

**Correlation Between *We the People: The Citizen & the Constitution*, Level 3, ©2009 and  
Common Core State Standards for Literacy in History/Social Studies and Speaking and Listening**

We the People... Level 3	Page Number	Sample Activity Description (Taken directly from <i>We the People</i> Level 3 text)	Corresponding Common Core State Standard for Literacy in History/Social Studies
<b>Terms and Concepts to Understand</b>	First page of each lesson including pages 3, 11, 19, 27, 35, 43, 49, 59, 67, 73, 79, 85, 91, 97, 105, 111, 117, 123, 129, 135, 143, 151, 161, 171, 177, 183, 193, 201, 207, 215, 223, 233, 243, 253, 261, 269, 277, 285, 295	“Have students use the term correctly in a sentence or statement.” E.G. Political rights, positive rights, negative rights	RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. RH 11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
<b>What do you Think?</b>	Pages 10, 15, 18, 21, 24, 30, 38, 42, 48, 52, 56, 65, 70, 72, 76, 83, 88, 93, 96, 101, 102, 106, 109, 112, 119, 121, 125, 127, 131, 133, 136, 140, 145, 149, 153, 163, 170, 174, 181, 184, 186, 187, 190, 200, 203, 212, 213, 214, 221, 225, 232, 238, 246, 247,	Pg. 24: “How do the new ideas that developed out of the Renaissance and the Reformation still affect our thinking today? Cite some specific examples of specific effects.”  Pg. 65: “Many people today continue to distrust the national government. In your opinion is such distrust justified? Explain your	RH.11-12.3 Evaluate various explanations for actions or events and determine which explanations best accord with textual evidence, acknowledging where the text leaves matter uncertain.

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	248, 251, 255, 259, 263, 264, 266, 270, 273, 279, 282, 289, 292, 293	position.”	
<b>Critical Thinking Exercises</b>	Pages 8, 10, 16, 24, 32, 39, 45, 51, 54, 62, 71, 76, 83, 84, 89, 94, 96, 110, 115, 120, 128, 134, 147, 156, 160, 164, 168, 173, 176, 179, 187, 197, 198, 199, 204, 206, 210, 213, 219, 221, 228, 229, 230, 236, 239, 240, 252, 256, 258, 260, 265, 268, 276, 279, 280, 294, 297, 299	<p>Pg. 173 What is “Good Administration?”</p> <p>Federalist 68 argued that the “true test of a good government is its aptitude and tendency to produce good administration.” Work in small groups to respond to the following questions and then compare your responses with other groups.</p> <ol style="list-style-type: none"> <li>1. What are the characteristics of “good administration”? Have the characteristics changed since the creation of the first administrative agency in 1789? If so, in what ways?</li> <li>2. What powers do Congress, the president, and the courts have to help ensure “good administration”?</li> </ol>	<p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>
<b>Reviewing and Using the Lesson</b>	Last page of each lesson including pages 10, 18, 26, 33, 42, 48, 56, 66, 72,	<p>Pg. 232</p> <ol style="list-style-type: none"> <li>1. What historical experiences led to the adoption of the</li> </ol>	<p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>

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	78, 90, 96, 102, 110, 116, 176, 182, 190, 200, 206, 214, 222, 232, 240, 252, 260, 268, 276, 280, 284, 287, 294	<p>fourth amendment? Which, if any, of those conditions exist today?</p> <ol style="list-style-type: none"> <li>2. What rights does the fourth amendment protect?</li> <li>3. What is a warrant? When are warrants required? What are some exceptions to the warrant requirement?</li> <li>4. Explain the term <i>probable cause</i>.</li> <li>5. What is the <i>Miranda</i> rule?</li> <li>6. How does the exclusionary rule reinforce the principles of the fourth amendment?</li> <li>7. How would you explain the right against self-incrimination? How is that right related to principles of limited government and rule of law?</li> </ol>	
<b>Simulated Congressional Hearing:</b> Prepare Rough Drafts		<p>Students assigned into one of the six units of the text write rough draft speeches in answer to the district, state or national level Simulated Congressional Hearing questions.</p> <p>E.g: Unit Three: How Has the Constitution Been Changed to Further the Ideals Contained in the</p>	SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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		<p>Declaration of Independence?</p> <p>1. What important purposes are served by the right to amend the Constitution guaranteed by Article V?</p> <ul style="list-style-type: none"> <li>• Evaluate James Madison’s claim in Federalist 43* that the Constitution “guards equally against the extreme facility which would render the Constitution too mutable [easily changed], and that extreme difficulty which might perpetuate its discovered faults.”</li> <li>• Some critics of the amending process contend that amendments, once proposed, should be submitted to popular vote, bypassing state legislatures. Do you agree or disagree? Why?</li> </ul> <p>* The Federalist, Michael Loyd Chadwick, ed. (Springfield, CA: Global Affairs Publishing, 1987), 237</p>	
<p><b>Simulated Congressional Hearing:</b> Research for speeches</p>		<p>In unit teams, students conduct research to add into their speeches.</p>	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

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			WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
<b>Simulated Congressional Hearing:</b> Edit speeches collaboratively with Unit team			<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<b>Simulated Congressional Hearing:</b> Present testimony		The We the People program's culminating activity is a simulated congressional hearing in which students "testify" before a panel of judges acting as members of Congress. Students demonstrate their knowledge and understanding of constitutional principles and have opportunities to evaluate, take, and defend positions on relevant historical and	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and</p>

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		contemporary issues.	supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>Simulated Congressional Hearing:</b> Reflecting on Your Experience			<p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>