I will include a works cited page.</td>
</tr>
<tr>
<td></td>
<td>I can formulate a speech with appropriate communication etiquette, including speaking in a clear, projected voice, using effective eye contact, gestures, and appropriate attire.</td>
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</tbody>
</table>
8TH GRADE ELA & SS PBAT

Standards

SOCIAL STUDIES

(Stanford 10) Students will choose a perspective on the Indian Removal Act and argue/persuade members of Congress to vote for/against the bill by:

- Analyzing the Declaration of Independence, Constitution and Bill of Rights to argue how these protect the people’s personal rights.

- Evaluating and analyzing the basic principles of American democracy to argue how the government must function to protect/enhance America.

- Utilize geography tools (maps, charts, graphs) while developing and discussing my research.

(CCA) SS-08-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens.

ENGLISH LANGUAGE ARTS

Argumentative writing:

WR.8.1: Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

WR.8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Speaking/Listening skills:

SL.8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciations.

Reading/Peer Editing:
**8TH GRADE ELA & SS PBAT**

Ri.8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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**ENGLISH LANGUAGE ARTS & HISTORY/SOCIAL STUDIES COMMON CORE STANDARDS**

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-Literacy.WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.6-8.1d Establish and maintain a formal style.

CCSS.ELA-Literacy.WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-Literacy.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.