

*We the People: The Citizen and The Constitution*

Elementary Level Text Correlation

To

***United States History, Canada, Mexico, and  
Central America***

*Fifth Grade Course*

*North Carolina Social Studies Standard Course of Study*



*We the People: The Citizen and the Constitution* introduces students to the study of constitutional government in the United States. It is not a conventional history text focusing on people and events; rather it presents a history of ideas. As such, it is designed to help elementary students understand the most important ideas of our constitutional system and how they were developed. Its intent is to provide students with knowledge about how the Constitution came into existence, why it took the form it did, and how it has functioned for the past two hundred years. By gaining such an understanding, students will be preparing for the responsibilities of citizenship.

The *We the People* text is an excellent supplementary resource for teaching American history in the fifth grade social studies course, *United States History, Canada, Mexico, and Central America*. In addition, this text will provide students with the foundation for a civic education, thus equipping them intellectually to be active, participating citizens.

This correlation document identifies *We the People* lessons teachers can use to address the competency goals and objectives of the fifth grade curriculum. In addition to the content presented, the lesson design and suggested activities in the text provide opportunities for students to acquire and develop strategies identified in each of the following five skill competency goals and the corresponding objectives in the *North Carolina Social Studies Standard Course of Study*:

*Skill Competency Goal 1: The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.*

*Skill Competency Goal 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.*

*Skill Competency Goal 3: The learner will acquire strategies to analyze, interpret, create, and use resources and materials.*

*Skill Competency Goal 4: The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.*

*Skill Competency Goal 5: The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.*

*We the People: The Citizen and The Constitution*

**Elementary Level Text – Table of Contents**

Unit & Lesson	Title
Unit One:	What basic ideas about government did the Founders have?
Lesson 1	What were the British colonies in America like in the 1700s?
Lesson 2	Why did the Founders believe that people needed a government?
Lesson 3	What is republican government?
Lesson 4	What is constitutional government?
Lesson 5	What ideas did the Founders use in the Declaration of Independence?
Lesson 6	What were the first state governments like?
Unit Two:	How did the Framers write our Constitution?
Lesson 7	What was the first national government like?
Lesson 8	How was the Philadelphia Convention organized?
Lesson 9	How many representatives should each state have in Congress?
Lesson 10	What did the framers do about the problem of slavery?
Unit Three:	How does the Constitution organize our government?
Lesson 11	What basic ideas about government are included in the Preamble to the Constitution?
Lesson 12	How does the Constitution limit the powers of our government?
Lesson 13	What is the legislative branch?
Lesson 14	What is the executive branch?

Lesson 15	What is the judicial branch?
Lesson 16	How did the Constitution create a federal system of government?
Unit Four:	How does the Constitution protect our basic rights?
Lesson 17	How does the Constitution protect your right to freedom of expression?
Lesson 18	How does the Constitution protect your right to freedom of religion?
Lesson 19	How does the Constitution protect your right to equal protection of the laws?
Lesson 20	How does the Constitution protect your right to due process of law?
Lesson 21	How does the Constitution protect your right to vote?
Unit Five:	What are the responsibilities of citizens?
Lesson 22	What is the role of the United States in the world today?
Lesson 23	What are some important responsibilities of citizens?
Lesson 24	How can citizens promote the common good?

Competency Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America.	
<i>Objective</i>	<i>We the People Lesson</i>
1.06 Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment.	Unit 1: Lesson 1
1.07 Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.	Unit 1: Lessons 3, 4 Unit 5: Lesson 22
Competency Goal 2: The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.	
<i>Objective</i>	<i>We the People Lesson</i>
2.01 Analyze major documents that formed the foundations of the American idea of constitutional government.	Unit 1: Lessons 5 Unit 3: Lessons 11, 12, 13, 14, 15, 16 Unit 4: Lessons 17, 19, 20, 21 Unit 5: Lessons 22, 23, 24
2.02 Describe the similarities and differences among the local, state, and national levels of government in the United States and explain their legislative, executive, and judicial functions.	Unit 1: Lesson 6 Unit 3: Lessons 12, 13, 14, 15, 16

<p>2.03 Recognize how the United States government has changed over time.</p>	<p>Unit 1: Lessons 2, 3, 4 Unit 2: Lessons 7, 8, 9, 10 Unit 3: Lessons 11, 12, 13, 14, 15, 16 Unit 4: Lessons 17, 18, 19, 20, 21 Unit 5: Lessons 22, 23, 24</p>
<p>2.06 Explain the role of public education in the United States.</p>	<p>Unit 1: Lesson 6</p>
<p>Competency Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.</p>	
<p><i>Objective</i></p>	<p><i>We the People Lesson</i></p>
<p>3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.</p>	<p>Unit 1: Lesson 1</p>
<p>3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.</p>	<p>Unit 1: Lesson 1 Unit 2: Lesson 10</p>
<p>3.03 Identify examples of cultural interaction within and among the regions of the United States.</p>	<p>Unit 1: Lesson 1 Unit 2: Lesson 10</p>
<p>3.04 Hypothesize how the differences and similarities among people have produced diverse American cultures.</p>	<p>Unit 1: Lesson 1 Unit 2: Lesson 10 Unit 4: Lesson 18</p>

3.05 Describe the religious and ethnic impact of settlement on different regions of the United States.	Unit 4: Lesson 18
Competency Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.	
<i>Objective</i>	<i>We the People Lesson</i>
4.04 Describe the causes and effects of the American Revolution, and analyze their influence on the adoption of the Articles of Confederation, the Constitution, and the Bill of Rights.	Unit 1: Lesson 5 Unit 2: Lessons 7, 8 Unit 4: Lesson 17
4.06 Evaluate the effectiveness of civil rights and social movements throughout the United States' history that reflect the struggle for equality and constitutional rights for all citizens.	Unit 2: Lesson 10 Unit 4: Lessons 19, 21
4.08 Trace the development of the United States as a world leader and analyze the impact of its relationships with Canada, Mexico, and selected countries of Central America.	Unit 5: Lesson 22

Correlation Committee:

Dr. Ted Scott Henson, Consultant - NC Partnership for Excellence, District Coordinator NC 06

Susan Temple, Social Studies Section NC Department of Public Instruction, retired; NC We the People State Coordinator

