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# Michigan K-12 Standards

# Social Studies





## ***We the People* Curriculum Crosswalk for: Michigan Social Studies Standards**

Usage: This correlation guide offers a crosswalk between the Grade 4 and 5 Michigan Social Studies Standards and the Level 1 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

## 3RD-5TH GRADE OVERVIEW

### 3rd-5th Grade-Specific Contexts

3rd	Michigan Studies	Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies.
4th	U.S. Studies	Using the context of the state of Michigan post statehood and the United States, 4th grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics organized by topic, region, or issue.
5th	Integrated U.S. History	Building upon the geography, civics and government, and economics concepts of the United States mastered in 4th grade and historical inquiry from earlier grades, the 5th grade expectations begin a more discipline-centered approach concentrating on the early history of the United States. Students begin their study of American history with Indigenous Peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students' understanding of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

### 3rd-4th Grade Social Studies Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
<b>Living and Working Together</b> Use historical thinking to understand the past in the local community. <b>Michigan History</b> Use historical thinking to understand the past in Michigan.	<b>The World in Spatial Terms</b> Use geographic representations to acquire, process, and report information from a spatial perspective. <b>Places and Regions</b> Understand how regions are created from common physical and human characteristics. <b>Human Systems</b> Understand how human activities help shape the Earth's surface. <b>Environment and Society</b> Understand the effects of human-environment interactions.	<b>Purposes of Government</b> Explain why people create governments. <b>Democratic Values and Constitutional Principles of American Government</b> Understand Democratic Values and Constitutional Principles of American government. <b>Structure and Function of Government</b> Describe the structure of government in the United States and how it functions. <b>Civic Participation</b> Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.	<b>Market Economy</b> Use fundamental principles and concepts of economics to understand economic activity in a market economy. <b>National Economy</b> Use fundamental principles and concepts of economics to understand economic activity in the United States. <b>International Economy</b> Use fundamental principles and concepts of economics to understand economic activity in the global economy.	<b>Identifying and Analyzing Public Issues</b> Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. <b>Persuasive Communication</b> Communicate a reasoned position on a public issue. <b>Civic Participation</b> Act constructively to further the public good.

### 5th Grade Integrated U.S. History Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Civic Participation
<b>U1 USHG Era 1</b> Beginnings to 1620 <b>U2 USHG Era 2</b> Colonization and Settlement <b>U3 USHG Era 3</b> Revolution and the New Nation	<b>G Geographic Perspective</b> <ul style="list-style-type: none"> <li>The World in Spatial Terms</li> <li>Places and Regions</li> <li>Physical Systems</li> <li>Human Systems</li> <li>Environment and Society</li> </ul>	<b>C Civic Perspective</b> <ul style="list-style-type: none"> <li>Purposes of Government</li> <li>Roles and Functions of Government</li> <li>Democratic Values and Constitutional Principles in American Democracy</li> <li>Civic Participation</li> </ul>	<b>E Economic Perspective</b> <ul style="list-style-type: none"> <li>Individual, Business, and Government Choices</li> <li>Economic Systems</li> </ul>	<b>P Public Discourse, Decision Making, and Civic Participation</b> <ul style="list-style-type: none"> <li>Identifying and Analyzing Public Issues</li> <li>Persuasive Communication</li> <li>Civic Participation</li> </ul>



## **HISTORY**

Individually and collaboratively, students will engage in planned inquiries to investigate post-statehood Michigan history.

### **H3 The History of Michigan (Beyond Statehood)**

Use historical thinking to understand the past.

4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities from statehood to present.

**Examples of questions may include but are not limited to:** What happened? When did it happen? Who was involved? How and why did it happen? How does it relate to other events or issues in the past, in the present, or in the future? What is its significance?

**Examples of economic activities may include but are not limited to:** agriculture, mining, manufacturing, lumbering, tourism, technology, and research.

4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.

4 – H3.0.3 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.

4 – H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.

4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.

4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.

**Examples may include but are not limited to:** stories, photos, artifacts, oral history, letters.

4 – H3.0.7 Describe past and current threats to Michigan’s natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources.

**Examples may include but are not limited to:** the Flint water crisis, invasive species, loss of sturgeon and wild rice.

## GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

### G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

4 – G1.0.1 Identify questions geographers ask in examining the United States.

**Examples may include but are not limited to:** Where is it? What is it like there? How is it connected to other places?

4 – G1.0.2 Identify and describe the characteristics and purposes of a variety of technological geographic tools.

**Examples of purposes may include but are not limited to:** measure distance, determine relative or absolute location, classify a region.

**Examples of tools and technologies may include but are not limited to:** globe, map, Geographic Information Systems (GIS), satellite image.

4 – G1.0.3 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

4 – G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States.

4 – G1.0.5 Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.

### G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

4 – G2.0.1 Describe ways in which the United States can be divided into different regions.

**Examples may include but are not limited to:** political regions, land-use regions, land-form regions, vegetation regions.

4 – G2.0.2 Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.

## G4 Human Systems

Understand how human activities help shape the Earth's surface.

4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.

**Examples may include but are not limited to:** forms of shelter, language, food.

4 – G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.

**Examples may include but are not limited to:** movement of fossil fuels, clothing, retirees, refugees, migrant farm workers, and manufacturing jobs into and within the United States.

## G5 Environment and Society

Understand the effects of human-environment interactions.

4 – G5.0.1 Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.

## CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan's government, and rights and responsibilities of citizenship.

### C1 Purposes of Government

Explain why people create governments.

4 – C1.0.1 Identify questions political scientists ask in examining the United States.

**Examples may include but are not limited to:** What does government do? What are the basic values and principles of American democracy? What are the roles of the citizen in American democracy?

4 – C1.0.2 Describe the purposes of government as identified in the Preamble of the Constitution.

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Level 1 curriculum connections

- Unit 3, Lesson 11: What basic ideas about government are in the Preamble to the Constitution?



## C2 Democratic Values and Constitutional Principles of American Government

4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

**Examples may include but are not limited to:** individual rights (e.g., freedom of religion, freedom of expression, and freedom of press).

### *We the People*

#### Level 1 curriculum connections

- **Unit 3, Lesson 11:** What basic ideas about government are in the Preamble to the Constitution?
- **Unit 3, Lesson 12:** How does the Constitution limit the powers of our government?
- **Unit 4, Lesson 17:** How does the Constitution protect your right to freedom of expression?
- **Unit 4, Lesson 18:** How does the Constitution protect your right to freedom of religion?

4 – C2.0.2 Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations.

**Examples of rights may include but are not limited to:** voting, freedom of religion, freedom of expression, and freedom of press.

**Examples of values may include but are not limited to:** common good, equality, individual rights, justice (fairness), right to alter laws.

### *We the People*

#### Level 1 curriculum connections

- **Unit 4, Lesson 17:** How does the Constitution protect your right to freedom of expression?
- **Unit 4, Lesson 18:** How does the Constitution protect your right to freedom of religion?
- **Unit 4, Lesson 19:** How does the Constitution protect your right to equal protection of the laws?
- **Unit 4, Lesson 20:** How does the Constitution protect your right to due process of law?
- **Unit 4, Lesson 21:** How does the Constitution protect your right to vote?

## C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions.

4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government.

**Examples may include but are not limited to:** election of public officers, separation of powers, checks and balances, Bill of Rights.

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#### Level 1 curriculum connections

- **Unit 3, Lesson 12:** How does the Constitution limit the powers of our government?

4 – C3.0.2 Give examples of powers exercised by the federal government, tribal governments and state governments.



**Examples for federal government may include but are not limited to:** coining of money, declaring war.

**Examples for tribal governments may include but are not limited to:** issuing hunting, gathering, and fishing licenses, issuing tribal identification cards.

**Examples for state governments may include but are not limited to:** issuing driver's licenses, issuing marriage licenses.

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**Level 1 curriculum connections**

- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?
- **Unit 3, Lesson 15:** What is the judicial branch?
- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?

4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

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**Level 1 curriculum connections**

- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?
- **Unit 3, Lesson 15:** What is the judicial branch?

4 – C3.0.4 Describe how the powers of the federal government are separated among the branches.

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**Level 1 curriculum connections**

- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?
- **Unit 3, Lesson 15:** What is the judicial branch?

4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government.

**Examples may include but are not limited to:** presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments.

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**Level 1 curriculum connections**

- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?
- **Unit 3, Lesson 15:** What is the judicial branch?

4 – C3.0.6 Describe how the President, members of the Congress, Supreme Court Justices are elected or appointed.

**Examples may include but are not limited to:** elections versus appointments.

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Level 1 curriculum connections

- Unit 3, Lesson 13: What is the legislative branch?
- Unit 3, Lesson 14: What is the executive branch?
- Unit 3, Lesson 15: What is the judicial branch?

4 – C3.0.7 Explain how the federal government uses taxes and spending to serve the purposes of government.

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Level 1 curriculum connections

- Unit 3, Lesson 13: What is the legislative branch?
- Unit 3, Lesson 16: How did the Constitution create a federal system of government?

## C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life

4 – C5.0.1 Explain the responsibilities of members of American society.

**Examples may include but are not limited to:** initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror.

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Level 1 curriculum connections

- Unit 5, Lesson 23: What are some important responsibilities of citizens?
- Unit 5, Lesson 24: How can citizens promote the common good?

4 – C5.0.2 Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.

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Level 1 curriculum connections

- Unit 4, Lesson 17: How does the Constitution protect your right to freedom of expression?
- Unit 4, Lesson 18: How does the Constitution protect your right to freedom of religion?
- Unit 4, Lesson 19: How does the Constitution protect your right to equal protection of the laws?
- Unit 4, Lesson 20: How does the Constitution protect your right to due process of law?
- Unit 4, Lesson 21: How does the Constitution protect your right to vote?
- Unit 5, Lesson 23: What are some important responsibilities of citizens?
- Unit 5, Lesson 24: How can citizens promote the common good?

4 – C5.0.3 Describe ways in which people can work together to promote the values and principles of American democracy.

## *We the People*

### Level 1 curriculum connections

- **Unit 5, Lesson 23:** What are some important responsibilities of citizens?
- **Unit 5, Lesson 24:** How can citizens promote the common good?

## ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

### **E1 Market Economy**

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 4 – E1.01 Identify a good or service produced in the United States and apply the three economic questions all economies must address.

**Examples may include but are not limited to:** What goods and services will be produced? How will these goods and services be produced? Who will consume the goods and services?

- 4 – E1.0.2 Describe characteristics of a market economy.

**Examples may include but are not limited to:** private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization.

- 4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.

**Examples of positive incentives may include but are not limited to:** responding to a sale, saving money, earning money.

**Examples of negative incentives may include but are not limited to:** library fines.

4 – E1.0.4 Explain how price affects decisions about purchasing goods and services.

**Examples may include but are not limited to:** substitute goods, complementary goods.

4 – E1.0.5 Explain how specialization and division of labor increase productivity.

**Examples may include but are not limited to:** assembly lines.

4 – E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.

**Examples may include but are not limited to:** supply, demand.

4 – E1.0.7 Describe the role of money in the exchange of goods and services.

**Examples may include but are not limited to:** people earn income and use the income to purchase goods and services.

4 – E1.0.8 List goods and services governments provide in a market economy and explain how these goods and services are funded.

**Examples of goods and services may include but are not limited to:** libraries, roads, parks, the Mackinac Bridge.

**Examples of funding may include but are not limited to:** taxes, tolls, fees.

## **E2 National Economy**

Use fundamental principles and concepts of economics to understand economic activity in the United States.

4 – E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment.

**Examples may include but are not limited to:** changing demand for natural resources, changes in technology, changes in competition.

## **E3 International Economy**

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

4 – E3.0.1 Identify advantages and disadvantages of global competition.

## **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)**

### **P3.1 Identifying and Analyzing Public Issues**

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.

4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.

4 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the United States.

**Examples may include but are not limited to:** common good, equality, individual rights, justice (fairness).

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Level 1 curriculum connections

- Unit 5, Lesson 23: What are some important responsibilities of citizens?
- Unit 5, Lesson 24: How can citizens promote the common good?

### **P3.3 Persuasive Communication About a Public Issue**

Communicate a reasoned position on a public issue.

4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

### **P4.2 Civic Participation**

Act constructively to further the public good.

4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

4 – P4.2.2 Participate in projects to help or inform others.

## 5TH GRADE INTEGRATED U.S. HISTORY

### INTEGRATED\* U.S. HISTORY ORGANIZED BY ERA – GRADE 5

#### USHG ERA 1 – Beginnings to 1620

- 1.1 Indigenous Peoples' Lives in the Americas
- 1.2 European Exploration
- 1.3 African Life Before the 16th Century
- 1.4 Three World Interactions

#### USHG ERA 2 – Colonization and Settlement (1585-1763)

- 2.1 European Struggle for Control of North America
- 2.2 European Slave Trade and Slavery in Colonial America
- 2.3 Life in Colonial America

#### USHG ERA 3 – Revolution and the New Nation (1754-1800)

- 3.1 Causes of the American Revolution
- 3.2 The American Revolution and its Consequences
- 3.3 Creating New Governments and a New Constitution (introduced in 5th grade; begins 8th grade expectations)

Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, "Native American" and "American Indian," while Canadian history uses "First Peoples" to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using "Indigenous Peoples" throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

\*Geography, Civics and Government, and Economics are integrated into the historical context.

## **U1 USHG ERA 1 – BEGINNINGS TO 1620**

Individually and collaboratively, students will engage in planned inquiries to understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

### **U1.1 Indigenous Peoples' Lives in the Americas**

Describe the lives of the Indigenous Peoples living in North America prior to European contact.

5 – U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.

5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.

5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.

### **U1.2 European Exploration**

Identify the causes and consequences of European exploration and colonization.

5 – U1.2.1 Explain the technological and political developments that made sea exploration possible.

**Examples may include but are not limited to:** the invention of the astrolabe, improved maps, the rise of nation-states.

5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.

**Examples may include but are not limited to:** the economic, political, cultural, and religious consequences of colonization, including who was impacted.

### **U1.3 African Life Before the 16th Century**

Describe the lives of peoples living in West Africa prior to the 16th century.

5 – U1.3.1 Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).

5 – U1.3.2 Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.



## U1.4 Three World Interactions

Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.

5 – U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.

5 – U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

**Examples may include but are not limited to:** letters, diaries, maps, documents, narratives, pictures, graphic data.

5 – U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.

5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.

## U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)

Individually and collaboratively, students will engage in planned inquiries to understand how European values and institutions transferred to and modified in the colonies, and how slavery reshaped European and African life in the Americas.

### U2.1 European Struggle for Control of North America

Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.

5 – U2.1.1 Describe significant developments in the Southern colonies, including:

- patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement.
- the establishment of Jamestown.
- the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).
- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
- the development of colonial representative assemblies (House of Burgesses).
- the development of slavery.

5 – U2.1.2 Describe significant developments in the New England colonies, including:

- patterns of settlement and control including the impact of geography (land-forms and climate) on settlement.

- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.
- the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government.
- religious tensions in Massachusetts that led to the establishment of other colonies in New England.

5 – U2.1.3 Describe significant developments in the Middle colonies, including:

- patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement.
- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
- the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies.
- immigration patterns leading to ethnic diversity in the Middle colonies.

5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.

5 – U2.1.5 Explain the economic, political, cultural, and religious causes of migration to colonial North America.

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Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?

## **U2.2 European Slave Trade and Slavery in Colonial America**

Analyze the development of the slave system in the Americas and its impact.

5 – U2.2.1 Describe Triangular Trade, including:

- the trade routes.
- the people and goods that were traded.
- the Middle Passage.
- the impact on life in Africa.

5 – U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.

5 – U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.

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Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?

Distinguish among and explain the reasons for regional differences in colonial

America. 5 – U2.3.1      Locate the New England, Middle, and Southern colonies on a map.

5 – U2.3.2      Describe the daily lives of people living in the New England, Middle, and Southern colonies.

5 – U2.3.3      Describe colonial life in America from the perspectives of at least three different groups of people.

**Examples may include but are not limited to:** perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples.

5 – U2.3.4      Describe the development of the emerging labor force in the colonies.

**Examples may include but are not limited to:** cash-crop farming, slavery, indentured servants.

5 – U2.3.5      Make generalizations about the reasons for regional differences in colonial America.

#### *We the People*

#### Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?

### **U3 USHG ERA 3 REVOLUTION AND THE NEW NATION (1754-1800)**

Individually and collaboratively, students will engage in planned inquiries to investigate the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

#### **U3.1 Causes of the American Revolution**

Identify the major political, economic, and ideological reasons for the American Revolution.

5 – U3.1.1      Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.

5 – U3.1.2      Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.

#### *We the People*

#### Level 1 curriculum connections

- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?

5 – U3.1.3      Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).

**Examples may include but are not limited to:** the Boston Tea Party, quartering of soldiers, writs of assistance, the closing of colonial legislatures.

#### *We the People*

#### Level 1 curriculum connections

- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?

5 – U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies.

**Examples may include but are not limited to:** addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation.

#### *We the People*

#### Level 1 curriculum connections

- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?

5 – U3.1.5 Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.

#### *We the People*

#### Level 1 curriculum connections

- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?

5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.

**Examples may include but are not limited to:** Mayflower Compact, House of Burgesses and town meetings; the Iroquois Confederacy; protecting individual rights and promoting the common good; natural rights; limited government; representative government.

### *We the People*

#### Level 1 curriculum connections

- Unit 1, Lesson 2: Why did the Founders believe that people needed a government?
- Unit 1, Lesson 3: What is a republican government?
- Unit 1, Lesson 4: What is a constitutional government?

5 – U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

## **U3.2 The American Revolution and its Consequences**

Explain the multi-faceted nature of the American Revolution and its consequences.

5 – U3.2.1 Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.

5 – U3.2.2 Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.

5 – U3.2.3 Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.

5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).

## **U3.3 Creating New Government(s) and a New Constitution**

Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.

5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.

### *We the People*

#### Level 1 curriculum connections

- Unit 1, Lesson 6: What were the first state governments like?
- Unit 2, Lesson 7: What was the first national government like?

5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation.

**Examples may include but are not limited to:** lack of national army, competing currencies, reliance on state governments for money.

*We the People*

Level 1 curriculum connections

- Unit 2, Lesson 7: What was the first national government like?

5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.

*We the People*

Level 1 curriculum connections

- Unit 2, Lesson 8: How was the Philadelphia Convention organized?

5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.

**Examples may include but are not limited to:** the Great Compromise, the Three-Fifths Compromise.

*We the People*

Level 1 curriculum connections

- Unit 2, Lesson 9: How many representatives should each state have in Congress?
- Unit 2, Lesson 10: What did the Framers do about the problem of slavery?

5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government.

**Examples may include but are not limited to:** fear of a strong executive, representative government, and the importance of individual rights.

*We the People*

Level 1 curriculum connections

- Unit 3, Lesson 12: How does the Constitution limit the powers of our government?
- Unit 3, Lesson 13: What is the legislative branch?
- Unit 3, Lesson 14: What is the executive branch?
- Unit 3, Lesson 15: What is the judicial branch?

5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.

**Examples may include but are not limited to:** the Tenth Amendment, enumerated powers, reserved powers.

*We the People*

Level 1 curriculum connections

- Unit 3, Lesson 16: How did the Constitution create a federal system of government?

5 – U3.3.7 Describe the concern that some people had about individual rights and

why the inclusion of a Bill of Rights was needed for ratification.

#### *We the People*

##### Level 1 curriculum connections

- [Unit 1, Lesson 6](#): What were the first state governments like?

5 – U3.3.8 Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.

#### *We the People*

##### Level 1 curriculum connections

- [Unit 4, Lesson 17](#): How does the Constitution protect your right to freedom of expression?
- [Unit 4, Lesson 18](#): How does the Constitution protect your right to freedom of religion?
- [Unit 4, Lesson 20](#): How does the Constitution protect your right to due process of law?

## **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)**

### **P3.1 Identifying and Analyzing Public Issues**

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

5 – P3.1.1 Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions.

5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions.

5 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States.

### **P3.3 Persuasive Communication About a Public Issue**

Communicate a reasoned position on a public issue.

5 – P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.

### **P4.2 Civic Participation**

Act constructively to further the public good.

5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

5 – P4.2.2 Participate in projects to help or inform others.





## ***We the People* Curriculum Crosswalk for: Michigan Middle School Social Studies Standards**

Usage: This correlation guide offers a crosswalk between the Michigan Middle School Social Studies Standards and the Level 2 [\*We the People\* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

## 6TH-8TH GRADE OVERVIEW

### 6th-8th Grade Social Studies Overview Chart

Grade 6 World Geography	Grade 7 World History and Geography	Grade 8 Integrated U.S. History
Grade Level Focus	Grade Level Focus	Grade Level Focus
<b>GEOGRAPHY</b> G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues  <b>CIVICS AND GOVERNMENT</b> C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs  <b>ECONOMICS</b> E1 The Market Economy E2 The National Economy E3 International Economy  <b>PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION</b> <ul style="list-style-type: none"> <li>Identifying and Analyzing Public Issues</li> <li>Persuasive Communication</li> <li>Civic Participation</li> </ul>	<b>HISTORY</b> H1 The World in Temporal Terms W1 WHG Era 1 The Beginnings of Human Society  W2 WHG Era 2 Early Civilizations and the Emergence of Pastoral Peoples  W3 WHG Era 3 Classical Traditions, World Religions, and Major Empires  W4 WHG Era 4 Case Studies from Three Continents  <b>EMBEDDED IN THE CONTEXT OF HISTORY:</b>  <b>GEOGRAPHY</b> G1 The World in Spatial Terms G4 Human Systems G5 Environment and Society G6 Global Issues  <b>PUBLIC DISCOURSE AND CIVIC PARTICIPATION</b> <ul style="list-style-type: none"> <li>Identifying and Analyzing Public Issues</li> <li>Persuasive Communication</li> <li>Civic Participation</li> </ul>	<b>THEMATIC ANALYSIS OF U.S. HISTORY ERAS 1-5</b>  U1 USHG Era 1 Beginnings to 1620  U2 USHG Era 2 Colonization and Settlement 1585-1763  U3 USHG Era 3 Revolution and the New Nation 1754-1800  U4 USHG Era 4 Expansion and Reform 1792-1861  U5 USHG Era 5 Civil War and Reconstruction 1850-1877  <b>EMBEDDED IN THE CONTEXT OF HISTORY:</b>  G Geographic Perspective <ul style="list-style-type: none"> <li>The World in Spatial Terms</li> <li>Places and Regions</li> <li>Human Systems</li> <li>Physical Systems</li> <li>Environment and Society</li> </ul> C Civic Perspective <ul style="list-style-type: none"> <li>Conceptual Foundations</li> <li>Role and Functions of Government</li> <li>Purposes of Government</li> <li>Values and Principles of American Democracy</li> <li>Role of the Citizen in American Democracy</li> </ul> E Economic Perspective <ul style="list-style-type: none"> <li>Individual, Business, and Government Choices</li> <li>Competitive Markets</li> <li>Prices, Supply, and Demand</li> <li>Role of Government</li> <li>Economic Interdependence</li> </ul> <b>P PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION</b> <ul style="list-style-type: none"> <li>Identifying and Analyzing Public Issues</li> <li>Persuasive Communication</li> <li>Civic Participation</li> </ul>



## INTEGRATED U.S. HISTORY, GRADE 8

Eighth-grade students continue their study of U.S. history from the development of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context under study. Students should understand the relevancy and connections of this history to their lives. Students will use significant content knowledge, research skills, and inquiry practices to analyze issues and communicate conclusions.

### INTEGRATED U.S. HISTORY, ORGANIZED BY ERA (USHG)

Foundational Issues in USHG Eras 1-3 (Review of Grade 5 Social Studies)

F1 Political and Intellectual Transformations

USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754-1800s)

3.1 Creating New Government(s) and a New Constitution (introduced in Grade 5; begins Grade 8 expectations)

USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

4.1 Challenges to an Emerging Nation

4.2 Regional and Economic Growth

4.3 Reform Movements

USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

5.1 The Coming of Civil War

5.2 Civil War

5.3 Reconstruction

USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1898)

6.1 America in the last half of the 19th Century (Introduced in Grade 8; begins high school USHG)

6.2 Policy Issues in USHG Eras 3-6 (P2)

Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, "Native American" and "American Indian," while Canadian history uses "First Peoples" to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using "Indigenous Peoples" throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

#### Sample Integrated U.S. History and Geography Compelling and Supporting Question

8th	How does growth change a nation?	1) What kinds of growth does a new nation experience? 2) How did the federal government protect slaveholders and slave states during expansion efforts in the 19th century? 3) How did westward expansion change the geographic, social, political, economic, and cultural landscape of the United States?  <b>Standards Connection:</b> 8 – U4.2.1, 8 – U4.2.2, 8 – U4.2.3, 8 – U4.2.4
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## FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY ERAS 1-2

These foundational expectations are included to help students draw upon their previous study of American history and connect 8th Grade U.S. History with the history studied in 5th grade.

To set the stage for the study of U.S. history that begins with the development of the U.S. Constitution, students should be able to draw upon an understanding of these philosophies and intellectual foundations.

### F1 Political and Intellectual Transformations

F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing:

- colonial ideas about government.
- experiences with self-government.

**Examples may include but are not limited to:** limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights, House of Burgesses and town meetings, changing interactions with the royal government of Great Britain after the French and Indian War.

#### *We the People*

##### Level 2 curriculum connections

- **Unit 1, Lesson 1:** What were the British colonies in America like during the 1770s?
- **Unit 1, Lesson 2:** Why do we need government?
- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 4:** What is a constitutional government?
- **Unit 2, Lesson 6:** How did constitutional government develop in Great Britain?

F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing:

- colonists' views of government.
- their reasons for separating from Great Britain.

#### *We the People*

##### Level 2 curriculum connections

- **Unit 2, Lesson 7:** What experiences led to the American Revolution?
- **Unit 2, Lesson 8:** What basic ideas about government are in the Declaration of Independence?

F1.3 Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of:

- establishment of an independent republican government.
- creation of the Articles of Confederation.

- changing views on freedom and equality.
- concerns over the distribution of power within government, between government and the governed, and among people.

### *We the People*

#### Level 2 curriculum connections

- **Unit 2, Lesson 9:** What happened during the American Revolution? How did the government function?
- **Unit 2, Lesson 10:** How did the states govern themselves after the Revolution?
- **Unit 2, Lesson 11:** How did the Articles of Confederation organize the first national government?
- **Unit 3, Lesson 12:** Who attended the Philadelphia Convention? How was it organized?
- **Unit 3, Lesson 13:** How did the Framers resolve the conflict about representation in Congress?
- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
- **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?

## **U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION**

Individually and collaboratively, students will engage in planned inquiries to analyze the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system.

### **U3.3 Creating New Government(s) and a New Constitution**

Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing (Foundations for Civics HSCE Standard 2.1).

*Note: Expectations U3.3.1 – U3.3.5 address content that was introduced in Grade 5, but asks for explanation and analysis at a higher level than expected in Grade 5. They are included here to support an in-depth discussion of the historical and philosophical origins of constitutional government in the United States.*

8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation.

**Examples may include but are not limited to:** why its drafters created a weak central government, challenges the nation faced under the Articles, Shay's Rebellion, conflicts over western lands.

### *We the People*

#### Level 2 curriculum connections

- **Unit 2, Lesson 10:** How did the states govern themselves after the Revolution?
- **Unit 2, Lesson 11:** How did the Articles of Confederation organize the first national government?

8 – U3.3.2 Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.

### *We the People*

#### Level 2 curriculum connections

- **Unit 2, Lesson 10:** How did the states govern themselves after the Revolution?
- **Unit 2, Lesson 11:** How did the Articles of Confederation organize the first national government?
- **Unit 3, Lesson 12:** Who attended the Philadelphia Convention? How was it organized?

8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.

*We the People*

Level 2 curriculum connections

- Unit 3, Lesson 13: How did the Framers resolve the conflict about representation in Congress?
- Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?
- Unit 3, Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch?
- Unit 3, Lesson 16: How much power should be given to the executive and judicial branches?
- Unit 4, Lesson 17: How did the Constitution create a federal system of government?

8 – U3.3.4 Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with tribal nations.

*We the People*

Level 2 curriculum connections

- Unit 3, Lesson 13: How did the Framers resolve the conflict about representation in Congress?
- Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?
- Unit 3, Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch?
- Unit 3, Lesson 16: How much power should be given to the executive and judicial branches?
- Unit 4, Lesson 17: How did the Constitution create a federal system of government?

8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.

*We the People*

Level 2 curriculum connections

- Unit 4, Lesson 18: How did the people approve the new Constitution?

8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protection of basic freedoms, and the fear among many Americans of a strong central government.

*We the People*

Level 2 curriculum connections

- Unit 4, Lesson 18: How did the people approve the new Constitution?

8 – U3.3.7 Use important ideas and documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social contract, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.

**Examples may include but are not limited to:** the Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers.



## *We the People*

### Level 2 curriculum connections

- Unit 1, Lesson 2: Why do we need government?
- Unit 1, Lesson 4: What is a constitutional government?
- Unit 2, Lesson 8: What basic ideas about government are in the Declaration of Independence?
- Unit 2, Lesson 11: How did the Articles of Confederation organize the first national government?
- Unit 4, Lesson 18: How did the people approve the new Constitution?

## **U4 USHG ERA 4 – EXPANSION AND REFORM (1792-1861)**

Individually and collaboratively, students will engage in planned inquiries to investigate the territorial expansion of the United States between 1801-1861, how the Industrial Revolution, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions, and the sources and character of cultural, religious, and social reform movements during the antebellum period.

### **U4.1 Challenges to an Emerging Nation**

Analyze the challenges the new federal government faced and the roles of political and social leaders in meeting those challenges.

8 – U4.1.1 Washington’s Farewell – use President George Washington’s farewell address to analyze Washington’s perspective on the most significant challenges the new nation faced.

**Examples may include but are not limited to:** deciding if and when to get involved in foreign conflicts, the risk of political factions, establishing the limits of executive power.

8 – U4.1.2 Establishing America’s Place in the World – assess the changes in America’s relationships with other nations by analyzing the origins, intents, and purposes of treaties.

**Examples may include but are not limited to:** The Jay Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, and the Monroe Doctrine.

8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies.

**Examples may include but are not limited to:** examine the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over relative power of the national government, the Whiskey Rebellion, Alien and Sedition Acts, foreign relations, economic policy, the creation of a national bank, assumption of revolutionary debt.

## *We the People*

### Level 2 curriculum connections

- Unit 4, Lesson 20: How did political parties develop?

8 – U4.1.4 Establishing a National Judiciary and its Power – use *Marbury v.*

*Madison* to explain the development of the power of the Supreme Court through the doctrine of judicial review.

***We the People***

**Level 2 curriculum connections**

- **Unit 4, Lesson 21:** How does the U.S. Supreme Court use the power of judicial review?
- **Unit 4, Lesson 22:** How does the U.S. Supreme Court determine the meaning of the words in the Constitution?

## U4.2 Regional and Economic Growth

Describe and analyze the nature and impact of territorial, demographic, and economic growth in the first three decades of the new nation, using maps, charts, and other evidence.

8 – U4.2.1 Comparing the Northeast and the South – compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and the development of:

- agriculture, including changes in productivity, technology, supply and demand, and price.
- industry, including the entrepreneurial development of new industries, such as textiles.
- the labor force, including labor incentives and changes in labor forces.
- transportation, including changes in transportation (steamboats and canal barges) and the impact on economic markets and prices.
- immigration and the growth of nativism.
- race relations.
- class relations.

8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.

8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their ancestral homelands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.

**Examples may include but are not limited to:** The Indian Removal Act of 1830 (the Trail of Tears, the Trail of Death), the Treaty of Chicago (1833), the Treaty of Fort Wayne (1809).

8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.

## U4.3 Reform Movements

Analyze the growth of antebellum American reform movements.

8 – U4.3.1 Explain the origins of the American education system.

**Examples may include but are not limited to:** the contributions of Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.

**Examples may include but are not limited to:** John Brown and the armed resistance, Harriet Tubman, the Underground Railroad, Sojourner Truth, Maria Stewart, William Lloyd Garrison, and Frederick Douglass.

8 – U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence.

**Examples may include but are not limited to:** Susan B. Anthony, Elizabeth Cady Stanton; the Declaration of Sentiments, Elizabeth Cady Stanton's Address on Women's Rights (September 1848).

8 – U4.3.4 Analyze the goals and effects of movement.

the antebellum temperance

8 – U4.3.5 movements.

Investigate the role of religion

**Examples may include but are not limited to:** differences in beliefs by different denominations of Christianity.

in shaping antebellum reform

## U5 USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

Individually and collaboratively, students will engage in planned inquiries to understand the causes, course, and character of the Civil War and its effects on people, as well as how various Reconstruction plans succeeded or failed.

### U5.1 The Coming of the Civil War

Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

8 – U5.1.1 Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.

8 – U5.1.2 Describe the impact of the Northwest Ordinance on the expansion of slavery.

**Examples may include but are not limited to:** the establishment of free states, including Michigan, as a result of the Northwest Ordinance.

8 – U5.1.3 Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states.

**Examples may include but are not limited to:** sectionalism, nationalism, federalism, state rights.



8 – U5.1.4 Draw conclusions about why the following increased sectional tensions:

- the Missouri Compromise (1820).
- the Wilmot Proviso (1846).
- the Compromise of 1850, including the Fugitive Slave Act.
- the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas.
- the *Dred Scott v. Sandford* decision (1857).
- changes in the party system.

**Examples may include but are not limited to:** the death of the Whig party, rise of the Republican party, and division of the Democratic party.

8 – U5.1.5 Describe the resistance of enslaved persons and effects of their actions before and during the Civil War.

**Examples may include but are not limited to:** Nat Turner, Harriet Tubman and the Underground Railroad, Michigan's role in the Underground Railroad.

8 – U5.1.6 Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, the election of the executive, and slavery, help explain the Civil War.

## U5.2 Civil War

Evaluate the multiple causes, key events, and complex consequences of the Civil War.

8 – U5.2.1 Discuss the social, political, economic, and cultural reasons for secession.

8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the following:

- critical events and battles in the war.
- the political and military leadership of the North and South.
- respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological.

8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to:

- his military and political leadership.
- the evolution of his emancipation policy (including the Emancipation Proclamation).
- The role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence.



8 – U5.2.4 Describe the role of African-Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people.

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women and Indigenous Peoples), the physical environment, and the future of warfare, including technological developments.

### **U5.3 Reconstruction**

Using evidence, develop an argument regarding the character and consequences of Reconstruction.

8 – U5.3.1 Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans.

8 – U5.3.2 Describe the early responses to the end of the Civil War by describing:

- the policies of the Freedmen's Bureau.
- the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes.

8 – U5.3.3 Describe the new role of African-Americans in local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan.

8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

8 – U5.3.5 Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans.

## **U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)**

Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898.

### **U6.1 America in the Last Half of the 19th Century**

Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th century. This era will be addressed in depth and with greater intellectual sophistication in the high school U.S. History and Geography content expectations.



8 – U6.1.1 America at Century's End – compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in:

- territory.
- population.
- systems of transportation.
- governmental policies promoting economic development.
- economic change.
- the treatment of African-Americans.
- the policies toward Indigenous Peoples.

**Examples may include but are not limited to:**

Territory: the size of the United States and land use.

Population: immigration, reaction to immigrants, the changing demographic structure of rural and urban America.

Systems of transportation: canals, railroads, etc.

Governmental policies: promoting economic development, tariffs, banking, land grants, mineral rights, the Homestead Act.

Economic change: industrialization, increased global competition, the impact of conditions of farmers and industrial workers.

Policies toward African-Americans: the rise of segregation as endorsed by the Supreme Court decision in *Plessy v. Ferguson*, the response of African-Americans.

Policies toward Indigenous Peoples: the Dawes Act of 1887, the response of Indigenous Peoples.

## **U6.2 Investigation Topics and Issue Analysis (P2)**

Use the historical perspective to investigate a significant historical topic from U.S. History Eras 3-6 that also has significance as an issue or topic in the United States today.

8 – U6.2.1 U.S. History Investigation Topic and Issue Analysis, Past and Present – use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

**Examples of Investigation Topics and Questions (and examples from U.S. history):** Balance of Power – how has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states’ rights issues, secession, others). Liberty versus Security – how has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War). The Government and Social Change – how have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women’s movement, Reconstruction policies). Movement of People – how has the nation addressed the movement of people into and within the United States? (e.g., Indigenous Peoples, immigrants).

## **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)**

### **P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Civic Participation**

8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.

- identify a national public policy issue.
- clearly state the issue as a question of public policy orally or in written form.
- use inquiry methods to trace the origins of the issue and to acquire data about the issue.
- generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
- identify and apply Democratic Values or Constitutional Principles.
- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying the position with a reasoned argument.
- develop an action plan to address or inform others about the issue.

### **P4.2 Civic Participation**

Act constructively to further the public good.

8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

8 – P4.2.3 Participate in projects to help or inform others.



Center for Civic Education

## ***We the People* Curriculum Crosswalk for: Michigan High School Social Studies Standards**

Usage: This correlation guide offers a crosswalk between the Michigan High School Social Studies Standards and the Level 3 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

# MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES (9-12)

High School Social Studies Overview Chart			
World History and Geography	U.S. History and Geography	Civics	Economics
Course/Credit Focus	Course/Credit Focus	Course/Credit Focus	Course/Credit Focus
<p>F1 World Historical and Geographical Inquiry and Literacy Practices Global Analysis of World History Eras 4-7 from Two Perspectives: Global and Interregional</p> <p>W4 WHG - Era 4 Expanding and Intensified Hemispheric Interactions, 300-1500 CE</p> <p>W5 WHG - Era 5 The Emergence of the First Global Age, 15th-18th Centuries</p> <p>W6 WHG - Era 6 An Age of Global Revolutions, 18th Century-1914</p> <p>W7 WHG - Era 7 Global Crisis and Achievement, 1900-Present</p> <p>Global Issues</p>	<p>Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation</p> <p>Thematic Analysis of U.S. History Eras 6-9</p> <p>F Foundations USHG ERAS 1-5</p> <p>U6 USHG - Era 6 The Development of an Industrial, Urban, and Global United States, 1870-1930</p> <p>U7 USHG - Era 7 The Great Depression and World War II, 1920-1945</p> <p>U8 USHG - Era 8 Post-World War II United States, 1945-1989</p> <p>U9 USHG - Era 9 America in a New Global Age, 1980-Present</p>	<p>Civics Knowledge Intellectual Skills Participatory Skills</p> <p>Civics Dispositions</p> <p>C1 Philosophical Foundations of Civic Society and Government</p> <p>C2 Origins and Foundations of Civic Society and Government</p> <p>C3 Structure and Function of Governments in the United States</p> <p>C4 Rights and Liberties in the United States of America</p> <p>C5 The United States of America and World Affairs</p> <p>C6 Citizenship and Civic Participation in the United States of America</p>	<p>Economics Knowledge Intellectual Skills Economic Literacy</p> <p>E1 The Market Economy E2 The National Economy E3 International Economy</p>

## UNITED STATES HISTORY AND GEOGRAPHY

The disciplined study of history and geography is vital and essential for citizens in a democratic society such as the United States. History and geography help us understand the origins, development, growth, and challenges of our institutions and our culture. These disciplines help to locate ourselves

in both time and space and thus help us think about who we are and about our possible futures. The study of history and geography of the United States prepares us to take up the challenges of life in contemporary society, by helping us see the common and diverse strands that formed and continue to shape our present life while developing the habits of mind essential for democratic citizenship.

Since the content expectations use both geography and history, it is vital that Michigan teachers understand the major features of geography and history to understand the design of these expectations.

### **HISTORY: AN INTEGRATIVE, DISCIPLINED STUDY**

History is an integrative discipline that studies change over time in people, places, and environments. The content of history consists of human beings and how, at different times and in different places, people and their cultures and societies have changed and developed. Historians study the past to understand the present, drawing upon a vast storehouse of information about human behavior, relationships between people and environments, and the ways that people have developed solutions to meet their perceived problems. History is important for students in the 21st century, because of the role the past plays in shaping the present. As a philosopher once remarked, "We live our lives forward, but we understand them backward."

Like geography, the study of history also seeks to foster citizens who actively and systematically investigate the world and its relationships. The disciplined study of history requires students to develop important questions, conduct inquiry, and evaluate and develop historical arguments. Like all disciplines, historical study begins with problems, questions, and curiosities. Historians wonder about how things came to be the way they are, or how interpretations of the past influence action in the present. History, however, requires the ability to engage in investigations using different types of evidence and data, including those generated by other disciplines such as economics and geography. The study of history requires students to analyze and use a wide range of sources — such as public and private documents, numerical data, and maps — to develop the most accurate picture of the past possible. Studying history also requires students to analyze and evaluate conflicting interpretations and assess past examples of change over time. The study of history thus provides frequent opportunities to engage in reasoned debate, to assess the merits of competing claims about the present and the past, and to consider the world from different perspectives. It helps students understand the complexity involved in most changes while attending to the continuities often obscured by dramatic change.

Students studying history also learn to make reasoned arguments, supported by facts and evidence, and informed by competing perspectives.

History thus not only helps us use facts to understand the context and background of our institutions, cultures and societies; it also helps increase our ability to analyze change, evaluate others' interpretations, and develop and improve our own. It draws on a wide range of information and approaches to investigate the dynamic historical processes and interpretations that shape the world in which we live.

### **GEOGRAPHY: AN INTEGRATIVE, DISCIPLINED STUDY**

Geography is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. The content of geography is Earth's surface and the processes that result in natural environments, the relationships between people and environments, and the ways that people use and view places both near and far. Geography is important because the world facing students in the 21st century is more crowded, the maintenance of a sustainable physical environment is more challenging, and the global economy is more competitive and interconnected. Comprehending issues and making decisions about local places, regions, the world, and the diverse environments and the economies requires competencies with geography from

the local to global scale.

The purpose of studying geography is to foster the development of citizens who will actively seek and systematically use a spatial perspective in viewing the world. The spatial perspective is the ability to view the patterns and dynamic processes on Earth. These patterns and processes occur as webs of relationships within and between the natural world and the activities of human societies. A spatial perspective enables an individual to visualize, comprehend, and ask questions about why the human and physical systems occur in particular patterns and combinations, such as: Where are they on Earth's surface? Why are they there? What are the consequences for people and the environment? For example, large quantities of the world's petroleum resources are located near the Persian Gulf. They are at that location due to Earth's physical processes in the past. The consequences are that availability and cost of petroleum are affected by the political, economic, territorial, and military events that occur in and near the Persian Gulf region.

The study of geography as a discipline is approached in two ways. One is as a regional study in which Earth is examined by areas that share a similar criterion or continuity. For example, a regional criterion may be geopolitical. Examples include Michigan as a state and Canada as a country, each with its particular geopolitical boundaries and legal jurisdictions. The second approach is systematic geography. Earth is examined by topics that share common attributes, but may occur in different regions. Examples include urbanization and the spatial structure and function of cities. Most cities have a central business district, satellite business centers in the suburbs, and social, economic, and ethnic residential patterns that spread across the urban space. At times, regional and systematic geographic studies merge, such as the study of migration to urban centers in Mexico, Central, and South America. A similar study of migration could be completed for Africa or Asia. Among the systematic topics are human/cultural, economic, historical, physical, and political geography. Geographic studies may be based on continents, groups of countries, an individual country, or a region within a country. The criteria for a region may include religion, language, and ethnicity. The spatial pattern of topics may cross political boundaries and connect continents, such as Islam within Africa, Europe, and Asia.

Geography bridges the social and physical sciences by asking questions and seeking answers to those questions through inquiry. In doing so, students apply skills and develop habits of mind that they will be able to use in the diverse societies and workplaces of the community, the nation, and the world. Maps, satellite images of Earth, Geographic Information Systems (GIS), Geographic Positioning Systems (GPS), and other resources on the world wide web provide valuable information about the spatial patterns on Earth. The tools of modern geography are based on modern technology. The technology is the means to explore the world and inquire about the spatial patterns and dynamic processes that shape the world in which we live.

## **MICHIGAN'S CONTENT EXPECTATIONS**

The high school expectations begin with a short set of foundational expectations, and include United States Historical Eras 5-9, culminating in current policy debates.

Foundational Issues in United States History and Geography:

ERA 6 – The Development of an Industrial, Urban, and Global United States, 1870-1930

ERA 7 – The Great Depression and World War II, 1920-1945

ERA 8 – Post-war United States, 1945-1989

ERA 9 – America in a New Global Age, 1989 to the present

## **CONCLUSION**

As Michigan students study United States History and Geography, they will learn about the American experience over time and space. They will encounter powerful and sometimes conflicting ideas while learning about people and events in different places and times. They will investigate our diverse and common traditions, and work to understand the complex interactions among various environmental, human, and social forces that have influenced and continue to influence America and Americans. Studying United States History and Geography connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales. It involves an analytical study of the nation's political ideals, as well as times and places where people or events challenged, violated, or expanded those ideals.



This offers Michigan teachers and students both rewards and challenges. We should harbor no illusions about the challenges awaiting teachers and students engaged in such study. Historical and geographic literacy demands that students learn to read critically; analyze and evaluate arguments; and decide which positions, given the evidence, are more or less plausible, better, or worse. While they learn about the facts, events, and significant developments, historical and geographic study asks students to consider what they know, how they know it, and how confidently or tentatively they hold their views.

It is equally important to remember the pleasures that such historical study can provide both teachers and students. A disciplined study of history and geography helps us to locate ourselves and our society among other peoples and societies in the world. It prepares us to take up the challenges of life in the 21st century, by enabling us to understand the world that we encounter daily and developing the habits of mind essential for democratic citizenship. Using history and geography, teachers can fill the class with enduring human dramas and dilemma, grand successes and equally grand tragedies, fascinating mysteries, and an amazing cast of characters involved in events that exemplify the best and worst of human experience. In what other field of study can students experience such a range of possibilities and get to know so many people and places?

The study of history and geography is well worth our efforts because it is so vital. Learning about our nation and its place in the world is essential for every individual. Understanding the world’s peoples, cultures, and societies and the story of our past is no longer a luxury but a necessity for Americans in the 21st century. Michigan students need the best understanding of the world and its past we can give them. A disciplined study of world history and geography promotes exactly the type of reasoned thought our students deserve, and that democratic societies so desperately need.

Sample U.S. History and Geography Compelling and Supporting Question		
HS USHG	Was the vote enough?	<div>1) Why did some Americans oppose granting suffrage to women?</div> <div>2) What were the primary arguments used by the suffragettes and the opposition?</div> <div>3) What were some rights not gained in the Nineteenth Amendment?</div> <div>4) What was the Equal Rights Amendment?</div> <div>Standards Connection: 6.3.1, 6.3.2, 6.3.3</div>





## **USING THE U.S. HISTORY AND GEOGRAPHY HSCE: THINGS TO REMEMBER**

There are a number of important considerations for teachers to keep in mind as they use these United States History and Geography expectations to plan instruction. It is important to remember that this document:

### **INTEGRATES GEOGRAPHY AND HISTORY**

In meeting these expectations, students will use the content and habits of mind of both history and geography to study America's past and present. This document uses a temporal organizational scheme to present the content expectations.

### **USES HISTORICAL AND GEOGRAPHIC THINKING**

All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using history's and geography's habits of mind. In meeting the expectations, students will use historical and geographic thinking to analyze and interpret information in developing their understanding. Students will gather, analyze, and use information and evidence in their thinking. In identifying specific events and patterns, these expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of specific names, places, dates, and facts is essential for historical and geographical study, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts.

### **REQUIRES ACTIVE, DISCIPLINED INQUIRY**

In using history and geography's habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. This entails learning how to read, write, and use history and geography to understand and participate in the world around us. This calls upon students to frame important historical and geographic problems and questions concerning cause and effect, continuity and change, place and time; to locate and analyze appropriate evidence and data; and to determine significance in building reasoned and evidenced-based interpretations, arguments, or decisions. In short, historical and geographic inquiry provides Michigan students with the kind of reasoned and informed decision making that should characterize each citizen's participation in American society.

### **REPRESENTS CONTENT EXPECTATIONS AND NOT PEDAGOGICAL ORGANIZATION**

This document lists content expectations for students. It does not establish a suggested organization for teaching or learning this content. For example, this document does not present expectations in a suggested instructional sequence. Further, individual expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators should combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historical or geographic issue or problem to organize weeks of study, while coherently employing many content expectations.

### **DIFFERENTIATES BETWEEN REQUIRED AND SUGGESTED CONTENT**

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of local curriculum and resources. The examples are not required content but may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

### ***Process and Skills***

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit standards.



# U.S. History and Geography Content Expectations

## History Themes

- Change and Continuity in American Society
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Cultures, and Ideas, and the Environment
- The Changing Role of America in the World

## Geography Themes

- Space and Place
- Environment and Society
- Spatial Dynamics and Connections
- U.S./Global Issues and Events

## Disciplinary Knowledge

- Historical and Geographical Knowledge and Perspective
- Historical and Geographical Analysis and Interpretation
- Thematic Analysis of U.S. History Eras 6-9

### Era 1 (Grade 5) Beginnings to 1620

- Indigenous Peoples Life in the Americas
- American Democratic Values and Constitutional Principles
- Three World Interactions

### Era 2 (Grade 5) Colonization and Settlement (1585-1763)

- European Struggle for Control of North America
- Atlantic Slave Trade and Origins of Black America
- Comparative Life in North America Structure, Functions, and Enumerated Powers of National Government

### Era 3 (Grades 5 & 8) Revolution and the New Nation (1754-1800)

- Causes of the American Revolution
- The American Revolution and Its Consequences
- Creating New Government(s) and a New Constitution
- Formation and Implementation of U.S. Foreign Policy

### Era 4 (Grade 8) Expansion and Reform (1792-1861)

- Political, Economic, and Regional Growth
- Reform Movements

### Era 5 (Grade 8) Civil War and Reconstruction (1850-1877)

- Abolition and Anti-Slavery
- Civil War
- Reconstruction

### Era 6 (HS) Development of Industrial, Urban, and Global United States (1870-1930)

- Growth of an Industrial and Urban America (introduced in Grade 8; begins SS-HSCE)
- Becoming a World Power
- Progressivism and Reform

### Era 7 (HS) Great Depression and World War II (1920-1945)

- Growing Crisis of Industrial Capitalism and Responses
- World War II

### Era 8 (HS) Post-World War II United States (1945-1989)

- Cold War and the United States
- Domestic Policies
- Civil Rights in the Post-World War II Era

### Era 9 (HS) America in a New Global Age

- Impact of Globalization on the United States
- Changes in America's Role in the World
- Policy Debates

## **GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS**

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation

## **UNITED STATES HISTORY AND GEOGRAPHY**

Eras 6-9 Addressed in USHG HSCE

### **F1 Foundational Issues in USHG – Eras 1-5 (review of content taught in Grades 5 and 8)**

- F1 Political and Intellectual Transformations of America to 1877

### **USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)**

- 6.1 Growth of an Industrial and Urban America (included in Grade 8; begins SS-HSCE)
- 6.2 Becoming a World Power
- 6.3 Progressive Era

### **USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)**

- 7.1 Growing Crisis of Industrial Capitalism and Responses
- 7.2 World War II

### **USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)**

- 8.1 Cold War and the United States
- 8.2 Domestic Changes and Policies
- 8.3 Civil Rights in the Post-World War II Era

### **USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE**

- 9.1 Impact of Globalization on the United States
- 9.2 Changes in America's Role in the World
- 9.3 Policy Debates

### FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY: ERAS 1-5

These foundational expectations are included to help students draw upon their previous study of integrated United States History and to connect high school United States History and Geography with 5th and 8th grade content.

#### F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below, and analyze the ways that American society moved toward and/or away from its core ideals:

- the Declaration of Independence.
- the original United States Constitution (including the Preamble).
- the Bill of Rights.
- the Gettysburg Address.
- the Thirteenth, Fourteenth, and Fifteenth Amendments.

##### *We the People*

##### Level 3 curriculum connections

- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.

##### *We the People*

##### Level 3 curriculum connections

- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?

- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?
- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?

**F1.3** Analyze how the changing character of American political society from 1791 to 1877 had significant impact on the responsibilities of governments through the principle of federalism.

#### ***We the People***

##### **Level 3 curriculum connections**

- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?
- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 4, Lesson 26:** How does American federalism work?

## **USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)**

Individually and collaboratively, students will engage in planned inquiries to understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people, how massive immigration after 1870 as well as new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity, and how the rise of the American labor movement and political issues reflected social and economic change.

### **6.1 Growth of an Industrial and Urban America**

Explain the causes and consequences — both positive and negative — of the Industrial Revolution and America's growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.

6.1.1 Factors in the American Second Industrial Revolution – analyze the factors that enabled the United States to become a major industrial power, including:

- the organizational revolution.
- the economic policies of government and industrial leaders.
- the advantages of physical geography.
- the increase in labor through immigration and migration.
- the growing importance of the automobile industry.

**Examples may include but are not limited to:** the development of corporations and organized labor movements; A. Phillip Randolph, Andrew Carnegie and John D. Rockefeller.

6.1.2 Labor's Response to Industrial Growth – evaluate the different responses of labor to industrial change, including the development of organized labor and the growth of populism and the populist movement.

**Examples may include but are not limited to:** the Knights of Labor, American Federation of Labor, the United Mine Workers; Farmer's Alliance, Grange, Platform for the Populist Party, Bryan's "Cross of Gold" speech.

6.1.3 Urbanization – explain the causes and consequences of urbanization, including:

- the location and expansion of major urban centers and their link to industry and trade.
- internal migration, including the Great Migration.
- the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups.
- different perspectives about the immigrant experience.



6.1.4 Growth and Change – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by:

- describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society.
- describing governmental policies promoting economic development.
- evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy v. Ferguson*, and describing the response of African-Americans to this inequality.
- describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies.

## 6.2 Becoming a World Power

Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.

6.2.1 Growth of U.S. Global Power – describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the U.S. emergence as an imperial power in this time period, using relevant examples of territorial expansion and involvement in foreign conflicts.

6.2.2 World War I – explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.

6.2.3 Domestic Impact of World War I – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women's suffrage, and on internal migration.

**Examples may include but are not limited to:** War Industries Board, the growth of anti-immigrant sentiments, the Sedition Act, the Red Scare, the Palmer Raids.

6.2.4 Wilson and His Opponents – explain how President Woodrow Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over:

- the Treaty of Versailles.
- U.S. participation in the League of Nations.
- the redrawing of European political boundaries and the resulting geopolitical tensions that continued to affect Europe.

## 6.3 Progressive Era

Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by America and their consequences (positive/negative – anticipated/unanticipated).

6.3.1 Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.

**Examples may include but are not limited to:** urban and rural poverty, child labor, immigration, political corruption, racial and gender discrimination, public health, unsafe living conditions, poor working conditions, monopolies, unfair labor practices.

6.3.2 Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.

**Examples may include but are not limited to:** the successes and failures of efforts to expand women's rights, including the work of important leaders such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul; the role of reform organizations and movements and individuals in promoting change; the Women's Christian Temperance Union; settlement house movement; conservation movement; the National Association for the Advancement of Colored People; Carrie Chapman Catt; Eugene Debs; W.E.B. DuBois; Upton Sinclair; Ida Tarbell; major changes in the Constitution, including Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments; the Supreme Court's role in supporting or slowing reform; new regulatory legislation; the Pure Food and Drug Act; the Sherman and Clayton Antitrust Acts; the successes and failures of the Indian Citizenship Act of 1924.

6.3.3 Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms.

6.3.4 Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.

## USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)

Individually and collaboratively, students will engage in planned inquiries to understand the changing role of the United States in world affairs through World War II, investigate the causes of the Great Depression and how it affected American society, and how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.

### 7.1 Growing Crisis of Industrial Capitalism and Responses

Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.



7.1.1 The Twenties – explain and evaluate the significance of the social, cultural, and political changes and tensions in the “Roaring Twenties” including:

- cultural movements such as the Jazz Age, the Harlem Renaissance, and the “Lost Generation.”
- the increasing role of advertising and its impact on consumer purchases.
- the NAACP legal strategy to attack segregation.

**Examples may include but are not limited to:** the Scopes trial, views on and restrictions to immigration, Prohibition, roles of women, mass consumption, fundamentalism, modernism, the Indian Citizenship Act of 1924, the Carlisle Indian Industrial School, the Mount Pleasant Indian Industrial Boarding School, Harbor Springs Indian Boarding School, the resurgence of the Ku Klux Klan, and nativism.

7.1.2 Causes and Consequences of the Great Depression – explain and evaluate the multiple causes and consequences of the Great Depression by analyzing:

- the political, economic, environmental, and social causes of the Great Depression, including fiscal policy, overproduction, underconsumption, speculation, the 1929 crash, and the Dust Bowl.
- the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers, and families.
- President Herbert Hoover’s policies and their impact, including the Reconstruction Finance Corporation.

7.1.3 The New Deal Era – explain and evaluate President Franklin Roosevelt’s policies and tactics during the New Deal era, including:

- the changing role of the federal government’s responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly.
- opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws.
- the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies.
- consequences of New Deal policies.

**Examples may include but are not limited to:** Frances Perkins, the Dust Bowl and the Tennessee Valley, promoting workers’ rights, development of a Social Security program, banking and financial regulation, conservation practices, crop subsidies, the Indian Reorganization Act (IRA), the Termination Policy, the Deportation Act of 1929 Federal housing policies and agricultural efforts (AAA) and impacts on housing for marginalized groups, Charles Coughlin, Huey Long.



## 7.2 World War II

Draw conclusions about the causes and the course of World War II, and the effects of the war on U.S. society and culture, and its role in world affairs.

7.2.1 Causes of World War II – analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war, including:

- political and economic disputes over territory.
- the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan.
- U.S. neutrality.
- the bombing of Pearl Harbor.

**Examples may include but are not limited to:** failure of the Treaty of Versailles; the League of Nations; the Munich Agreement; the Neutrality Acts; the Lend Lease Act; oil embargo; fascism; militarism, nationalism; imperialism.

7.2.2 United States and the Course of World War II – evaluate the role of the United States in fighting the war militarily, diplomatically, and technologically across the world.

**Examples may include but are not limited to:** Germany-First strategy, the Big Three Alliance, and the development of atomic weapons.

7.2.3 Impact of World War II on American Life – analyze the changes in American life brought about by U.S. participation in World War II, including:

- the mobilization of economic, military, and social resources.
- the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces.
- the role of the home front in supporting the war effort.
- the conflict and consequences around the internment of Japanese-Americans.

7.2.4 Responses to Genocide – investigate the responses to Hitler’s “Final Solution” policy by the Allies, the U.S. government, international organizations, and individuals.

**Examples may include but are not limited to:** concentration camp liberation, Nuremberg war crimes tribunals, and actions by individuals such as Oskar Schindler and Irena Sendler as examples of the “righteous among the nations”.

## USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)

### 8.1 Cold War and the United States

Individually and collaboratively, students will engage in planned inquiries to investigate the social transformation of post-war United States, how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics, and how the struggle for racial and gender equality and the extension of civil liberties impacted the United States.

8.1.1 Origins and Beginnings of the Cold War – analyze the factors that contributed to the Cold War, including:

- differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the United States and the Soviet Union (U.S.S.R.).
- diplomatic and political actions by both the United States and the U.S.S.R. in the last years of World War II and the years afterward.

**Examples may include but are not limited to:** the differences between Communism and Capitalism, diplomatic decisions made at the Yalta and Potsdam conferences, the use of the atomic bomb, the Marshall Plan, Truman Doctrine, United Nations, North American Treaty Organization (NATO), and the Warsaw Pact.

8.1.2 Foreign Policy During the Cold War – compare the causes and consequences of the American policy of containment including:

- the development and growth of a U.S. national security establishment and intelligence community.
- the direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba).
- U.S. involvement in Vietnam, and the foreign and domestic consequences of the war.
- indirect (or proxy) confrontations within specific world regions.
- the arms race and its implications on science, technology, and education.

**Examples may include but are not limited to:** the Department of Defense; the Department of State; the Central Intelligence Agency; direct conflicts within specific world regions, such as Chile, Angola, Iran, Guatemala, and Afghanistan; the relationship and conflicts with the Soviet Union and China; U.S. military policies and practices, special operations, and teams; the launch of Sputnik and the beginning of the space race; and the National Defense Education Act (NDEA).

8.1.3 End of the Cold War – describe the factors that led to the end of the Cold War.

**Examples may include but are not limited to:** detente, policies of the U.S. and U.S.S.R. and their leaders President Reagan and Premier Gorbachev, the political breakup of the Soviet Union, and the Warsaw Pact.

## 8.2 Domestic Policies

Investigate demographic changes, domestic policies, conflicts, and tensions in post-World War II America.

8.2.1 Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African-Americans to the South, the Indian Relocation Act of 1956, and the flow of population to the Sunbelt.

8.2.2 Policy Concerning Domestic Issues – analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges by:

- describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment.
- evaluating policy decisions and legislative actions to meet these challenges.

**Examples may include but are not limited to:** G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), EPA (1970).

8.2.3 Comparing Domestic Policies – focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt’s New Deal initiatives, President Lyndon Johnson’s Great Society programs, and President Ronald Reagan’s market-based domestic policies.

8.2.4 Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.

**Examples may include but are not limited to:** *Roe v. Wade*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, Kent State, Students for a Democratic Society (SDS), Robert McNamara, Martin Luther King Jr., Muhammad Ali, “flower power,” hippies, beatniks, Rachel Carson, Winona LaDuke, the American Indian Movement (AIM), the occupation of Alcatraz, Ralph Nader.

### 8.3 Civil Rights in the Post-World War II Era

Examine and analyze the Civil Rights Movement using key events, people, and organizations.

8.3.1 Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African-American civil rights including:

- the impact of World War II and the Cold War.
- Responses to Supreme Court decisions and governmental actions.
- the Civil Rights Act (1964).
- protest movements.
- rights.
- organizations.
- civil actions.

**Examples may include but are not limited to:** racial and gender integration of the military; "An American Dilemma"; Jim Crow laws; de jure segregation; *Brown v. Board of Education*; the Civil Rights Act (1957); Little Rock school desegregation; the Civil Rights Act (1964); the Voting Rights Act (1965); the integration of baseball; Montgomery Bus Boycott (1955-1956); March on Washington; the Freedom Rides; the National Association for the Advancement of Colored People; the Southern Christian Leadership Conference; the Student Non-violent Coordinating Committee; the Nation of Islam; the Black Panthers; Orval Faubus; Rosa Parks; sit-ins; James Meredith; Medgar Evers; Fannie Lou Hamer; Malcolm X; Yuri Kochiyama; the Twenty-Fourth Amendment; violence in Birmingham; *Milliken v. Bradley*; the Elliott Larsen Act.

8.3.2 Ideals of the Civil Rights Movement – compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

8.3.3 Women's Rights – analyze the causes, course, and reaction to the women's rights movement in the 1960s and 1970s.

**Examples may include but are not limited to:** the role of population shifts; birth control; increasing number of women in the work force; National Organization for Women (NOW); Equal Rights Amendment (ERA); Betty Friedan; and Phyllis Schlafly.

8.3.4 Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century.

**Examples may include but are not limited to:** Indigenous Peoples; Latinos/Latinas; new immigrants; people with disabilities; the gay and lesbian community; the Stonewall riots; the Rehab Act (1973); ADA (1990); American Indian Religious Freedom Act (1978); United Farmworkers; Harvey Milk (1978); Ruth Ellis; the Indian Civil Rights Act (1968).

8.3.5 Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city.

**Examples may include but are not limited to:** Los Angeles, Cleveland, Chicago, Atlanta, Newark.

## USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

Individually and collaboratively, students will engage in planned inquiries to understand recent developments in foreign and domestic politics, and the economic, social, and cultural developments in the contemporary United States.

### 9.1 The Impact of Globalization on the United States

Explain the impact of globalization on the U.S. economy, politics, society, and role in the world.

9.1.1 Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.

9.1.2 Transformation of American Politics – analyze the transformation of American politics in the late 20th and early 21st centuries, including:

- the growth of the conservative movement in national politics, including the role of Ronald Reagan.
- the role of evangelical religion in national politics.
- the intensification of partisanship.
- the partisan conflict over the role of government in American life.
- the role of regional differences in national politics.

### 9.2 Changes in America's Role in the World

Examine the shifting role of the United States on the world stage from 1980 to the present.

9.2.1 United States in the Post-Cold War World – explain the role of the United States as a superpower in the post-Cold War world, including advantages, disadvantages, and new challenges.

**Examples may include but are not limited to:** military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War.

9.2.2 9/11 and Responses to Terrorism – analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies.

**Examples may include but are not limited to:** the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO.

### 9.3 Policy Debates

9.3.1 Make a persuasive argument on a public policy issue, and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles.



## THE ARC OF INQUIRY: GRADES 9-12

**Dimension 1:** Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

**Individually and collaboratively, students construct compelling questions and:**

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**Dimension 2:** The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

**Dimension 3:** Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

**Individually and collaboratively, students:**

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Dimension 4:** Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

**Individually and collaboratively, students:**

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

"We have it in our power to begin the world over again." Thomas Paine introduced the great American experiment with anticipation of what might happen next. When framing their hopes for a new world, the founding generation kept one eye on the past and one on the future. Putting aspirations, goals, and law to paper, the Declaration of Independence, the Articles of the Confederation, and the Constitution illustrate how people may come together united in hope for a better society.

A proposition for every new generation is:

- 1) how to acknowledge contradictions between Democratic Values and the inequalities of their practice;
- 2) how to resolve competing, complementary, and vague processes outlined in the founding documents; and
- 3) how interpretations of the values and principles may differ producing vigorous dialogue, discussion, and debate.

This document provides a framework to encourage students to understand, appreciate, and participate in the conversation.

## 2019 REVISIONS

Standard expectations provide the necessary benchmarks for an educated, informed civic society. These standards seek to allow teachers to elevate the classroom discussion to one where students grapple with the historical and contemporary realities of civic society. Organized into the following six strands, there is both greater clarity of purpose and precision of language:

### GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation

### CIVICS CONTENT STATEMENT OUTLINE

C1 Philosophical Foundations of Civic Society and Government

C2 Origins and Foundations of Government of the United States of America

2.1 Origins of American Constitutional Government

2.2 Democratic Values and Constitutional Principles

C3 Structure and Function of Governments in the United States of America

3.1 Structures, Functions, Powers, and Limits of the Federal Government

3.2 Structure, Functions, Powers, and Limits of the State, Local, and Tribal

Governments C4 Rights and Liberties in the United States of America

4.1 Application of the Bill of Rights

4.2 The Extension of Civil Rights and Liberties

4.3 Examining Tensions and Limits on Rights and

Liberties C5 The United States of America and World Affairs

5.1 Formation and Implementation of U.S. Foreign Policy

5.2 U.S. Role in International Institutions and Affairs

C6 Citizenship and Civic Participation in the United States of America

6.1 Citizenship in the United States of America

6.2 Rights and Responsibilities in Civic Society

6.3 Dispositions for Civic Participation

6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse



In the charts below, each strand is followed by examples of compelling questions. A compelling question addresses an enduring issue, concern, or debate that provides opportunities for students to explore our polity in an in-depth and thorough fashion. Examples of compelling questions illustrate ways in which the underlying tension, essence, and/or bigger civic question may emerge.

Each strand also includes processes and skills necessary for successful participation in our form of government. Analytical and research skills help students identify, describe, explain, and analyze information and arguments, as well as evaluate, take, and defend positions on public policies. The process and skills possibilities listed below are examples that may tie together content expectations with skills for lively and interactive civics classrooms. Translating the classroom experience into real life, knowledge, dispositions, Democratic Values, and participatory skills are intertwined to position students to be positive members of American society.

## Outline of the Civic Strands, Compelling Questions, and Process Skills Possibilities

### C1 Philosophical Foundations of Civic Society and Government

#### Compelling Questions:

- How might both the pursuit of the common good and the protection of unalienable rights (including life, liberty, and the pursuit of happiness) create tension in the structure and pursuit of governance?
- In what ways does the structure of government influence our possibilities as a society and reveal societal values?

#### Process and Skills Possibilities:

- Collaboratively design your own society to represent the rights you envision each person or group of people to have alongside appropriate governmental powers.

### C2 Founding and Development of the Government of the United States of America

#### Compelling Questions:

- In what ways might the federal and state governments reflect characteristics of both direct democracy and a representative republic (or neither)? What might be the best forms of representation?
- In what ways has the Constitution created a just government? In what ways has the Constitution created an unjust government? What, if any, remedies were embedded to address problems in the Constitution?

#### Process and Skills Possibilities:

- Analyze founding documents to find Democratic Values. Connect the Democratic Values to mechanisms in the Constitution or subsequent documents.
- Convene a Constitutional Convention in your class in which you decide what to keep and what to update collaboratively from the Constitution and the Amendments.

### C3 Structure and Function of Governments in the United States of America

#### Compelling Questions:

- In what ways has the Constitution, and its competitive policy-making process, served to represent the people's will and limit government power to ensure that the people's will is represented?
- In what ways do the branches of the national government compete and cooperate in order to govern?
- How has the intent of federalism been impacted by provisions within the Constitution and policies over time?

#### Process and Skills Possibilities:

- As a classroom, propose a law and walk it through the complexities of becoming law at the federal level.
- As a classroom, propose a law and walk it through the complexities of becoming law at the state level.



### C4 Rights and Liberties in the United States of America

#### Compelling Questions:

- In what ways has the development and interpretation of the Constitution influenced policies that impact citizens and people living in the United States?
- How has (or might) the will of the majority upheld or infringed upon rights of the unenfranchised, disenfranchised, or underrepresented?
- How might the tension between life and liberty balance against the desire for security in an open society?

#### Process and Skills Possibilities:

- Research an issue concerning one of the First Amendment five protections (speech, assembly, religion, press, petition). Put on a mock trial using the evidence from the case to review the evidence and decide. The case could be historical, breaking in the news, or one pending in front of a court.
- Identify a pressing issue under the Fourteenth Amendment's equal protection of the law. Research and write amicus briefs exploring all sides of the issue. Present and question the briefs.

### C5 The United States of America and World Affairs

#### Compelling Questions:

- To what degree, if any, should questions of sovereignty and openness impact the United States and its foreign policy? What possibilities and challenges are posed in open and closed societies?
- What, if any, rights of people extend beyond the borders of the United States? What, if any, rights of people from abroad exist inside the borders of the United States?
- In what ways have American political ideas, ideals, and the American Constitutional system influenced other governments?

#### Process and Skills Possibilities:

- Choose an issue of international importance and convene an international conference where different countries discuss their perspectives. As a class, create a position paper on how the United States of America views the issue and why.
- Identify, research, evaluate, take, and defend positions regarding why some aspects of the American Constitutional system that have been effective in the United States either have or have not been used or have not been successful in other countries.

### C6 Citizenship and Civic Participation in the United States of America

#### Compelling Questions:

- What civic skills are necessary for vibrant Constitutional democracies and how might schools cultivate healthy civic virtue?
- To what degree should citizens be required to be involved in the responsibilities of citizenship? What might be some of the most important legal and moral rights and obligations of citizenship?

#### Process and Skills Possibilities:

- Collaboratively, identify and discuss community needs that have potential public policy solutions. Develop possible solutions, evaluate their pros and cons, and choose one to defend in a simulated public hearing. Develop and defend a proposal for appropriate public policy officials.
- Research and design a campaign to educate and encourage students in your school to vote. Create simulated voting opportunities for students throughout your district to experience voting.

## Governance, Democratic Values, Constitutional Principles, and a Right to Remedy – Possibilities and Pitfalls

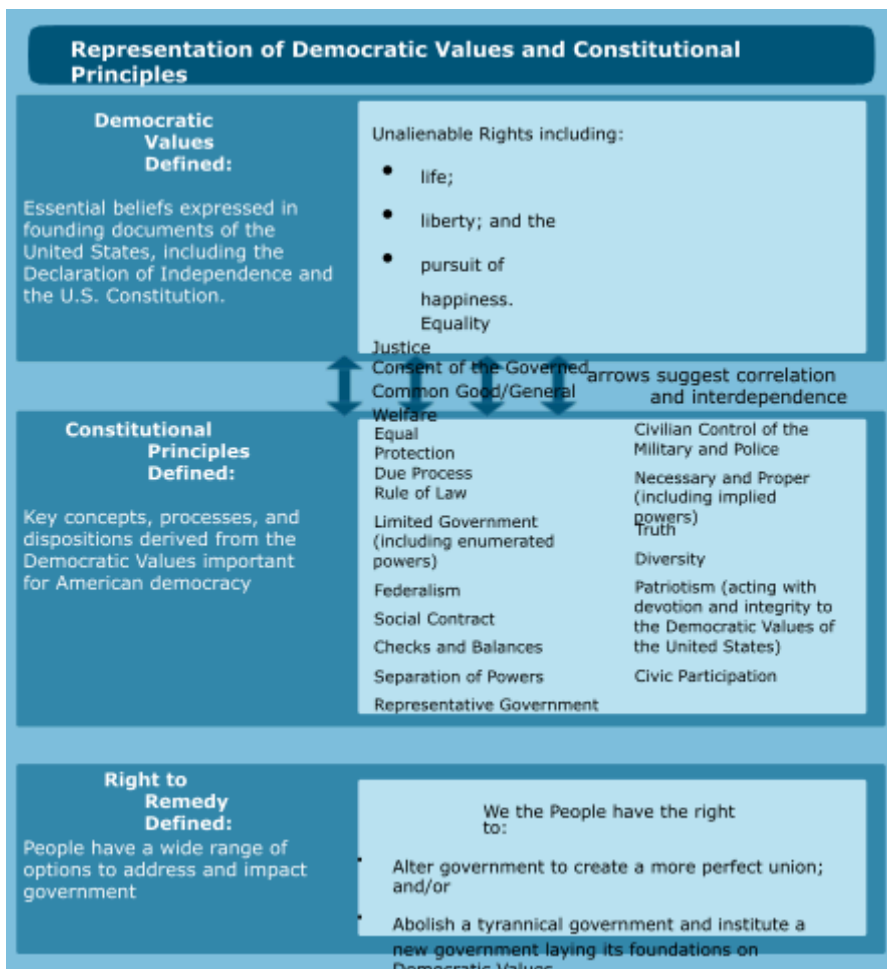
In acknowledging the complexities of American governance, various terminologies materialize. To clarify the intent of the Michigan Standards, Democracy refers to the overarching idea that the United States is a government by and for the people (“We the People”). The question continues — How do we implement the principles of democracy while ensuring the protection of rights and liberties of all persons in the United States? Under this umbrella question, multiple forms of governance arise. Examples include but are limited to a representative republic, direct democracy, and outliers that challenge both conventions of thought.

Listing the Democratic Values of the United States of America alongside essential Constitutional Principles reveals the complexities of the historical documents, coupled with the hopes and hypocrisy of the times themselves. Like the formative documents of the United States themselves, this list represents compromise, hope, and a willingness to work together to keep forging ahead in pursuit of clearer standards. For the purposes of this document, “Democratic Values” are essential aspirational goals rooted in founding essential documents, including the Declaration of Independence and the Constitution of the United States; “Constitutional Principles” are ideas and processes derived from Democratic Values as expressed in the Declaration of Independence and the Constitution of the United States. The “right to remedy” refers to a continuum of options people have for impacting government. The list below provides one way in which Democratic Values and Constitutional Principles could be organized and does not represent the full possibilities of what such a list could look like. These items have been organized in the following manner:

This chart illustrates one way a classroom can work through complex questions of competing and reinforcing ideals (Democratic Values) against competing and reinforcing mechanisms to achieve those ideals (Constitutional Principles). Moreover, exploring a continuum of remedy from writing letters, voting, protest, running for office, direct action, and all the way through to abolishing a government under the most extreme circumstances, allows classrooms to explore appropriate action for issues they wish to remedy.

To be fleshed out as a suggestion during professional learning, the concept of a taxonomy is an intellectually rigorous and rewarding exercise. Classrooms could collaborate to create their own taxonomies to see when, how, and if various Constitutional Principles align with particular Democratic Values. Benefits of such an exercise include:

- opportunities to build perspective and empathy in students as they reflect and demonstrate how, if at all, the interpretation of Democratic Values and Constitutional Principles may change based on someone’s point of view, social situation, or place in time.
- opportunities to assess the relative effectiveness of Constitutional Principles at upholding certain Democratic Values.
- opportunities for continual teacher assessment to guide students in their learning as they discuss their ongoing understanding of the Democratic Values and Constitutional Principles.
- opportunities to evaluate change over time by utilizing primary documents and the narratives of real





people throughout history, demonstrating how the meaning or actualization of Democratic Values may change in changing cultures.

- opportunities for students to reflect for themselves their own belief systems and where and how they prioritize Democratic Values and Constitutional Principles.

### **USING THE CIVICS HSCE: THINGS TO REMEMBER**

There are a number of important considerations for teachers to keep in mind as they use these Civics expectations to plan instruction. It is important to remember that the application of content of this document:

#### **USES CIVICS THINKING**

The expectations require students to think — describe, analyze, synthesize, evaluate, compare, contrast, argue respectfully — using political and civics habits of mind. These expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of names, definitions, and facts is essential, high-quality teaching and learning demand a great deal more than just the mastery of discrete collections of facts or terms.

#### **REQUIRES ACTIVE INQUIRY AND PARTICIPATION**

Civic education requires students have an active civic identity — active as investigators, political scientists, social scientists, researchers, voters, elected officials, writers, testifiers, organizers, campaigners, and so much more in the civic activities of their schools and communities. Shifting student identity from passive recipients of knowledge to engaged and purposeful members of society requires continued and deliberate practice of deliberative dialogue and discussion.

Civics entails critical reading, writing, and advocacy. Civics entails knowing how, when, and where to use Civics concepts and knowledge to understand and participate in the world.

This calls upon students to: frame important questions; locate and analyze appropriate evidence and data; consider differing points of view, apply concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions; and participate in democratic deliberations around public policy issues. In short, Civics should help Michigan students make reasoned and informed decisions and understand how to fully participate in American society.

#### **REPRESENTS CONTENT EXPECTATIONS AND NOT PEDAGOGICAL ORGANIZATION**

This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling public policy issue or problem to organize weeks of study, while coherently employing many content expectations.

#### **DIFFERENTIATES BETWEEN REQUIRED AND SUGGESTED CONTENT**

On numerous occasions, the expectations will include examples to help clarify teachable content. Examples are listed in "Examples may include but are not limited to" below the content expectation. Local districts and the teachers may use these ideas as starting points for their instruction and may include examples to reflect their own local experiences relevant to the curriculum. The examples are not required content, yet may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

#### ***Process and Skills***

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit Standards.

## C1 Philosophical Foundations of Civic Society and Government

C – 1.1.1 Describe, compare, and contrast political philosophers' views on purposes of government(s) including but not limited to Aristotle, Locke, Hobbes, Montesquieu, and Rousseau.

### *We the People*

#### Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?

C – 1.1.2 Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority.

**Examples may include but are not limited to:** anarchy, dictatorship, democracy, monarchy, oligarchy, republic, theocracy, military junta, socialist, and tribal governments.

C – 1.1.3 Compare, contrast, and evaluate models of representation in democratic governments including presidential and parliamentary systems.

**Examples may include but are not limited to:** direct democracy, constitutional democracy, constitutional republic, representative democracy, indirect democracy/republic.

### *We the People*

#### Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?

C – 1.1.4 Compare and contrast federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty and distribution of governmental powers.

## C2 Founding and Development of the Government of the United States of America

### C2.1 Origins of the American Constitutional Government

C – 2.1.1 Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke's Second Treatise.

**Examples may include but are not limited to:** the Iroquois Confederation, English Bill of Rights, Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Montesquieu's Spirit of Laws, Paine's Common Sense, Aristotle's Politics, and select Federalist Papers (10th, 14th, and 51st).

### *We the People*



### Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 1, Lesson 7:** What basic ideas about government and rights did the state constitutions include?

C – 2.1.2 Identify and analyze various Democratic Values of the United States as found in the Declaration of Independence.

**Examples of Democratic Values may include but are not limited to:** justice, unalienable rights (life, liberty, pursuit of happiness), and equality.

**Analysis may include but is not limited to:** how might the ideals in the Declaration have been in tension with reality?

### *We the People*

### Level 3 curriculum connections

- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?

C – 2.1.3 Explain the impact of the major debates and compromises underlying the drafting and ratification of the American Constitution including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates concerning slavery, and the promise for a Bill of Rights after ratification.

### *We the People*

### Level 3 curriculum connections

- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?

## C2.2 Democratic Values and U.S. Constitutional Principles

C – 2.2.1 Analyze relationships between Democratic Values and Constitutional Principles.

**Examples may include but are not limited to:** ways in which the Constitutional Principle of due process of laws correlates with the Democratic Value of justice, ways in which the Constitutional Principle of equal protection of the law correlates with the Democratic Value of equality.

### *We the People*

### Level 3 curriculum connections

- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?

C – 2.2.2 Analyze how influential historical speeches, writings, cases, and laws express Democratic Values and influenced changes in American culture, law, and the Constitution.



**Examples may include but are not limited to:** equality; drawing upon Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail”; the Universal Declaration of Human Rights; the Declaration of Sentiments; the Equal Rights Amendment; and *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Loving v. Virginia*, the Americans With Disabilities Act, and *Obergefell v. Hodges*.

### *We the People*

#### Level 3 curriculum connections

- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?

C – 2.2.3 Use examples to investigate why people may agree on Democratic Values and Constitutional Principles in the abstract, yet disagree over their meaning when they are applied to specific situations.

**Examples may include but are not limited to:** liberty and authority/order, justice and equality, individual rights and the common good.

## **C3 Structure and Function of Governments in the United States of America**

### **C3.1 Structure, Functions, Powers, and Limits of Federal Government**

C – 3.1.1 Identify and describe the purposes, organization, powers, processes, and election of the legislative branch as enumerated in Article I of the Constitution.

**Examples may include but are not limited to:** the House of Representatives and Senate (including election and qualifications to hold office), advise and consent, impeachment, power of the purse, approval of treaties, and war powers.

### *We the People*

#### Level 3 curriculum connections

- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?

C – 3.1.2 Identify and describe the purposes, organization, powers, processes, and election of the executive branch as enumerated in Article II of the Constitution.

**Examples may include but are not limited to:** the President (including election and qualifications to hold office), Commander-in-Chief, appointment power, presidential pardon, executive departments, due care (faithful execution of the laws) clause, independent regulatory agencies, treaty negotiations, veto power, electoral college, Twenty-fifth Amendment.

## *We the People*

### Level 3 curriculum connections

- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?

C – 3.1.3 Identify and describe the purposes, organization, powers, processes, and appointment or election of the judicial branch as enumerated in Article III of the Constitution and as established in *Marbury v. Madison*.

**Examples may include but are not limited to:** the Supreme Court (nomination and appointment process, lifetime tenure), original and appellate jurisdictions, resolution of disputes.

## *We the People*

### Level 3 curriculum connections

- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?

C – 3.1.4 Examine and evaluate the effectiveness the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.

**Examples may include but are not limited to:** advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment.

## *We the People*

### Level 3 curriculum connections

- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?

C – 3.1.5 Analyze the various levels and responsibilities in the federal and state judicial systems and explain the relationships among them.

## *We the People*

### Level 3 curriculum connections

- **Unit 4, Lesson 26:** How does American federalism work?

C – 3.1.6 Evaluate major sources of revenue and major expenditures of the federal government.

**Examples may include but are not limited to:** discretionary spending, federal income tax, and mandatory spending.

C – 3.1.7 Identify and explain how Supreme Court decisions and provisions in the U.S. Constitution have impacted the power of the federal government.

**Examples may include but are not limited to:** the Bill of Rights, rule of law, enumerated powers, implied powers, federalism, and *McCulloch v. Maryland*.

## *We the People*

### Level 3 curriculum connections

- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?

## C3.2 Structure and Functions of State, Local, and Tribal Governments

C – 3.2.1 Describe limits the U.S. Constitution places on powers of the states and on the federal government's power over the states.

**Examples of limits on state power include but are not limited to:** prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments.

**Examples of limits on federal power over states include but are not limited to:** federal government cannot abolish a state; Tenth Amendment reserves powers to the states; federal government cannot commandeer state employees.

*We the People*

Level 3 curriculum connections

- **Unit 4, Lesson 26:** How does American federalism work?

C – 3.2.2 Explain interactions and tensions among federal, state, and local governments using the necessary and proper clause, the Commerce Clause, and the Tenth Amendment.

*We the People*

Level 3 curriculum connections

- **Unit 4, Lesson 26:** How does American federalism work?

C – 3.2.3 Describe how state, local, and tribal governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).



C – 3.2.4 Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments.

C – 3.2.5 Evaluate the major sources of revenue and expenditures for state, local, and tribal governments.

C – 3.2.6 Describe and evaluate referendums, initiatives, and recall as mechanisms used to influence state and local government. Use a case study to examine the impact of one such listed mechanism.

### **C3.3 Additional Actors and Influences in American Civic Society**

C – 3.3.1 Describe and analyze how groups and individuals influence public policy.

**Examples may include but are not limited to:** political action committees, voluntary organizations, professional organizations, civic organizations, media.

C – 3.3.2 Describe the evolution of political parties and their contemporary influence on public policy.

#### *We the People*

#### **Level 3 curriculum connections**

- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?

C – 3.3.3 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.

C – 3.3.4 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.

C – 3.3.5 Identify and discuss roles of non-governmental organizations in American civic society.

C – 3.3.6 Explain functions and possible influence of various news and other media sources in political communication.

**Examples may include but are not limited to:** television, print, press, Internet (including social media), radio.

C – 3.3.7 Analyze the credibility and validity of various forms of political communication.

**Examples of analysis may include but are not limited to:** logic, factual accuracy, selective omission, emotional appeal, distorted evidence, appeals to bias or prejudice, confirmation and source bias.

## C4 Rights and Liberties in the United States of America

### C4.1 Application of the Bill of Rights

C – 4.1.1 Describe the five essential rights protected by the First Amendment. Through the use of court cases and examples, explore and analyze the scope and limits of First Amendment rights.

**Examples may include but are not limited to:** *Schenck v. United States, Brandenburg v. Ohio, Tinker v. Des Moines Independent Community School District, Bethel School District v. Fraser, Hazelwood School District v. Kuhlmeier, Texas v. Johnson, New York Times Co. v. United States, Village of Skokie v. National Socialist Party, Minersville School District v. Gobitis, West Virginia State Board of Education v. Barnette, Engel v. Vitale, Lemon v. Kurtzman, Wisconsin v. Yoder, NAACP v. Alabama.*

#### *We the People*

##### Level 3 curriculum connections

- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?

C – 4.1.2 Using the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments, describe the rights of the accused; using court cases and examples, describe the limit and scope of these rights.

**Examples may include but are not limited to:** search and seizure, right to an attorney, due process, double jeopardy, right to speedy trial, right to impartial jury, right to witnesses, no cruel or unusual punishment. Court cases include, but are not limited to: *Mapp v. Ohio, Katz v. United States, New Jersey v. T.L.O., Riley v. California, Gideon v. Wainwright, Miranda v. Arizona, Gregg v. Georgia.*

#### *We the People*

##### Level 3 curriculum connections

- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?

### C4.2 Extensions of Civil Rights and Civil Liberties

C – 4.2.1 Explain how the Civil War led to the creation of the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution. Analyze each Amendment's relative effectiveness.

#### *We the People*

##### Level 3 curriculum connections

- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?

C – 4.2.2 Explain how significant historical events, including but not limited to the suffrage movements and the civil rights movements, resulted in changes to the interpretation of and Amendments to the U.S. Constitution.

**Examples may include but are not limited to:** suffrage movements (Fifteenth, Nineteenth, Twenty-Third, Twenty-Fourth, Twenty-Sixth Amendments), and the civil rights movements (Twenty-Fourth, Twenty-Sixth Amendments).

## *We the People*

### Level 3 curriculum connections

- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?

C – 4.2.3 Using the Fourteenth Amendment, describe the impact of the doctrine of incorporation, due process of law, and equal protection of law on the articulation and extension of rights.

**Examples may include court cases and pieces of legislation that include but are not limited to:** Civil Rights Act of 1964, Voting Right Act of 1965, *Barron v. Baltimore*, *Slaughterhouse cases*, *Gitlow v. New York*, *Gideon v. Wainwright*, *Mapp v. Ohio*, *Meyer v. Nebraska*, *Griswold v. Connecticut*, *Roe v. Wade*, *Cantwell v. Connecticut*, *McDonald v. Chicago*, *Shelby County v. Holder*, *Obergefell v. Hodges*, *United States v. Wong Kim Ark*.

## *We the People*

### Level 3 curriculum connections

- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?

## C4.3 Examining Tensions and Limits on Rights and Liberties

C – 4.3.1 Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict.

**Examples of personal rights include but are not limited to:** freedom of thought, conscience, expression, association, movement and residence, privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law.

**Examples of political rights include but are not limited to:** freedom of speech, press, assembly, and petition; the right to vote and run for public office.

**Examples of economic rights include but are not limited to:** acquire, use, transfer, and dispose of property; choose one's work, change employment, join labor unions and professional associations; establish and operate a business; copyright protection; enter into lawful contracts; just compensation for the taking of private property for public use.

C – 4.3.2 Describe considerations, criteria, and examples that have been used to deny, limit, or extend protection of individual rights.

**Examples may include but are not limited to:** clear and present danger; time, place, and manner restrictions on speech; compelling government interest; security; libel or slander; public safety; and equal opportunity.

**Examples may include but are not limited to:** *Dred Scott*, *Plessy v. Ferguson*, *Korematsu v. United States*.

### *We the People*

#### Level 3 curriculum connections

- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?

## C5 The United States of America and World Affairs

### C5.1 Formation and Implementation of U.S. Foreign Policy

C – 5.1.1 Identify and describe ways in which foreign policy is made including Constitutional powers of the executive, legislative, and judicial branches and how those powers have been clarified or interpreted over time.

**Examples may include but are not limited to:** Senate treaty ratification powers, Senate advise and consent of political appointments, Congressional declarations of war, War Powers Act of 1973, executive orders and related injunctions, power of the purse.

## *We the People*

### Level 3 curriculum connections

- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?

C – 5.1.2 Analyze past and present examples of U.S. foreign policy, its implementation, and its impact on American and international institutions and individuals.

**Examples of policies may include but are not limited to:** immigration policies, nuclear treaties, Paris Accords and climate change, war on terrorism, space treaties, privatization and militarism of space, the Spanish-American War, American isolationism, the Atlantic Charter, cold war containment, post-cold war policy, modern treaties, tariffs, trade wars, cyber-security, gag rules.

## *We the People*

### Level 3 curriculum connections

- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?

C – 5.1.3 Describe ways in which groups and individuals influence foreign policy.

**Examples may include but are not limited to:** political action committees, voluntary organizations, professional organizations, civic organizations, media, individuals' public opinions, interest groups, the media news cycles, think tanks, foreign policy.

## **C5.2 U.S. Role in International Institutions and Affairs**

C – 5.2.1 Analyze the influence and impact of U.S. political, economic, technological, and cultural developments on countries and people around the world.

**Examples may include but are not limited to:** foreign policy, popular culture, fashion, music, Democratic Values, Constitutional Principles, backlash.

## *We the People*

### Level 3 curriculum connections

- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?

C – 5.2.2 Analyze how international political, economic, technological, and cultural developments impact U.S. institutions and individuals.

**Examples may include but are not limited to:** multinational corporations, terrorism, regional organizations, trade, migration, human trafficking, telecommunications.

## *We the People*

### Level 3 curriculum connections

- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?

C – 5.2.3 Identify and evaluate the roles and responsibilities of the United States in international governmental organizations including bilateral and multilateral agreements.

*We the People*

**Level 3 curriculum connections**

- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?



**Examples may include but are not limited to:** the United Nations, North Atlantic Treaty Organization, Organization of American States, USMCA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, Paris Climate Accords, and Nuclear Non-Proliferation Treaty.

C – 5.2.4 Identify and evaluate international non-governmental organizations.

**Examples may include but are not limited to:** International Red Cross, Amnesty International, Doctors Without Borders.

## C6 Citizenship and Civic Participation in the United States of America

### C6.1 Citizenship in the United States of America

C – 6.1.1 Describe and evaluate the requirements and process for becoming a citizen of the United States.

*We the People*

Level 3 curriculum connections

- Unit 6, Lesson 33: What does it mean to be a citizen?

C – 6.1.2 Explain how the United States has limited and expanded citizenship over time.

**Examples may include but are not limited to:** legislation, Constitutional Amendments, telecommunications.

*We the People*

Level 3 curriculum connections

- Unit 6, Lesson 33: What does it mean to be a citizen?

C – 6.1.3 Compare and contrast rights and representation among U.S. people and citizens living in states, territories, federal districts, and on tribally governed land.

**Examples may include but are not limited to:** District of Columbia, Guam, Puerto Rico, Northern Mariana Islands, U.S. Virgin Islands, American Samoa, Tribal Governments.

### C6.2 Rights and Responsibilities in Civic Society

C – 6.2.1 Using examples, explain the rights and responsibilities of U.S. citizens as well all people living in the United States.



**Examples unique to citizens include but are not limited to\*:** voting in national, state, and local elections, serving as a juror, running for elected office.

**Examples for all persons living in the United States as lawful permanent residents include but are not limited to:** serving in the armed forces, voting in local jurisdictions, serving on some local juries, registering to vote.

**Examples for all persons living in the United States include but are not limited to:**

- participating in public life.
- participating in political life.
- being informed about laws that govern society.
- respecting and obeying just laws.
- stay informed and attentive about public issues.
- monitoring political leaders and governmental agencies.
- assuming community leadership when appropriate.
- paying taxes.
- registering to vote and voting knowledgeably on candidates and issues.
- performing public service.
- assuming leadership when appropriate.

\*incarceration is an exception in some states.

### *We the People*

#### Level 3 curriculum connections

- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?

## **C6.3 Dispositions for Civic Participation**

C – 6.3.1 Explain the personal dispositions that contribute to knowledgeable and engaged participation in civic communities.

**Examples may include but are not limited to:** concern for the well-being of others, civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise, persistence, civic-mindedness, compassion, patriotism, courage, and tolerance for ambiguity.

C – 6.3.2 Explain how informed members of society influence civic life.

**Examples may include but are not limited to:** obeying just law, disobeying unjust law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.

## **C6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse**

C – 6.4.1 Explain and evaluate how people, individually or collectively, seek to bring the United States closer to its Democratic Values.

C – 6.4.2 Identify, discuss, and analyze methods individuals and/or groups have chosen to attempt social and legal change. Assess the effects of civil disobedience, social movements, demonstrations, protests on society and law.

**Examples may include but are not limited to:** abolitionists, women's suffrage movement, Civil Rights movement, direct action, sit-down strikes, walk-outs.

### *We the People*

#### Level 3 curriculum connections

- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?

C – 6.4.3 Identify and describe a local, state, national, or international public policy issue; research and evaluate multiple solutions; analyze the consequences of each solution and propose, defend, and take relevant action to address or resolve the issue.

**Considerations for research may include but are not limited to:** primary and secondary sources, legal documents (Constitutions, court decisions, state law), non-text based information (oral speeches/presentations, political cartoons, campaign advertisements), and other forms of political communication (speeches and blogs).

**Considerations for analyzing credible sources may include but are not limited to:** logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, appeals to bias or prejudice, overall strength of argument.

C – 6.4.4 Equip students with the skills and knowledge to explore multiple pathways for knowledgeable, civic engagement through simulations and/or real-world opportunities for involvement.

**Examples may include but are not limited to:** trials, school board meetings, congressional hearings, running for office, letters to the editor, political campaigns.

## THE ARC OF INQUIRY: GRADES 9-12

**Dimension 1:** Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

**Individually and collaboratively, students construct compelling questions and:**

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**Dimension 2:** The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

**Dimension 3:** Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

**Individually and collaboratively, students:**

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Dimension 4:** Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

**Individually and collaboratively, students:**

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.