

*We the People: The Citizen and the Constitution*

Middle Level Text Correlation

To

***North Carolina: Creation and Development of the State***

*Eighth 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 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.

The *We the People* text is an excellent supplementary resource for teaching the eighth grade social studies course, *North Carolina: Creation and Development of the State*. Its aim is to provide students with the foundation for a civic education, thus equipping them intellectually to be active, participating citizens. This text is a tool for providing students with an understanding of our nation's past as it relates to North Carolina.

This correlation document identifies *We the People* lessons teachers can use to address the competency goals and objectives of the eighth 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.*

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**Middle Level Text – Table of Contents**

Unit & Lesson	Title
<b>UNIT ONE:</b>	<b>WHAT WERE THE FOUNDERS' BASIC IDEAS ABOUT GOVERNMENT?</b>
Lesson 1	What were the British colonies in America like in the 1770s?
Lesson 2	Why do we need government?
Lesson 3	What is republican government?
Lesson 4	What is constitutional government?
Lesson 5	How can we organize government to prevent the abuse of power?
<b>UNIT TWO:</b>	<b>WHAT SHAPED THE FOUNDERS' THINKING ABOUT GOVERNMENT?</b>
Lesson 6	How did constitutional government develop in Great Britain?
Lesson 7	What experiences led to the American Revolution?
Lesson 8	What basic ideas about government are in the Declaration of Independence?
Lesson 9	What happened during the American Revolution? How did the government function?
Lesson 10	How did the states govern themselves after the Revolution?
Lesson 11	How did the Articles of Confederation organize the first national government?
<b>UNIT THREE:</b>	<b>WHAT HAPPENED AT THE PHILADELPHIA CONVENTION?</b>
Lesson 12	Who attended the Philadelphia Convention? How was it organized?
Lesson 13	How did the Framers resolve the conflict about representation in Congress?
Lesson 14	How did the Framers resolve the conflict between the Northern and Southern states?
Lesson 15	How did the Framers resolve the conflict about the powers of the legislative branch?
Lesson 16	How much power should be given to the executive and judicial branches?

<b>UNIT FOUR:</b>	<b>HOW WAS THE CONSTITUTION USED TO ESTABLISH OUR GOVERNMENT?</b>
Lesson 17	How did the Constitution create a federal system of government?
Lesson 18	How did the people approve the new Constitution?
Lesson 19	How did Congress organize the new government?
Lesson 20	How did political parties develop?
Lesson 21	How does the U. S. Supreme Court use the power of judicial review?
Lesson 22	How does the U. S. Supreme Court determine the meaning of the words in the Constitution?
<b>UNIT FIVE:</b>	<b>HOW DOES THE CONSTITUTION PROTECT OUR BASIC RIGHTS?</b>
Lesson 23	How does the Constitution protect freedom of expression?
Lesson 24	How does the Constitution protect freedom of religion?
Lesson 25	How has the right to vote expanded since the Constitution was adopted?
Lesson 26	How does the Constitution safeguard the right to equal protection of the law?
Lesson 27	How does the Constitution protect the right to due process of law?
<b>UNIT SIX:</b>	<b>WHAT ARE THE RESPONSIBILITIES OF CITIZENS?</b>
Lesson 28	What is the relationship of the United States to other nations in the world?
Lesson 29	What are the rights and responsibilities of citizenship?
Lesson 30	How might citizens participate in civic affairs?

Competency Goal 1: The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.	
<i>Objective</i>	<i>We the People Lesson</i>
1.05 Describe the factors that led to the founding and settlement of the American colonies including religious persecution, economic opportunity, adventure, and forced migration.	Unit 2: Lesson 9
1.06 Identify geographic and political reasons for the creation of a distinct North Carolina colony, and evaluate the effects on the government and economics of the colony.	Unit 2: Lesson 5
1.07 Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina and compare them to the other colonies.	Unit 2: Lessons 5, 9
Competency Goal 2: The learner will trace the causes and effects of the Revolutionary War and assess the impact of major events, problems, and personalities during the Constitutional Period in North Carolina and the new nation.	
<i>Objective</i>	<i>We the People Lesson</i>
2.01 Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities.	Unit 2: Lessons 5, 6
2.02 Describe the contributions of key North Carolina and national personalities from the Revolutionary War era and assess their influence on the outcome of the war.	Unit 2: Lesson 6

<p>2.04 Examine the reasons for the colonists' victory over the British and evaluate the impact of military successes and failures, the roles of foreign interventions, and ongoing political and economic domestic issues.</p>	<p>Unit 1: Lesson 4 Unit 1: Lesson 5 Unit 3: Lessons 11, 12, 13, 14, 15</p>
<p>2.05 Describe the impact of documents such as the Mecklenburg Resolves, the Halifax Resolves, the Albany Plan of Union, the Declaration of Independence, the State Constitution of 1776, the Articles of Confederation, the United States Constitution, and the Bill of Rights on the formation of the state and national governments.</p>	<p>Unit 1: Lessons 1, 2, 3, 4 Unit 2: Lessons 7, 8, 10 Unit 3: Lessons 11, 12, 13 Unit 4: Lessons 17, 18, 19, 20</p>
<p>Competency Goal 3: The learner will identify key events and evaluate the impact of reform and expansion in North Carolina during the first half of the 19<sup>th</sup> century.</p>	
<p><i>Objective</i></p>	<p><i>We the People Lesson</i></p>
<p>3.01 Describe the causes of the War of 1812 and the impact of the war on North Carolina and the nation.</p>	<p>Unit 4: Lesson 17</p>
<p>3.02 Investigate the conditions that led to North Carolina's economic, political, and social decline during this period and assess the implications for the future development of the state.</p>	<p>Unit 4: Lesson 20</p>
<p>3.04 Describe the development of the institution of slavery in the state and nation, and assess its impact on the economic, social, and political conditions.</p>	<p>Unit 3: Lesson 13</p>
<p>3.07 Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans and American Indians.</p>	<p>Unit 5: Lesson 25</p>

Competency Goal 4: The learner will examine the causes, course, and character of the Civil War and Reconstruction, and their impact on North Carolina and the nation.	
<i>Objective</i>	<i>We the People Lesson</i>
4.01 Identify and analyze the significance of the causes of secession from the Union, and compare the reactions in North Carolina to reactions in other regions of the nation.	Unit 3: Lesson 13
4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.	Unit 5: Lessons 25, 26
Competency Goal 7: The learner will analyze changes in North Carolina during the postwar period to the 1970s.	
<i>Objective</i>	<i>We the People Lesson</i>
7.02 Evaluate the importance of social changes to different groups in North Carolina.	Unit 5: Lessons 23, 24, 25, 26, 27
7.05 Evaluate the major changes and events that have affected the roles of local, state, and national governments.	Unit 5: Lessons 23, 24, 25, 26, 27
Competency Goal 8: The learner will evaluate the impact of demographic, economic, technological, social, and political developments in North Carolina since the 1970s.	
<i>Objective</i>	<i>We the People Lesson</i>
8.03 Describe the impact of state and national issues on the political climate of North Carolina.	Unit 5: Lessons 23, 24, 25, 26, 27

Competency Goal 9: The learner will explore examples of and opportunities for active citizenship, past and present, at the local and state levels.	
<i>Objective</i>	<i>We the People Lesson</i>
9.3 Describe the opportunities for and benefits of civic participation.	Unit 6: Lessons 28, 29, 30

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