

We the People: The Citizen and The Constitution

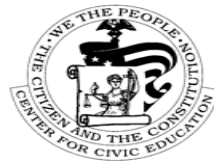
Secondary Level Text Correlation

To

United States History

Eleventh 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 text in constitutional law. Rather, its intent is to provide students with an understanding of how the Constitution came into existence, why it took the form it did, and how it has functioned for the past two hundred years.

The *We the People* text is an excellent supplementary resource for teaching United States History. Its aim is to provide students with an understanding of the American past and to equip them intellectually to be active, participating citizens. This text is a tool that enables students to learn something about political philosophy, history, and political science, thus providing them with the foundation of a civic education.

This correlation is intended to help teachers identify goals and objectives that are supported by lessons in the *We the People: The Citizen and the Constitution* high school text. The lessons correlate well with a course in United States History since they focus on ideas that have evolved over time to strengthen and sustain democracy in our country. Fundamental concepts in Lesson 40 such as majority rule, minority rights, sovereign power, fundamental rights, liberty, order, unity and diversity are the focus of study in earlier lessons in a variety of historical contexts. Throughout the history of the United States, many of these ideas have clashed. Lessons in the high school text offer students the opportunity to explore these conflicts by analyzing concrete examples from history when they engage in critical thinking exercises.

Constitutional themes are present in each era of our nation's history. In any era, there will be opportunities to explore constitutional themes such as the organization of government, the jurisdiction of the national government, and the protection of individual rights. *We the People* lessons provide a framework for studying these themes and other basic constitutional issues.

This correlation document identifies *We the People* lessons teachers can use to address the competency goals and objectives of the survey course in United States History. 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

Secondary Level Text – Table of Contents

| Unit & Lesson | Title |
|---------------|---|
| Unit One: | What Are the Philosophical and Historical Foundations of the American Political System? |
| Lesson 1 | What Would Life be Like in a State of Nature? |
| Lesson 2 | How Does Government Secure Natural Rights? |
| Lesson 3 | What Did the Founders Learn about Republican Government from the Ancient World? |
| Lesson 4 | How Did Modern Ideas of Individual Rights Develop? |
| Lesson 5 | What Were the British Origins of American Constitutionalism? |
| Lesson 6 | How Did Representative Government Begin in England? |
| Lesson 7 | What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Have? |
| Lesson 8 | Why Did the American Colonists Want to Free Themselves from Britain? What Basic Ideas about Government Did the Founders Put in the Declaration of Independence? |
| Lesson 9 | What Basic Ideas about Government Did the State Constitutions Include? How Did the New States Protect Rights? |
| Unit Two: | How Did the Framers Create the Constitution? |
| Lesson 10 | Why Did the Founders Want to Change the Articles of Confederation of 1781? |
| Lesson 11 | Who Attended the Philadelphia Convention? What Did They Agree to Do? |
| Lesson 12 | Why Did the Framers Use the Virginia Plan to Create the Constitution? |
| Lesson 13 | What Powers Were Granted to the Legislative Branch? |
| Lesson 14 | What Powers Were Granted to the Executive and Judicial Branches? |
| Lesson 15 | What Conflicting Opinions Did the Framers Have about the Completed Constitution? |
| Lesson 16 | What was the Anti-Federalists' Position in the Debate about Ratification? |
| Lesson 17 | What was the Federalists' Position in the Debate about Ratification? |
| | |

| | |
|--------------------|--|
| Unit Three: | How Did the Values and Principles Embodied in the Constitution Shape American Institutions and Practices? |
| Lesson 18 | How Was the Constitution Used to Organize the New Government? |
| Lesson 19 | What Rights Did the Constitution Protect? How Was the Bill of Rights Added to the Constitution? |
| Lesson 20 | What Caused the Rise of Political Parties? |
| Lesson 21 | What Is Judicial Review? Why Is It Controversial? |
| Lesson 22 | How Is Power Divided Between the Federal and State Government? |
| Unit Four: | How Have the Protections of the Bill of Rights Been Developed and Expanded? |
| Lesson 23 | What Were the Constitutional Issues That Led to the Civil War? |
| Lesson 24 | What Amendments to the Constitution Were Added to Protect the Rights of African Americans? |
| Lesson 25 | How Did the Fourteenth Amendment Expand Constitutional Protections of Rights? |
| Lesson 26 | How Did the Civil Rights Movement Use the Constitution to Achieve Its Goals? |
| Lesson 27 | How Has the Right to Vote Expanded Since the Adoption of the Constitution? |
| Lesson 28 | To What Extent Can the Law Correct Injustice and Other Problems in American Society? |
| Unit Five: | What Rights Does the Bill of Rights Protect? |
| Lesson 29 | Why Does the First Amendment Limit the Government's Power over Religion? |
| Lesson 30 | How Does the First Amendment Protect Freedom of Expression? |
| Lesson 31 | How Does the First Amendment Protect Freedom of Assembly, Petition, and Association? |
| Lesson 32 | What Is the Importance of Procedural Due Process? |
| Lesson 33 | How Do the Fourth and Fifth Amendments Protect Us Against Unreasonable Law Enforcement Procedures? |
| Lesson 34 | How Do the Fifth Through Eighth Amendments Protect Our Rights within the Judicial System? |
| | |

| | |
|------------------|--|
| Unit Six: | What Are the Roles of the Citizen in American Democracy? |
| Lesson 35 | What Does It Mean to Be a Citizen? |
| Lesson 36 | How Do We Use Our Citizenship? |
| Lesson 37 | How May Citizenship Change in the Nation's Third Century? |
| Lesson 38 | What Can American Citizens Learn about Constitutionalism from Other Countries? |
| Lesson 39 | What Are Some Constitutional Issues Facing United States Citizens in the Nation's Third Century? |
| Lesson 40 | What Is Meant by Returning to Fundamental Principles? |

United States History

We the People: The Citizen and The Constitution

| | |
|--|--|
| Competency Goal 1: The New Nation (1789 – 1820) The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic. | |
| <i>Objective</i> | <i>We the People Lesson</i> |
| 1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period. | Unit 1: Lesson 8 Unit 2: Lessons 10, 11, 13, 14, 15 16, 17, 18, 21 |
| 1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups. | Unit 3: Lessons 19, 20, 24 |
| 1.03 Assess commercial and diplomatic relationships with Britain, France, and other nations. | Unit 2: Lesson 14 Unit 3: Lesson 18 |
| Competency Goal 2: Expansion and Reform (1801 – 1850) The learner will assess the competing forces of expansionism, nationalism, and sectionalism. | |
| <i>Objective</i> | <i>We the People Lesson</i> |
| 2.01 Analyze the effects of territorial expansion and the admission of new states to the Union. | Unit 4: Lesson 28 Unit 5: Lesson 31 Unit 6: Lesson 35 |
| 2.03 Distinguish between the economic and social issues that led to sectionalism and nationalism. | Unit 5: Lesson 32 |

| | |
|---|---|
| 2.04 Assess political events, issues, and personalities that contributed to sectionalism and nationalism. | Unit 3: Lessons 20, 22 Unit 4: Lessons 25, 26 |
| 2.05 Identify the major reform movements and evaluate their effectiveness. | Unit 3: Lesson 18 Unit 4: Lesson 27 Unit 6: Lesson 35 |
| Competency Goal 3: Crisis, Civil War, and Reconstruction (1848 - 1877) The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation. | |
| <i>Objective</i> | <i>We the People Lesson</i> |
| 3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War. | Unit 3: Lesson 22 |
| 3.02 Analyze and assess the causes of the Civil War. | Unit 4: Lesson 23, 27 |
| 3.03 Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict. | Unit 4: Lesson 23 Unit 5: Lesson 32 |
| 3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end. | Unit 2: Lesson 13 Unit 4: Lessons 24, 25, 27 |
| 3.05 Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government. | Unit 2: Lessons 13, 14 Unit 3: Lessons 22, 24 |
| | |

| | |
|--|-----------------------------|
| Competency Goal 4: The Great West and the Rise of the Debtor (1860's – 1896) The learner will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation. | |
| <i>Objective</i> | <i>We the People Lesson</i> |
| 4.02 Evaluate the impact that settlement in the West had upon different groups of people and the environment. | Unit 4: Lesson 27 |
| Competency Goal 5: Becoming an Industrial Society (1877 – 1900) The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America. | |
| <i>Objective</i> | <i>We the People Lesson</i> |
| 5.01 Evaluate the influence of immigration and rapid industrialization on urban life. | Unit 6: Lessons 35, 36 |
| 5.03 Assess the impact of labor unions on industry and the lives of workers. | Unit 4: Lesson 26 |
| Competency Goal 6: The Emergence of the United States in World Affairs (1890 – 1914) The learner will analyze causes and effects of the United States' emergence as a world power. | |
| <i>Objective</i> | <i>We the People Lesson</i> |
| 6.01 Examine the factors that led to the United States taking an increasingly active role in world affairs. | Unit 6: Lesson 37 |
| Competency Goal 7: The Progressive Movement in the United States (1890 – 1914) The learner will analyze the economic, political, and social Reforms of the Progressive Period. | |
| <i>Objective</i> | <i>We the People Lesson</i> |
| 7.02 Analyze how different groups of Americans made economic and political gains in the Progressive Period. | Unit 4: Lesson 27 |

| | |
|---|---|
| 7.03 Evaluate the effects of racial segregation on different regions and segments of the United States' society. | Unit 4: Lesson 26 |
| Competency Goal 8: The Great War and Its Aftermath (1914 – 1930) The learner will analyze the United States' involvement in World War I and the war's influence on international affairs during the 1920's. | |
| <i>Objective</i> | <i>We the People Lesson</i> |
| 8.03 Assess the political, economic, social, and cultural effects of the war on the United States and other nations. | Unit 4: Lessons 26, 27 |
| Competency Goal 9: Prosperity and Depression (1919 – 1939) The learner will appraise the economic, social, and political changes of the decades of "The Twenties" and "The Thirties." | |
| <i>Objective</i> | <i>We the People Lesson</i> |
| 9.04 Describe challenges to traditional practices in religion, race, and gender. | Unit 4: Lessons 24, 25, 27 Unit 5: Lesson 29 |
| 9.05 Assess the impact of New Deal reforms in enlarging the role of the federal government in American life. | Unit 3: Lessons 22 |
| Competency Goal 10: World War II and the Beginning of the Cold War (1930's – 1963) The learner will analyze United States' involvement in World War II and the war's influence on international affairs in following decades. | |
| <i>Objective</i> | <i>We the People Lesson</i> |
| 10.01 Elaborate on the causes of World War II and reasons for United States' entry into the war. | Unit 6: Lessons 38, 39 |
| 10.03 Describe and analyze the effects of the war on American economic, social, political, and cultural life. | Unit 5: Lesson 30 |

| | |
|---|---|
| 10.05 Assess the role of organizations established to maintain peace and examine their continuing effectiveness. | Unit 6: Lesson 38 |
| Competency Goal 11: Recovery, Prosperity, and Turmoil (1945 – 1980) The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period. | |
| <i>Objective</i> | <i>We the People Lesson</i> |
| 11.01 Describe the effects of the Cold War on economic, political, and social life in America. | Unit 5: Lesson 30 |
| 11.02 Trace major events of the Civil Rights Movement and evaluate its impact. | Unit 3: Lesson 22 Unit 4: Lessons 26, 27 |
| 11.03 Identify major social movements including, but not limited to, those involving women, young people, and the environment, and evaluate the impact of these movements on the United States' society. | Unit 4: Lessons 25, 27, 28 |
| 11.06 Identify political events and the actions and reactions of the government officials and citizens, and assess the social and political consequences. | Unit 4: Lesson 28 |
| Competency Goal 12: The United States Since the Vietnam War (1973 – Present) The learner will identify and analyze trends in domestic and foreign affairs of the United States during this period. | |
| <i>Objective</i> | <i>We the People Lesson</i> |
| 12.02 Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States' citizens. | Unit 4: Lesson 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34 |
| 12.03 Identify and assess the impact of economic, technological, and environmental changes in the United States. | Unit 5: Lesson 30 |
| 12.04 Identify and assess the impact of social, political, and cultural changes in the United States. | Unit 6: Lessons 37, 38, 39 |

| | |
|--|----------------------------|
| 12.05 Assess the impact of growing racial and ethnic diversity in American society. | Unit 6: Lessons 37, 38, 39 |
| 12.06 Assess the impact of twenty-first century terrorist activity on American society. | Unit 6: Lesson 40 |
| | |

Correlation Committee:

Barbara Snowden, United States History Teacher, Currituck County Schools, retired; District Coordinator NC 01
 Doug Robertson, Social Studies Section, NC Department of Public Instruction, retired; District Coordinator NC 02
 Joe Webb, Project Citizen State Coordinator; District Coordinator NC 07
 Susan Temple, Social Studies Section, NC Department of Public Instruction, retired; NC We the People State Coordinator