

We the People: The Citizen and the Constitution
Level I (Grades 4-6)

Material Alignment to Missouri Standards and Depth of Knowledge

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The ***We the People: The Citizen and the Constitution*** curriculum provides the content necessary to meet the Missouri Department of Elementary and Secondary Education’s Show Me Standards, Grade Level Expectations (GLE) that complement the standards for social studies, and Depth of Knowledge (DOK)

The foundation of the ***We the People*** program is the classroom curriculum. It complements the regular school curriculum by providing upper elementary, middle, and high school students with an innovative course of instruction on the history and principles of constitutional democracy in the United States. The ***We the People*** textbooks are designed for a wide range of student abilities and may be used as a supplemental text or for a full semester of study.

Critical thinking exercises, problem-solving activities, and cooperative learning techniques help develop intellectual and participatory skills while increasing students’ understanding of the institutions of American constitutional democracy. The ***We the People*** curriculum fosters attitudes that are necessary for students to participate as effective, responsible citizens. After studying the textbook, students take a multiple-choice test and prepare for the simulated congressional hearing. Upon completion of the course, they may receive a certificate of achievement signed by their members of Congress or other prominent officials. (Source: www.civiced.org)

| <i>We the People</i> Lesson Objectives | Show Me Knowledge/Content | Performance Process | GLE/DOK |
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| Unit 1, Lesson 1 Describe who the colonists were and how they lived in the British colonies in America | Social Studies 2 Continuity and change in the history of Missouri, the United States and the world. | 1.1 Develop questions and ideas to initiate and refine research. | 3a-F 2 |
| Describe the opportunities available to most of the people living in the British Colonies and the limitations on those opportunities. | Social Studies 2 Continuity and change in the history of Missouri, the United States and the world. | 1.1 Develop questions and ideas to initiate and refine research. | 3a-F 2 |

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| Explain what the term Founders means. | Social Studies 6 Explain relationships of the individual and groups to institutions and cultural traditions. | 1.4 Use technological tools and other resources to locate, select and organize information. | 3a-D | 2 |
| Name some of the Founders and explain what they did. | Social Studies 6 Explain relationships of the individual and groups to institutions and cultural traditions. | 1.4 Use technological tools and other resources to locate, select and organize information. | 3a-D | 2 |
| Unit 1, Lesson 2 Explain the Founders' beliefs about natural rights. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A | 3 |
| Explain what problems might occur in a world without rules or laws and compare their own ideas with those of the Founders. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A | 3 |
| Explain the influence of John Locke on the thinking of the Founders. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A | 3 |
| Explain why the Founders believed that every society needs a government. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A | 3 |

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| <p>Unit 1, Lesson 3 Explain the differences between a republican government and a direct democracy.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>1.2 Conduct research to answer questions and evaluate information and ideas.</p> | <p>1-A 3</p> |
| <p>Explain why the Founders thought a republican government was the best type of government.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>1.2 Conduct research to answer questions and evaluate information and ideas.</p> | <p>1-A 3 3b-B 3</p> |
| <p>Discuss the importance of the concepts of common good and civic virtue.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>1.2 Conduct research to answer questions and evaluate information and ideas.</p> | <p>1-A 2</p> |
| <p>Unit 1, Lesson 4 Define <i>constitution</i> and <i>constitutional government</i>.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>1.4 Use technological tools and other resources to locate, select and organize information.</p> | <p>1-A 1</p> |
| <p>Explain the differences between a constitutional government and a dictatorial government.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>4.1 Explain reasoning and identify information used to support decisions.</p> | <p>1-A 3</p> |
| <p>Explain the importance of limiting the powers of government.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>4.1 Explain reasoning and identify information used to support decisions.</p> | <p>1-A 3</p> |

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| <p>Unit 1, Lesson 5 Explain why the colonists revolted against the British rule.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>4.1 Explain reasoning and identify information used to support decisions.</p> | <p>3a-D</p> | <p>3</p> |
| <p>Explain the purposes of the Declaration of Independence.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>4.1 Explain reasoning and identify information used to support decisions.</p> | <p>1-A</p> | <p>3</p> |
| <p>Explain the ideals, complaints, and arguments of the Declaration of Independence.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>4.1 Explain reasoning and identify information used to support decisions.</p> | <p>1-A</p> | <p>3</p> |
| <p>Unit 1, Lesson 6 Explain how the people governed themselves following the American Revolution</p> | <p>Social Studies 3 Principles and processes of governance systems.</p> | <p>1.2 Conduct research to answer questions and evaluate information and ideas.</p> | <p>1-A</p> | <p>3</p> |
| <p>Explain the people’s ideas about government and how these ideas protected the rights of the people.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>4.1 Explain reasoning and identify information used to support decisions.</p> | <p>1-A</p> | <p>3</p> |
| <p>Unit 2, Lesson 7 Explain how the Founders’ fear of strong government shaped our first national government.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>4.1 Explain reasoning and identify information used to support decisions.</p> | <p>1-A</p> | <p>3</p> |

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| Define the Articles of Confederation | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 1.4 Use technological tools and other resources to locate, select and organize information. | 1-A | 1 |
| Describe some achievements of the government under the Articles of Confederation | Social Studies 3 Principles and processes of governance systems. | 1.2 Conduct research to answer questions and evaluate information and ideas. | 1-A | 1 |
| Describe some of the problems of the United States under the Articles of Confederation | Social Studies 3 Principles and processes of governance systems. | 3.1 Identify problems and define their scope and elements. | 1-A | 2 |
| Unit 2, Lesson 8 Name some of the important Framers at the Philadelphia Convention and the role that each man played. | Social Studies 6 Explain relationships of the individual and groups to institutions and cultural traditions. | 1.4 Use technological tools and other resources to locate, select and organize information. | 1-A | 1 |
| Name some of the Founders not present in Philadelphia and explain their absence. | Social Studies 6 Explain relationships of the individual and groups to institutions and cultural traditions. | 1.4 Use technological tools and other resources to locate, select and organize information. | 1-A | 3 |
| Name some segments of the population that were not represented at the Philadelphia Convention and suggest reasons for their exclusion. | Social Studies 6 Explain relationships of the individual and groups to institutions and cultural traditions. | 3.5 Reason inductively from a set of specific facts and deductively from general premises | 1-A | 3 |

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| Describe some of the agreements that the delegates made at the beginning of the Philadelphia Convention. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 1.4 Use technological tools and other resources to locate, select and organize information. | 1-A | 1 |
| Unit 2, Lesson 9 Explain what basic ideas about government the Framers agreed upon. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 1.2 Conduct research to answer questions and evaluate information and ideas. | 1-A, 1-C | 3 |
| Explain why representation was an issue at the convention. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A | 3 |
| Explain the arguments of small states and the large state on the issue of representation. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A | 3 |
| Describe the key features of the Great Compromise. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 1.4 Use technological tools and other resources to locate, select and organize information. | 1-A | 2 |
| Unit 2, Lesson 10 Explain why people in the North and South had different attitudes about slavery. | Social Studies 6 Explain relationships of the individual and groups to institutions and cultural traditions. | 3.5 Reason inductively from a set of specific facts and deductively from general premises | 1-A | 3 |

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| Describe the disagreements about slavery that confronted the Framers. | Social Studies 6 Explain relationships of the individual and groups to institutions and cultural traditions. | 1.2 Conduct research to answer questions and evaluate information and ideas. | 1-A | 2 |
| Describe the compromises that were made at the convention to deal with the problem of slavery. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 1.2 Conduct research to answer questions and evaluate information and ideas. | 1-A | 1 |
| Unit 3, Lesson 11 Explain the purpose of the Preamble to the Constitution | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A, 1-C | 3 |
| Explain the meaning of key phrases in the Preamble. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A, 1-C | 3 |
| Unit 3, Lesson 12 Explain why the Framers thought it was necessary to limit the power of the national government. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 3.5 Reason inductively from a set of specific facts and deductively from general premises. | 1-A | 3 |
| Explain the concepts of separation of powers, balancing powers, and checking powers. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A, 2-C | 3 |

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| Describe briefly the function of each of the branches of government. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 1.2 Conduct research to answer questions and evaluate information and ideas. | 1-A, 2-C, | 1 |
| Unit 3, Lesson 13 Explain the function of the legislative branch. | Social Studies 3 Principles and processes of governance systems. | 4.1 Explain reasoning and identify information used to support decisions. | 2-C | 2 |
| Describe the procedure for making a law. | Social Studies 3 Principles and processes of governance systems. | 1.1 Develop questions and ideas to initiate and refine research. | 2-C | 1 |
| Describe the powers of Congress and the limitations on those powers. | Social Studies 3 Principles and processes of governance systems. | 1.2 Conduct research to answer questions and evaluate information and ideas. | 2-C | 3 |
| Unit 3, Lesson 14 Explain the concerns of the Framers when they created the executive branch. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 4.1 Explain reasoning and identify information used to support decisions. | 2-C | 3 |
| Describe the powers of the president. | Social Studies 3 Principles and processes of governance systems. | 1.1 Develop questions and ideas to initiate and refine research. | 2-C | 1 |
| Describe the ways in which Congress limits the president's power. | Social Studies 3 Principles and processes of governance systems. | 1.1 Develop questions and ideas to initiate and refine research. | 2-C | 2 |

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| <p>Unit 3, Lesson 15 Describe the functions of the judicial branch.</p> | <p>Social Studies 3 Principles and processes of governance systems.</p> | <p>1.1 Develop questions and ideas to initiate and refine research.</p> | <p>2-C</p> | <p>2</p> |
| <p>Explain how members of the judiciary are selected.</p> | <p>Social Studies 3 Principles and processes of governance systems.</p> | <p>1.2 Conduct research to answer questions and evaluate information and ideas.</p> | <p>2-C</p> | <p>1</p> |
| <p>Define judicial review and explain its importance.</p> | <p>Social Studies 3 Principles and processes of governance systems.</p> | <p>1.2 Conduct research to answer questions and evaluate information and ideas.</p> | <p>2-C</p> | <p>2</p> |
| <p>Unit 3, Lesson 16 Explain the concept of a federal system of government.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>4.1 Explain reasoning and identify information used to support decisions.</p> | <p>1-A, 2-C</p> | <p>3</p> |
| <p>Give examples of how powers are distributed in the federal government.</p> | <p>Social Studies 3 Principles and processes of governance systems.</p> | <p>1.2 Conduct research to answer questions and evaluate information and ideas.</p> | <p>1-A, 2-C</p> | <p>2</p> |
| <p>Describe reasons why the Framers created this new system of government.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>4.1 Explain reasoning and identify information used to support decisions.</p> | <p>1-A, 2-C</p> | <p>2</p> |
| <p>Unit 4, Lesson 17 State the various forms of expression covered by the First Amendment.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>1.2 Conduct research to answer questions and evaluate information and ideas.</p> | <p>1-A, 1-B</p> | <p>1</p> |

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| Describe the benefits of freedom of expression to the individual and to a democratic society. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A, 1-B | 2 |
| Discuss and explain what they may consider reasonable limits on freedom of expression. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 3.5 Reason inductively from a set of specific facts and deductively from general premises. | 1-A, 1-B | 3 |
| Unit 4, Lesson 18 Explain the meaning of the freedom of religion clauses in the Constitution. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A, 1-B | 3 |
| Explain why the Founders placed so much importance of the freedom of religion. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 3.5 Reason inductively from a set of specific facts and deductively from general premises. | 1-A, 1-B | 3 |
| Understand that there are conflicts about the interpretation of freedom of religion clauses and explain some of the conflicts related to religion in the public schools. | Social Studies 3 Principles and processes of governance systems. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A, 1-B | 3 |
| Explain the distinction between freedom of religious beliefs and freedom of religious practices and state some reasons for the distinction. | Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A, 1-B | 3 |

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| <p>Unit 4, Lesson 19 Name and describe the three new Amendments passed shortly after the Civil War ended.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>1.2 Conduct research to answer questions and evaluate information and ideas.</p> | <p>1-B, 1-C, 3a-I 1</p> |
| <p>Explain why the Fourteenth Amendment was needed.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>3.5 Reason inductively from a set of specific facts and deductively from general premises.</p> | <p>1-A,1-B, 1-C, 3a-I 3</p> |
| <p>Describe the equal protection clause and the change in interpretation in <i>Brown v. Board of Education</i> that helped ensure equal treatment by government to all citizens.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>1.2 Conduct research to answer questions and evaluate information and ideas.</p> | <p>1-A,1-B, 1-C 2</p> |
| <p>Describe some attempts to stop racial discrimination.</p> | <p>Social Studies 3 Principles and processes of governance systems.</p> | <p>1.2 Conduct research to answer questions and evaluate information and ideas.</p> | <p>1-A,1-B, 1-C 1</p> |
| <p>Unit 4, Lesson 20 State in general terms what due process means.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>1.2 Conduct research to answer questions and evaluate information and ideas.</p> | <p>1-A,1-B, 1-C 2</p> |
| <p>Explain the importance of the due process clause in the Fifth and Fourteenth Amendments.</p> | <p>Social Studies 1 Principles expressed in the documents shaping constitutional democracy in the United States.</p> | <p>4.1 Explain reasoning and identify information used to support decisions.</p> | <p>1-A,1-B, 1-C 3</p> |

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| Identify situations in which due process rights are important, particularly the right to a lawyer in criminal proceedings. | Social Studies 3 Principles and processes of governance systems. | 3.5 Reason inductively from a set of specific facts and deductively from general premises. | 1-A,1-B, 1-C | 4 |
| Unit 4, Lesson 21 Describe steps taken to remove African American voting barriers, to gain voting rights for women, and to extend the vote to Native Americans and to citizens over eighteen years of age. | Social Studies 3 Principles and processes of governance systems. | 1.2 Conduct research to answer questions and evaluate information and ideas. | 1-A,1-B, 1-C | 1 |
| Explain some laws passed by many Southern states to prevent voting by African Americans. | Social Studies 3 Principles and processes of governance systems. | 4.1 Explain reasoning and identify information used to support decisions. | 1-A,1-B, 1-C | 3 |
| Describe voting requirements that are still left to the prerogative of individual states. | Social Studies 3 Principles and processes of governance systems. | 1.2 Conduct research to answer questions and evaluate information and ideas. | 1-A,1-B, 1-C | 2 |
| Unit 5, Lesson 22 Explain the ways in which nations interact. | Social Studies 2 Continuity and change in the history of Missouri, the United States and the world. | 1.2 Conduct research to answer questions and evaluate information and ideas. | 1-A | 3 |
| Identify ways in which the Declaration of Independence, the Constitution, and the Bill of Rights have influenced other nations. | Social Studies 2 Continuity and change in the history of Missouri, the United States and the world. | 3.5 Reason inductively from a set of specific facts and deductively from general premises. | 1-A | 3 |

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| <p>Explain what challenges we as U.S. Citizens face in the world today and in the future.</p> <p>Unit 5, Lesson 23 Explain the differences between a citizen and a resident alien and explain how one acquires citizenship in the United States.</p> <p>Explain the importance of the fulfillment of responsibilities by citizens so that everyone’s rights are protected.</p> <p>Unit 5, Lesson 24 Give reasons why citizens participate in government.</p> <p>Explain how citizens participate in government to solve problems.</p> <p>Explain the difficulty of deciding between self-interest and the common good.</p> | <p>Social Studies 2 Continuity and change in the history of Missouri, the United States and the world.</p> <p>Social Studies 3 Principles and processes of governance systems.</p> <p>Social Studies 6 Explain relationships of the individual and groups to institutions and cultural traditions.</p> <p>Social Studies 6 Explain relationships of the individual and groups to institutions and cultural traditions.</p> <p>Social Studies 3 Principles and processes of governance systems.</p> <p>Social Studies 6 Explain relationships of the individual and groups to institutions and cultural traditions.</p> | <p>4.1 Explain reasoning and identify information used to support decisions.</p> <p>1.2 Conduct research to answer questions and evaluate information and ideas.</p> <p>4.1 Explain reasoning and identify information used to support decisions.</p> <p>4.1 Explain reasoning and identify information used to support decisions.</p> <p>4.1 Explain reasoning and identify information used to support decisions.</p> <p>4.1 Explain reasoning and identify information used to support decisions.</p> | <p>1-A</p> <p>1-A</p> <p>1-A</p> <p>1-A</p> <p>1-A</p> <p>1-A</p> | <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> |
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