

***We the People:  
The Citizen and the Constitution***

Textbook & Program Alignment to the Ohio Academic  
Content Standards for the Social Studies  
Grades 3-12

As Prepared by the Ohio Center for Law-Related Education  
with assistance from Linda Petz, Kristen Geaman, Aaron Bruewer, and Tim Kalgreen

## ACADEMIC CONTENT STANDARDS

### Grades 3 – 5

#### History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

**Benchmark C:** Explain how new developments led to the growth of the United States.

#### Grade 5

- Unit 1, Lesson 1  
Lesson 1 explains what life was like in the thirteen colonies and how living in the colonies influenced people's ideas about government, (indicator 5).
- Unit 1, Lesson 2  
Lesson 2 describes the Founders' most important ideas about basic rights and the purposes of government, (indicator 5).
- Unit 1, Lesson 3  
Lesson 3 explains the advantages of a republican government. (indicator 5)
- Unit 1, Lesson 4  
Lesson 4 describes the differences between a constitutional and dictatorial government, (indicator 5).
- Unit 1, Lesson 6  
Lesson 6 describes how state constitutions protect the rights of citizens, (indicator 5).
- Unit 2, Lesson 7  
Lesson 7 describes the Articles of Confederation. This lesson also explains the problems which led the Founders to write a new constitution, (indicator 5).
- Unit 2, Lesson 8.  
Lesson 8 explains the purpose of the Philadelphia Convention and the decisions the Framers made before writing the Constitution, (indicator 5).

#### Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

**Benchmark A:** Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.

#### Grade 5

- Unit 2, Lesson 9  
Lesson 9 presents how the Framers of the Constitution determined the number of representatives each state would have in Congress, (indicator 1A).
- Unit 2, Lesson 10  
Lesson 10 presents the slavery dilemma and how the Framers of the Constitution compromised on the issue using the three-fifths clause, (indicator 2E).

- Unit 3, Lesson 11  
Lesson 11 explains the basic ideas of government that are articulated in the Preamble to the Constitution, (indicator 3).
- Unit 3, Lesson 12  
Lesson 12 explains why the Framers separated the power of government among three branches - the Executive, Legislative, and Judicial. This lesson explains how the Constitution balances and checks the powers of each branch of government, (indicator #1, AI B, C).
- Unit 3, Lesson 13  
Lesson 13 describes how Congress is organized, what powers it has, and how its powers are limited. The lesson explains how laws are made, (indicator 1A).
- Unit 3, Lesson 14  
Lesson 14 explains the organization of the executive branch, its powers, and limits, (indicator 1B).
- Unit 3, Lesson 15  
Lesson 15 explains the organization of the judicial branch, its powers, and limits, (indicator 1C).

**Benchmark B:** Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.

Grade 5

- Unit 1, Lesson 5  
Lesson 5 describes the major ideas about government contained in the Declaration of Independence, (indicator 3).
- Unit 2, Lesson 16  
Lesson 16 contains an explanation of federal system of government including powers delegated and limited to the national and state governments, (indicator 2).

**Citizenship Rights and Responsibilities**

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

**Benchmark A:** Explain how citizens take part in civic life in order to promote the common good.

Grade 5

- Unit 5, Lesson 22  
Lesson 22 explores how ideas about government found in the Declaration of Independence and the Constitution have influenced people in other countries.
- Unit 5, Lesson 23  
Lesson 23 discusses the responsibilities of citizens including consideration of the common good, (indicator 2).
- Unit 5, Lesson 24

Lesson 24 explores the idea of the common good and why citizens should participate in government, (indicator 2).

**Benchmark B:** Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

Grade 5

- Unit 4, Lesson 17  
Lesson 17 explores freedom of expression, its benefits, and limits, (indicator 3).
- Unit 4, Lesson 18  
Lesson 18 discusses freedom of religion, how the Constitution protects it, and limits it, (indicator 3).
- Unit 4, Lesson 19  
Lesson 19 explains equal protection of the laws as part of the 14th Amendment.
- Unit 4, Lesson 20.  
Lesson 20 explains due process of law.
- Unit 4, Lesson 21  
Lesson 21 explores the laws and amendments to the Constitution that gave citizens the right to vote.

## ACADEMIC CONTENT STANDARDS

### Grades 6 – 8

#### History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

**Benchmark B:** Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.

#### Grade 7

- Unit 1, Lesson 2  
Lesson 2 describes the Roman republic and what the Founders learned from it (a).

**Benchmark C:** Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.

#### Grade 7

- Unit 2, Lesson 5  
Lesson 5 presents feudalism as it was in England.

**Benchmark D:** Describe the effects of interactions among civilizations during the 14<sup>th</sup> through the 18<sup>th</sup> centuries.

#### Grade 8

- Unit 2, Lesson 6  
Lesson 6 discusses colonial governments in the US (e).

**Benchmark E:** Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.

#### Grade 8

- Unit 2, Lesson 6  
Lesson 6 relates the experiences that led to the American Revolution (a, b).
- Unit 2, Lessons 7, 8  
Lesson 7 discusses the Declaration of Independence (a), Lesson 8 the creation of state constitutions (c).

**Benchmark F:** Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.

#### Grade 8

- Unit 2, Lesson 10  
Lesson 10 presents the failures of the Articles of Confederation
- Unit 3, Lessons 12, 13, 17  
Lesson 12 presents the Great Compromise (a), Lesson 13 the compromises concerning slavery (a), Lesson 17 the debate between the Federalists and Anti-Federalists (b) and the debate over a Bill of Rights (c).
- Unit 4, Lessons 19, 20  
Lesson 19 discusses the cabinet (a) and formation of the judiciary (c), Lesson 20 efforts to create a national bank (b).

**Benchmark G:** Analyze the causes and consequences of the American Civil War.

#### Grade 8

- Unit 2, Lesson 10  
Lesson 10 talks about the Northwest Ordinance (a).
- Unit 4, Lesson 18  
Lesson 18 discusses states' rights (b) and that this belief contributed to the Civil War.
- Unit 5, Lesson 26  
Lesson 26 presents the Civil War Amendments (b).

#### **People in Societies**

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

**Benchmark B:** Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

#### Grade 8

- Unit 5, Lesson 24  
Lesson 24 explains the establishment and free exercise clauses and the conflict between them.
- Unit 5, Lesson 26  
Lesson 26 shows some of the effects of institutionalized discrimination (c).
- Unit 5, Lesson 25  
Lesson 25 discusses women's struggle to gain the right to vote.

#### **Economics**

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

**Benchmark A:** Explain how the endowment and development of productive resources affect economic decisions and global interactions.

#### Grade 8

- Unit 2, Lesson 10  
Lesson 10 discusses the economic downfalls of the Articles of Confederation and how property rights were not protected.

### **Government**

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

**Benchmark A:** Explain why people institute governments, how they influence governments, and how governments interact with each other.

### **Grade 6**

- Unit 1, Lesson 1  
Lesson 1 presents the natural rights philosophy and why governments are created (a)

### **Grade 8**

- Unit 2, Lesson 7  
Lesson 7 breaks down the arguments in the Declaration of Independence that are based on the natural rights philosophy.
- Unit 4, Lesson 20  
Lesson 20 discusses how political parties formed with emphasis on establishment of the Bank of the United States (b), strict or loose interpretation of the Constitution (c), and support for England or France (d).

**Benchmark B:** Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.

### **Grade 8**

- Unit 2, Lessons 8, 10  
Lesson 8 features paper money issues (b), Lesson 10 Shays's Rebellion (a) and the benefits and drawbacks of government under the Articles of Confederation (c).
- Unit 1, Lessons 2, 4, Unit 2, Lesson 6, and Unit 4, Lesson 18  
Lesson 2 explains republican government (a), Lesson 4 separation of powers and checks and balances (d, e), Lesson 6 representative government in the colonies (a), Lesson 18 federalism (b).
- Unit 3, Lessons 14, 15 and Unit 5, Lessons 23, 24, 26, 27  
Lesson 14 presents the powers of the legislative branch, Lesson 15 the powers of the executive and judicial branches, Lesson 23 freedom of expression and how protected, Lesson 24 freedom of religion, Lesson 26 equal protection, Lesson 27 due process.
- Unit 5, Lessons 23, 24, 26, 27

Lesson 23 discusses freedom of expression (a) and how protected, Lesson 24 freedom of religion (a), Lesson 26 equal protection (c), Lesson 27 due process (c).

- Unit 2, Lesson 10  
Lesson 10 introduces the Northwest Ordinance.

**Benchmark C:** Compare the defining characteristics of democracies, monarchies and dictatorships.

#### Grade 7

- Unit 1, Lesson 2  
Lesson 2 gives a description of the Roman republic.
- Unit 1, Lesson 2 and Unit 2, Lesson 5  
Lesson 1 describes the Roman Republic, Lesson 5 discusses feudalism.

#### **Citizenship Rights and Responsibilities**

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

**Benchmark A:** Show the relationship between civic participation and attainment of civic and public goals.

#### Grade 6

- Unit 6, Lesson 28  
Lesson 28 presents opportunities for citizen participation in our system of government.

#### Grade 7

- Unit 6, Lessons 28, 29  
Lessons 28 and 29 discuss citizen participation in our representative democracy.

#### Grade 8

- Unit 4, Lesson 20  
Lesson 20 discusses political parties and some goals they attained in the 1790s.
- Unit 5, Lesson 25  
Lesson 25 explains the extension of voting rights to all white men.

**Benchmark B:** Identify historical origins that influenced the rights U.S. citizens have today.

#### Grade 7

- Unit 2, Lesson 5  
Lesson 5 explains the Magna Carta and the rights it contains.

## Grade 8

- Unit 2, Lesson 7 and Unit 5, Lessons 25, 26  
Lesson 7 discusses the ideals in the Declaration of Independence (a), Lesson 25 the women's movement (e), Lesson 26 the Supreme Court's decisions in *Plessy v. Ferguson* and *Brown v. Board of Education* and results of those decisions in restricting and advancing rights.
- Unit 6, Lesson 29  
Lesson 29 presents connections between respecting others' rights and keeping your own (c).

## **Social Studies Skills and Methods**

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

**Benchmark A:** Analyze different perspectives on a topic obtained from a variety of sources.

## Grade 6

- Units 1-6  
In the We the People culminating activity, the hearing, students conduct research in order to answer questions. Obtaining the necessary information to answer these questions will require them to use many sources (a-f).

**Benchmark B:** Organize historical information in text or graphic format and analyze the information in order to draw conclusions.

## Grade 6

- Units 1-6  
In preparing for the hearing, students will gather and analyze information from primary and secondary sources in order to summarize facts (such as the achievements under the Articles of Confederation), make generalizations (such as liberty is essential to factions), and draw conclusions (such as the Civil War occurred for these reasons....).
- Units 1-6  
For the hearing, students can organize their information in outline form. Also, some teachers allow note cards to be used and the information on them should be in outline form.
- Units 1-6  
In researching for the hearing, students will learn to read and interpret graphs and charts.

### Grade 7

- In the We the People culminating activity, the hearing, students answer questions and discuss topics using perspectives of people living at the time (such as why legislative supremacy came to be and why a new government was needed instead of the Articles).

**Benchmark C:** Present a position and support it with evidence and citation of sources.

### Grade 6

- Units 1-6  
This is the hearing. Communicate a position on a topic (answer to question) orally (chosen method of communication in the hearing) and support that position with evidence (also in answer).

### Grade 7

- Units 1-6  
While conducting research for the hearing, students will have to compare multiple viewpoints and frames of reference about important historical events.

### Grade 8

- Units 1-6  
In the We the People culminating activity, the hearing, students give an oral position that includes citation (example: "As James Madison said in Federalist 10...").

**Benchmark D:** Work effectively in a group.

### Grade 6

- Units 1-6  
For the hearing, students are placed in groups. These unit teams work together to develop answers and engage in sub-points a-e.

### Grade 7

- Units 1-6  
While working with their unit team members to develop answers, students will learn to establish guidelines, rules, and time lines for group work

After completing the hearing, students will be able to reflect upon the performance and participation of each group member.

### Grade 8

- Units 1-6  
In interacting with team members to develop answers, students will learn to organize and lead discussions.

Team members may disagree on what an answer is, but through interaction with team members students will learn to manage conflict within a group.



# ***We the People: The Citizen and the Constitution***

## **Alignment to the Ohio Academic Content Standards for the Social Studies Grades 9-10**

The following are the lessons in the *We the People: The Citizen and the Constitution* Level III textbook (copyright 2009) as they correlate to the appropriate Ohio Academic Content Standards for the Social Studies benchmark.

### **History**

Benchmark A: Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments

- Lessons 1, 3-4, 6, 33

Benchmark C: Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled

- Lesson 28

Benchmark D: Connect developments related to World War I with the onset of World War II

- Lesson 38

Benchmark F: Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

- Lessons 19, 20, 33, 35

### **People in Societies**

Benchmark A: Analyze the influence of different cultural perspectives on the actions of groups

- Lessons 19, 30, 35

Benchmark B: Analyze the consequences of oppression, discrimination and conflict between cultures

- Lessons 5, 17, 19-20, 26, 30, 35-36

Benchmark C: Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices

- Lessons 28, 37, 39

### **Geography**

Benchmark C: Analyze the patterns and processes of movement of people, products and ideas

- Lesson 8

## **Government**

Benchmark A: Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions

- Lessons 15, 19-21, 25-26, 33, 35

Benchmark B: Analyze the differences among various forms of government to determine how power is acquired and used

- Lessons 1-2, 4-7, 11, 13, 23, 26, 36

## **Citizenship Rights & Responsibilities**

Benchmark A: Analyze ways people achieve governmental change, including political action, social protest and revolution

- Lessons 1-2, 4-7, 12, 16-17, 20, 26-27, 30, 33, 35-36

Benchmark B: Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good

- Lessons 18-19, 21-22, 27-32, 35, 38

## **Social Studies Skills & Methods**

Benchmark A: Evaluate the reliability and credibility of sources

- All lessons meet this standard through the research for preparation for the *We the People* culminating activity – simulated Congressional hearings

Benchmark B: Use data and evidence to support or refute a thesis

- All lessons meet this standard through the research for preparation for the *We the People* culminating activity – simulated Congressional hearings

# ***We the People: The Citizen and the Constitution***

## **Alignment to the Ohio Academic Content Standards for the Social Studies Grades 11-12**

The following are the lessons in the *We the People: The Citizen and the Constitution* Level III textbook (copyright 2009) as they correlate to the appropriate Ohio Academic Content Standards for the Social Studies benchmark.

### **History**

Benchmark A: Explain patterns of historical continuity and change by challenging arguments of historical inevitability.

- Lessons 10-12, 14-15, 17, 19, 21, 25, 28-31, 37, 39

Benchmark B: Use historical interpretations to explain current issues.

- All lessons apply to this benchmark
- The following lessons will apply to specific indicators in this benchmark
  - o Lessons 1-7, 27-31, 35-36

### **People in Societies**

Benchmark A: Analyze how issues may be viewed differently by various cultural groups.

- Lessons 17, 33, 35, 37

Benchmark B: Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.

- Lessons 18-20, 23, 33-35, 37-38

Benchmark C: Explain the role of diverse cultural institutions in shaping American society.

- Lessons 33-35, 37

### **Government**

Benchmark A: Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.

- Lessons 1-2, 5, 7, 11-12, 16, 21-26, 33-34, 36, 38

Benchmark B: Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.

- All lessons apply to this benchmark

Benchmark C: Analyze how citizens participate in the election process in the United States.

- Lessons 11, 16, 24, 34

## **Citizenship Rights & Responsibilities**

Benchmark A: Evaluate various means for citizens to take action on a particular issue.

- Lessons 16, 21, 23, 26, 33-35, 38

Benchmark B: Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.

- Lessons 27-34

## **Social Studies Skills & Methods**

Benchmark A: Obtain and evaluate information from public records and other resources related to a public policy issue.

- All lessons meet this standard through the research for preparation for the *We the People* culminating activity – simulated Congressional hearings

Benchmark B: Critique data and information to determine the adequacy of support for conclusions.

- All lessons meet this standard through the research for preparation for the *We the People* culminating activity – simulated Congressional hearings

Benchmark C: Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.

- All lessons meet this standard through the research for preparation for the *We the People* culminating activity – simulated Congressional hearings

Benchmark D: Work in groups to analyze an issue and make decisions.

- All lessons meet this standard through the research for preparation for the *We the People* culminating activity – simulated Congressional hearings