

“We the People. . .”

and the

Montana Standards

For Social Studies

**A Project Completed for the
Center for Civic Education**

**by
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Dear Montana Educator,

The Montana Standards for Social Studies and the We the People: The Citizen and the Constitution unite to provide teachers multiple opportunities to “foster citizenship” in students. Not surprisingly, numerous positive correlations exist between content standards 1, 2, 4, 6 and the We the People... project.

Since Fall 2000, Montana Standards for Social Studies have been available through the Office of Public Instruction, thanks to the efforts of the Montana Board of Public Education. Using the teacher-friendly benchmarks format from the standards document, correlating We the People... units, lessons, and/or activities are listed for each standard component. A unit may comply with more than one benchmark. Additionally, for teachers in many districts, the United States History curriculum may not be introduced until grade five. The We the People... elementary materials are written for grades four through six, and the correlations for this level appear in the “End of Grade 4” column. The project’s culminating activity, a simulated congressional hearing, meets numerous benchmark objectives..

For educators already familiar with We the People..., it is reassuring that the project meets the expectations of the Montana Board. For teachers new to the program, We the People... was funded by the U.S. Department of Education by an act of Congress as part of Bicentennial commemorations for the United States Constitution and the Bill of Rights. Information on obtaining classroom materials and other programs may be accessed through the Center for Civic Education/5146 Douglas Fir Road/Calabasas, CA 91302/1-800-350-4223/e-mail cce@civiced.org/www.civiced.org.

Enjoy We the People... knowing that many of the standards are being met. Feel free to add to this correlation document and make it your own.

Sincerely,

Janice K. Bishop

Content Standard 1: Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. Students will:

End of Grade 4	End of Grade 8	Upon Graduation--End of Grade 12
<p>1. identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 2 Teacher's Guide--Optional Activities (p. 9) "Life Without Rules." Students solve problems in the state of nature. Lesson 5 TG --Op. Act. (p. 19) Students analyze the Declaration and rewrite it. Lesson 8 Student Text (p. 58) "How Many Representatives?" Student groups analyze areas of disagreement at the Constitutional Convention. Lesson 10 ST (p. 71) "The Preamble's Ideas." Groups investigate the basic ideas and meanings. Lesson 15 ST (p. 99) "What is a Federal System?" Students analyze the meaning of a federal system from an illustration. Lesson 17 ST (p. 115) Prayer. Small groups answer questions about a school prayer case scenario. Lesson 18 ST (p. 119) Equal treatment. Small groups decide government fairness in imaginary situations. Lesson 19 ST (p. 126) Right to a lawyer. Small groups use <i>Gideon v. Wainwright</i> (1963) to determine what 'right to a lawyer' means. 	<p>1. apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 1 Student Text--Problem solving Activity (p. 5) asks student cooperative groups to "think like a philosopher" answering specific questions about the state of nature and then comparing their responses to John Locke's. Lesson 4 Teacher's Guide--Optional Activities (p. 11) Students research examples of one government branch checking another. Lesson 15 TG--Op. Act. (p. 45) Students research, identify and report advantages and disadvantages of the electoral college. Lesson 18 TG--Op. Act. (p. 53) Students create a bulletin board using articles about division of power controversies between state and federal governments. Lesson 20 TG--Op. Act. (p. 60) Students use new items to compare modern political party views to those of Jefferson and Hamilton. Lesson 21 TG--Op. Act. (p. 63) Students investigate <i>Marbury v. Madison</i> (1803) case. Lesson 25 ST (p. 108) "How Were Blacks Kept From Voting?" Students examine slavery and voting rights in the 1800s. Lesson 28 ST (p. 123) "Examining Participation." Small groups discuss ways citizens participate. 	<p>1. analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 5 Student Text (p. 29) "Analyzing and Evaluating Specific Rights." Small groups analyze the Magna Carta. Lesson 10 ST (p. 56) "Examining the Advantages and Disadvantages of the Articles of Confederation. Students read and discover. Lesson 20 ST (p. 104) "Identifying Jefferson's Concern." Students investigate the meanings of 'necessary and proper' and 'general welfare.' Lesson 26 Teacher's Guide--Optional Activities (p. 128) Students research and explain strategies of Thurgood Marshall to challenge separate but equal doctrine. Lesson 33 TG--Op. Act. (p. 158) Students research changes to exclusionary rule. Write to White House for current positions. Lesson 34 ST (p. 183) "Examining Current Controversies About the Right to Counsel." Students read issues and develop positions. Lesson 34 TG--Op. Act. (p. 164) Students find and present more information on <i>Gideon v. Wainwright</i> (1963) and <i>Furman v. Georgia</i> (1972). Lesson 36 TG--Op. Act. (p. 173) Conduct school survey on last school election participation and publish results.

Content Standard 1 continued. Students will:

<p>2. evaluate information quality (e.g., accuracy, relevance, fact or fiction).</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 5</i> Student Text (p.39) "Which Side Would You Support?" Students compare arguments of patriots and loyalists. • <i>Lesson 7</i> Teacher's Guide--Optional Activity (p.26) "What is Wrong with this Story?" Students edit a reporter's story of the convention in Philadelphia for accuracy. • <i>Lesson 10</i> TG--Op. Act. (p.36) Students compare the Declaration and the Preamble looking for purposes and differences. • <i>Lesson 13</i> TG--Op. Act. (p. 45) Political cartoons are the medium for analyzing fairness in the media. • <i>Lesson 19</i> TG--Op. Act. (p. 62) Students analyze television information accuracy. • <i>Lesson 22</i> TG--Op. Act. (p. 73) Editorials and letters to the editor are the resources for identifying important local controversies. Students design a citizen group to achieve desired change. 	<p>2. assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 4</i> Student Text (p.15) asks students to read and understand the words of prominent Founders and their fears of the abuse of power. Then students compare views and solve the problem for their own governments. • <i>Lesson 5</i> Teacher's Guide (p. 15) asks students to become reporters and look at the Magna Carta. • <i>Lesson 6</i> ST (p.28) Students understand and evaluate opinions of Patriots and Loyalists. • <i>Lesson 7</i> ST (p. 31) "Basic Ideas Underlying the Complaints of the Declaration" asks small groups to identify complaints in the Declaration and explain. • <i>Lesson 17</i> ST (p. 70) "Who Were Supporters and Critics of the Constitution?" Students analyze differences between Federalists and Anti-Federalists and explain the ratification process. • <i>Lesson 23</i> TG (p. 69) asks students to analyze articles in newspapers and magazines for freedom issues. 	<p>2. apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 2</i> Student Text (p. 10) "Examining Why the Founders Feared the Abuse of Power." Students examine quotes and explain the views of the founders. • <i>Lesson 3</i> Teacher's Guide (p. 41) Optional Activities. Students use newspapers to investigate governmental actions and the 'common good.' • <i>Lesson 4</i> TG (p. 44) Op. Act. Students use media to discover examples of 'how other societies view individual rights.' • <i>Lesson 7</i> ST (p. 36) "Examining an Original Document About Colonial Life." Students analyze colonists' opinions. (p. 40) "Evaluating the Institution of Slavery by Using the Natural Rights Philosophy." Students examine the arguments of opponents and supporters of slavery. • <i>Lesson 9</i> ST (p. 51) "Examining Historical Documents." Students work with a study partner to complete a written assignment comparing natural rights and classical republicanism using the Virginia Declaration of Rights. • <i>Lesson 14</i> ST (p. 76) "Identifying Powers of the President to Influence Legislation." Students understand and discuss the veto option and how government has changed since the Constitution was written. • <i>Lesson 30</i> TG (p. 145) "How Does the First Amendment Protect Freedom of Expression?" The guide helps teachers facilitate student evaluation of information and issues involving freedom of expression.
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Content Standard 1 continued. Students will:

<p>3. use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores).</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 2</i> Student Text (p. 18) "What do you think would happen if there were no rules, laws, or government?" Baseball without rules is investigated. • <i>Lesson 3</i> ST (p. 23) Interests and Common Welfare. Student groups compare real personal interests to the common good. • <i>Lesson 6</i> Teacher's Guide--Optional Activities (p. 21) Create a State. Role play helps students understand the U.S. under the Articles of Confederation. • <i>Lesson 11</i> ST (p. 76) Organize a Government. Students organize a government using their understanding of power. • <i>Lesson 14</i> TG--Op. Act. (p. 49) Students propose a Student Court. • <i>Lesson 16</i> ST (p. 110) "When should freedom of expression be limited?" Small groups read a real situation and answer questions. • <i>Lesson 18</i> TG--Op. Act. (p. 60) Students evaluate their playground organization for fairness. • <i>Lesson 20</i> TG--Op. Act. (p. 66) A voter registration survey leads to discussion on voter turnout. • <i>Lesson 21</i> ST (p. 139) "Can you have rights without responsibilities?" Students decide responsibilities that go with rights. 	<p>3. interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 1</i> Student Text (p. 4) "Identifying Basic Rights." Students explain rights in the real world. • <i>Lesson 2</i> ST (p. 9) "Individual Interests and the Common Welfare." Students analyze real people and real situations. • <i>Lesson 8</i> ST (p. 33) "How Was Power Balanced by the State Constitutions?" • <i>Lesson 10</i> ST (p. 44) "Was a New Constitution Needed?" Four groups take different positions. • <i>Lesson 12</i> ST (p. 51) "Developing a Solution on Representation." Groups compare small and large state concerns. • <i>Lesson 13</i> ST (p. 55) "Developing Compromises to form the Union." Groups compare northern and southern state ideas. • <i>Lesson 17</i> TG--Op. Act. (p. 49) Federalists and Anti-federalists. Students debate. • <i>Lesson 22</i> ST (p. 92) 4th Amendment "How Would You Decide?" • <i>Lesson 23</i> ST (p. 100) "Balancing Rights and Interests." Groups examine <i>Hazelwood School District v. Kuhlmeier (1988)</i>. TG--Op. Act. (p. 69) Life without 1st Amendment. • <i>Lesson 24</i> ST (p. 105) "Religion and the Schools." Students decide constitutionality of laws. • <i>Lesson 25</i> ST (p. 107) "Rebellion Over Voting Rights--Right or Wrong?" Students become publishers. • <i>Lesson 27</i> ST (p. 118) "What are Fair Procedures?" Students take positions. 	<p>3. synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects).</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 2</i> Student Text (p. 7) "Examining Government Protection of the Basic Rights of the People." Students decide what kind of government they want. • <i>Lesson 11</i> ST (p. 61) "Evaluating Alternative Political Strategies." Two groups take and defend positions. • <i>Lesson 13</i> ST (p. 69) "Developing and Defending Plans for Representation." Small and large state committees plan representation and compare to the Framers' plans. • <i>Lesson 19</i> ST (p. 100) "Developing and Defending Positions on the 2nd Amendment." Small group questions. • <i>Lesson 27</i> ST (p. 144) "Examining the Reasons Why Young Americans do not Vote." Students develop ideas. • <i>Lesson 29</i> ST (p. 157) "Taking and Defending a Position on the Establishment Clause." • <i>Lesson 30</i> ST (p. 162) "Evaluating and Defending Positions on the Scope and Limits of Freedom of Expression." • <i>Lesson 31</i> ST (p. 169) "Taking and Defending a Position on a First Amendment Issue." • <i>Lesson 35</i> ST (p. 193) "Evaluating the Relationship Between the Ideals of Classical Republicanism and Contemporary American Citizenship."
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Content Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility. Students will:

End of Grade 4	End of Grade 8	Upon Graduation--End of Grade 12
<p>1. explain the purpose and various levels of government.</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 2 Student Text (p. 20) Review. Students compare their ideas of government to framers' ideas. Lesson 3 ST "What is a Republican Government?" Civic virtue and common welfare are the topics. Lesson 8 ST "How Many Representatives Should Each State Have in Congress?" describes the formation of the legislative branch. Lesson 11 ST "How did the Framers Limit the Powers of our Government?" describes separation of powers and checks and balances. Lesson 12 ST "What is the Legislative Branch?" Lesson 13 ST "What is the Executive Branch?" Lesson 14 ST "What is the Judicial Branch?" <p>2. recognize local, state, tribal and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president.</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 11 Teacher's Guide--Optional Activities (p. 39). Students invite a local official to talk about separation of powers in local government. Lesson 12 TG--Op. Act.(p. 41). Students have an opportunity to learn about local, state, and national representatives. 	<p>1. describe the purpose of government and how the powers of government are acquired, maintained and used.</p> <p>Examples:</p> <ul style="list-style-type: none"> Unit One: "What is Government?" Students learn "Why Do We Need a government" in Lesson 1; "What is a Republican Government?" in Lesson 2; and "What is a Constitutional Government?" in Lesson 3. Lesson 3 Student Text (p. 14) "Understanding Constitutional Government." Five student groups each take one characteristic of constitutional government discuss and report its meaning and importance. <p>2. identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal branches of government).</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 2 Teacher's Guide--Optional Activities (p.6). Students invite local, state or national representatives to speak on 'common welfare.' Lesson 8 TG--Introductory Activity (p. 22). Small groups design a government and constitution. Lesson 18 Student Text "What Was the Federal System Created by the Constitution?" Lesson 19 ST "How Was the New Government Established?" Students learn about the three branches of government and the Bill of Rights. Lesson 20 ST "How Did Political Parties Develop?" 	<p>1. analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified and used (e.g., checks and balances, Bill of Rights, court decisions).</p> <p>Examples:</p> <ul style="list-style-type: none"> Unit One: "What Are the Philosophical and Historical Foundations of the American Political System? Lessons 1-9 introduce students to ideas and events that shaped the Constitution and Bill of Rights. Unit Two: "How Did the Framers Create the Constitution?" introduces the who, what, why, and how of the Constitution. Unit Three: "How Did the Values and Principles Embodied in the constitution Shape American Institutions and Practices?" introduces the organization of the government under the Constitution and the addition of the Bill of Rights. Unit Four: "How Have the Protections of the Bill of Rights Been Developed and Expanded?" examines the Civil War and the Civil Rights movement. Unit Five: "What Rights Does the Bill of Rights Protect?" <p>2. compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States.</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 38 Student Text "What Can American Citizens Learn about Constitutionalism from Other Countries?" Teacher's Guide--Optional Activities (p. 179). Students study other governments, past and present.

Content Standard 2 continued. Students will:

3. identify the major responsibilities of local, state, tribal and federal government.

Examples:

- *Lesson 3* Student Text “What is a Republican Government?” Students learn about civic virtue and the common welfare.
- *Lesson 10* ST “What Basic Ideas are in the Preamble to the Constitution?” Students learn basic ideas of government and what they mean.
- *Unit Three*: “How Did the Framers Organize our Government?” Students explain government branches and what they do.
- *Lesson 15* ST “What is a Federal Government?” Division of powers between federal and state governments is explained.

4. explain how governments provide for needs and wants of people by establishing order and security and managing conflict.

Examples:

- *Lesson 4* Student Text “What is a Constitutional Government?” Students learn the meaning of a constitutional government.
- *Lesson 15* Teacher’s Guide—Optional Activities (p. 51). Students compare their actions to state laws.
- *Unit Four*: “How Does the Constitution Protect Your Basic Rights?” Students learn how basic rights are protected and how the rights of people formerly denied protection are now included.
- *Lesson 16* TG--Op. Act. (p. 55) Students visit with local law enforcement people regarding public demonstrations.

3. identify the significance of tribal sovereignty and Montana tribal governments’ relationship to local, state and federal governments.

Examples:

- *Lesson 18* Teacher’s Guide, “What was the Federal System Created by the Constitution?” The lesson and Optional Activities (p. 53) engage students in controversies between state and federal agencies.

4. analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.

Examples:

- *Lesson 18* Teacher’s Guide, “What was the Federal System Created by the Constitution?” The lesson and Optional Activities (p. 53) engage students in controversies between state and federal agencies.
- *Lesson 23* Student Text, “How does the Constitution Protect Freedom of Expression?” Students share their understanding of limits and representative court cases.
- *Lesson 25* ST “How has the Right to Vote Expanded Since the Constitution was Adopted?” The amendment process is explained.
- *Lessons 26* and *27* ST “What is the Right to Equal Protection of the Laws?” “What is the Right to Due Process and How is it Protected?” Students learn about the 14th Amendment.

3. identify representative political leaders and philosophies from selected historical and contemporary settings.

Examples:

- *Lesson 15* Student Text “What Conflicting Opinions did the Framers have about the Completed Constitution?” Students express opinions and philosophies of dissenters and supporters.
- *Lesson 16* ST “What Was the Anti-Federalists’ Position in the Debate about Ratification?”
- *Lesson 17* ST “What Was the Federalists’ Position in the Debate about Ratification?”

4. relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments.

Examples:

- *Lesson 25* Teacher’s Guide—Optional Activities (p. 125). Students research the struggle for rights for Native Americans.
- *Lesson 27* TG--Op. Act. (p. 131) Students research Native American voting rights, the Dawes Act, and the Burke Act.

Content Standard 2 continued. Students will

5. identify and explain the individual's responsibilities to family, peers and the community, including the need for civility, respect for diversity and the rights of others.

Examples:

- *Unit Five:* "What are the Responsibilities of Citizens?" This unit helps students decide what it means to be a good citizen. Problem solving activities give students practice in decision making.
- *Lessons 21 and 22, Teacher Guide,* provide additional activities for practicing good citizenship.

6. describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns).

- Not applicable.

5. identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule).

Examples:

- *Lesson 2 Student Text "What is Republican Government?"* Students explore civic virtue and common welfare.
- *Lesson 7 Teacher's Guide, part C (p. 19).* Students discuss the "Ideals of the Declaration" and natural rights philosophy.
- *Unit Five:* "How Does the Constitution Protect Our Basic Rights?" includes the Bill of Rights, extension of rights to people previously excluded, equal protection of the laws, and due process.

6. explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).

Examples:

- *Lesson 24 Student Text "What Amendments to the Constitution were Added to Protect the Rights of African Americans?"* The years after the Civil War and the Civil Rights movement are explained.
- *Lesson 28 ST "To What Extent Can the Law Correct Injustice and Other Problems in American Society?"* Students examine discrimination and affirmative action.

5. analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society.

Examples:

- *Lesson 9 Teacher's Guide--Optional Activities (p. 60).* Students examine a parliamentary government.
- *Lesson 36 Student Text "How Do We Use Our Citizenship?"* Students study differences between democracies and dictatorships.
- *Lesson 38 ST "What Can American Citizens Learn about Constitutionalism from Other Countries?"* Teacher's Guide--Optional Activities (p. 179). Students study other nations and their governments, past and present.

6. analyze the impact of the Constitution, laws and court decisions on the rights and responsibilities of citizens.

Examples:

- *Lesson 19 Student Text "What Rights did the Constitution Protect? How was the Bill of Rights Added to the Constitution?"*
- *Unit Four:* "How Have the Protections of the Bill of Rights Been Developed and Expanded?" Students examine the Civil War and the Civil Rights movement.
- *Unit Five:* "What Rights Does the Bill of Rights Protect?"
- *Unit Six:* "What are the Roles of the Citizen in American Democracy?"
- *Lessons 21, 23, 26, 27, 29, 30, 32, 34 and 39* Teacher's Guide--Optional Activities. Students examine representative Supreme Court cases.

Content Standard 2 continued. Students will:

<p>7. explore the role of technology in communications, transportation, information processing or other areas as it contributes to or helps resolve problems.</p> <ul style="list-style-type: none"> • Not applicable 	<p>7. explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.</p> <ul style="list-style-type: none"> • Not applicable. 	<p>7. analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television).</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 20 Teacher's Guide--Optional Activities</i> (p. 106). Students study Republican and Democratic platforms. • <i>Lesson 23 Student Text "What Were the Constitutional Issues That Led to the Civil War?"</i> Students articulate major arguments. • <i>Lesson 28 TG--Op. Act.</i> (p. 135) Students collect articles on affirmative action. • <i>Lesson 29 TG--Op. Act.</i> (p. 143) Students use newspaper and magazine articles to understand freedom of religion. • <i>Lesson 30 TG--Op. Act.</i> (p. 148) Students analyze commercial speech in the context of censorship. • <i>Lesson 40 ST "What is Meant by Returning to Fundamental Principles?"</i> Six critical thinking exercises present students with contradictory ideas. <p>8. analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 37 Student Text "How May Citizenship Change in the Nation's Third Century?"</i> Students learn how technological progress may affect citizens. Teacher Guide--Optional Activities (p. 176) invite students to explain technology issues in privacy and expression.
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Content Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<p>1. identify and use various representations of the Earth (e.g., maps, globes, photographs, latitude and longitude, scale).</p> <ul style="list-style-type: none"> • Not applicable. <p>2. locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., cities, states, national borders).</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 1 Teacher's Guide</i> (p. 7) Students make detailed maps of America in 1770s showing borders, routes, cities. Student Text (p. 14) asks students to identify features on a map. <p>3. describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters).</p> <ul style="list-style-type: none"> • Not applicable. <p>4. describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 8 Teacher's Guide</i>--Reading and Discussion. Students compare population and representation. <p>5., 6., and 7.</p> <ul style="list-style-type: none"> • Not applicable. 	<p>1. analyze and use various representations of the Earth (e.g., physical, topographical, political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place.</p> <ul style="list-style-type: none"> • Not applicable. <p>2. locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 9 Student Text</i> "What Were Americans Like in the 1780s?" Students learn the relationship between geography and population centers. <p>3. analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana. Not applicable.</p> <p>4. explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 9 Teacher's Guide</i>--Optional Activities (p. 26). Students demonstrate they understand population density. • <i>Lesson 12 TG--Op. Act.</i> (p. 37) Students gather census data. • <i>Lesson 25 TG--Op. Act.</i> (p. 80) Students use maps to illustrate growth of democracy. <p>5., 6., and 7. Not applicable.</p>	<p>1. interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).</p> <ul style="list-style-type: none"> • Not applicable. <p>2. differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population).</p> <ul style="list-style-type: none"> • Not applicable. <p>3. assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution).</p> <ul style="list-style-type: none"> • Not applicable. <p>4. analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 13 Student Text</i> "What Powers Were Granted to the Legislative Branch?" Students learn about proportional representation. <p>5. select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 39 ST. Constitutional Issues</i> in the third century and the environment. <p>6. and 7. Not applicable.</p>

Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. Students will:

End of Grade 4	End of Grade 8	Upon Graduation--End of Grade 12
<p>1. identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Unit Two</i>: "How was Our Constitution Written?" Students use documents, charts, stories to learn about the history of the Constitution. <p>2. use a timeline to select, organize, and sequence information describing eras in history.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Introduction</i>: Students create timelines of events presented in the text. <p>3. examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 2 Teacher's Guide--Optional Activities</i> (p. 9) Students read from <i>Paradise Island</i>. • <i>Lesson 3 TG--Op. Act.</i> (p. 12) Students analyze nursery rhymes, fairy tales and fables for civic virtue. • <i>Lesson 4 Student Text--Problem Solving</i> (p. 31) "Why is it Important to Limit a Government's Powers?" Students read from <i>Two Years Before the Mast</i>. TG--Op. Act. (p. 15) <i>Yertle the Turtle</i> is read to determine the type of government. • <i>Lesson 5 TG--Op. Act.</i> (p. 18) recommends biographies by Jean Fritz. 	<p>1. interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 2 Student Text</i> "What is Republican Government?" Students learn the history of ideas that influenced the founders. Teacher Guide--Optional Activities (p. 6). Students analyze an excerpt from <i>Blue-Black Speller</i>. <p>2. describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues).</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 7 Student Text--Problem Solving</i> (p. 31) "Basic Ideas Underlying the Complaints of the Declaration." • <i>Lesson 8 ST--Problem Solving</i> (p. 33) "How was Power Balanced by the State Constitutions?" Students use illustrations to answer questions. <p>3. use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interview, comparative accounts, research) to make informed decisions as responsible citizens.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Unit Four</i>: "How was the Constitution Used to Establish our Government?" • <i>Unit Five</i>: "How Does the Constitution Protect Our Basic Rights?" • <i>Unit Six</i>: "What are the Responsibilities of Citizens?" Students use learned information to problem solve real world experiences. 	<p>1. select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>We the People: The Citizen and the Constitution</i> in its entirety. <p>2. interpret how selected cultures, historical events, periods, and patterns of change influence each other.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 5 Student Text</i> "What were the British Origins of American Constitutionalism?" Students examine the influence of the "rights of Englishmen." • <i>Lesson 6 ST</i> "How Did Representative Government Begin in England?" • <i>Unit Four</i>: "How Have the Protections of the Bill of Rights Been Developed and Expanded?" Students investigate the relationship between the Bill of Rights and historical events. • <i>Lesson 38 ST</i> "What Can American Citizens Learn about Constitutionalism from Other Countries?" <p>3. apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Lesson 9 Student Text--Critical Thinking</i> (p. 49) "Evaluating Legislative Supremacy." Students develop opinions on the power of the legislature. • <i>All Lessons Teacher's Guide--Optional</i> Activities ask students to formulate and defend decisions.

Content Standard 4 continued. Students will:

4. identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays, in the history of Montana, American Indian tribes, and the United States.

Examples:

- *Lesson 2* Student Text “Why did the Founders Think We Needed a Government?” Students learn founders beliefs about rights.
- *Lesson 5* ST “How Did the Founders Use Their Ideas in the Declaration of Independence?” Teacher’s Guide--Optional Activities (p. 18). Students research the committee who wrote the Declaration.
- *Lesson 7* ST “How Did the Philadelphia Convention Begin?” Students meet the delegates.
- *Lesson 14* TG--Op. Act. (p. 49) Students research lives of famous justices.
- *Lesson 17* TG--Op. Act. (p. 58) Students research early religious dissenters.
- *Lesson 18* TG--Op. Act. (p. 60) Students research civil rights struggles of blacks, American Indians, Asians, women, and Hispanics.
- *Lesson 20* ST “How Does the Constitution Protect Your Right to Vote?” Students learn about the struggle for voting rights.

5. identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications).

Examples:

- *Lesson 16* TG--Op. Act. (p. 55) Students search media with regard to freedom of expression.
- *Lesson 22* TG--Op. Act. (p. 73) Students examine media to determine important issues.

4. identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.

Examples:

- *We the People* text in its entirety.
- *Lesson 1* Teacher’s Guide--Optional Activities (p. 3). Students learn about John Locke.
- *Lesson 9* TG--Op. Act. (p. 26) Students research the founders.
- *Lesson 16* TG--Op. Act. (p. 47) Students research John Hancock and Edmund Randolph.
- *Lesson 17* TG--Op. Act. (p. 49) Students research Anti-Federalists.

5. identify major scientific discoveries and technological innovations and describe their social and economic effects on society.

Examples:

- *Lesson 2* Teacher’s Guide--Optional Activities (p. 6) asks students to bring examples of media accounts of government actions that might be considered service to the common welfare or ‘corrupt.’
- *Lesson 9* TG--Op. Act. (p. 27) Students analyze the impact of newspapers on attitudes.
- *Lesson 23* TG--Op. Act. (p. 69) engages students in censorship concerns in three activities.
- *Lesson 27* TG--Op. Act. (p. 91) teaches students that they get due process information from television.

4. analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world.

Examples:

- *Unit One:* “What Are the Philosophical and Historical Foundations of the American Political System? In *Lessons 1-9* this unit introduces students to ideas and events that shaped the Constitution and Bill of Rights.
- *Unit Two:* “How Did the Framers Create the Constitution?” This unit introduces the who, what, why and how of the Constitution.
- *Unit Four:* “How Have the Protections of the Bill of Rights Been Developed and Expanded?” This unit examines the Civil War and the Civil Rights movement.

5. analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.

Examples:

- *Lesson 24* Student Text (p. 126) “What do you think?” and “Critical Thinking” ask students to take positions on the Civil War Amendments.
- *Lesson 26* Student Text (p. 138) “Critical Thinking” asks students to examine actions of Dr. King and to take a position on civil disobedience
- *Lesson 28* Student Text “To What Extent Can the Law Correct Injustice and Other Problems in American Society?” Students “take, defend, and evaluate positions on issues involving affirmative action.”

Content Standard 4 continued. Students will:

6. recognize that people view and report historical events differently.

Examples:

- *Lesson 5 Student Text* (p.39) "Which Side Would You Support?" Students learn the arguments of patriots and loyalists.
- *Lesson 5 Teacher's Guide--Optional Activities* (p. 18) asks students to role play King George.
- *Lesson 7 TG--Op. Act.* (p.26) "What is Wrong with this Story?" Students edit a reporters story of the Convention in Philadelphia for accuracy.
- *Lesson 9 Student Text* (p. 69) asks students to explain their positions on slavery as delegates to the convention. TG--Op. Act. (p. 34) has students adopt several roles and investigate slavery points of view.
- *Lesson 22 ST* (p. 146) "What Decision Would You Reach?" Small groups weigh environmental concerns against economic concerns.

7. explain the history, culture, and current status of the American Indian tribes in Montana and the United States.

- Not applicable.

6. explain how and why events (e.g., American revolution, Battle of the Little Big Horn, immigration, Women's Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.

Examples:

- *Lesson 5 Teacher's Guide--Optional Activities* (p. 15) asks students to debate different sides of the English Bill of Rights.
- *Lesson 6 Student Text* (p.28) Students understand and evaluate opinions of patriots and loyalists. TG--Op. Act. (p. 17) asks students to research both sides.
- *Lesson 8 TG--Op. Act.* (p. 23) has groups of students debate legislative supremacy.
- *Lesson 10 TG--Op. Act.* (p. 30) Small groups role play various views of Shays' Rebellion
- *Lesson 11 TG--Op. Act.* (p. 34) Students debate issues from the lesson on the convention.
- *Lesson 17 ST* (p. 70) "Who Were Supporters and Critics of the Constitution?" introduces Federalists and Anti-Federalists and their differences. TG--Op. Act. (p. 49) Students debate.
- *Lesson 24 TG--Op. Act.* (p. 75) Students take differing positions on freedom of religion.
- *Lesson 26 TG--Op. Act.* (p. 86) Students analyze controversial, representative court decisions.

7. summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.

- Not applicable.

6. analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.

Examples:

- *Lesson 37 Student Text* "How May Citizenship Change in the Nation's Third Century?" Students learn how technological progress may affect citizens. Teacher's Guide--Optional Activities (p. 176) invite students to explain technology issues in privacy and expression.

7. investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).

Examples:

- *Lesson 3 Student Text* (p. 15) "Understanding the Differences Between the Natural Rights Philosophy and Classical Republicanism." Students reconcile differences between philosophies.
 - *Lesson 7 ST* (p. 40) "Evaluating the Institution of Slavery by Using the Natural Rights Philosophy." Students examine the arguments of opponents and supporters of slavery.
 - *Lesson 12 ST* (p. 67) "Developing and Defending Positions" on the Virginia and New Jersey plans.
 - *Lesson 21 ST* (p. 111) "Evaluating, Taking, and Defending Positions on Judicial Review."
 - *Lesson 30 ST* (p. 163) Freedom of Expression
 - *Lesson 31 ST* (p.169) "Taking and Defending a Position on a 1st Amendment Issue."
8. analyze American Indian issues.
- Not applicable.

Content Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption. Students will:

End of Grade 4	End of Grade 8	Upon Graduation--End of Grade 12
<p>1. give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards).</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 1 Student Text "What Was America Like in the 1770s?" Students learn about the needs and wants of early American colonists. Teacher's Guide--Optional Activities (p. 7). Students study life styles. <p>2. identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community.</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 6 Student Text (p. 45) "Problems Under the Articles of Confederation." Teacher's Guide--Op. Act. (p. 22). Students analyze problems in business and trade. Lesson 22 ST (p. 146) "What Decision Would You Reach?" Small groups weigh environmental concerns against economic concerns. <p>3. distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., interstate highway system or U.S. Postal Service).</p> <ul style="list-style-type: none"> Not applicable. <p>4. describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States, and the world.</p> <ul style="list-style-type: none"> Not applicable. 	<p>1. identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services).</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 29 Student Text (p. 128) "Conflicting Responsibilities of a Representative." introduces supply, demand and tariffs. <p>2. apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 9 ST "What Were Americans Like in the 1780s?" Lesson 10 ST "Why Did the Founders Think a New Constitution was Needed?" Students analyze money and trade issues. Lesson 13 ST "What Were the Conflicts Between the Northern and Southern States?" Trade and tariffs are the subjects. <p>3. compare and contrast the difference between private and public goods and services.</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 18 Student Text "What Was the Federal System Created by the Constitution?" Students learn about the federal system. <p>4. analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).</p> <p>Examples:</p> <ul style="list-style-type: none"> Unit Two "What Experiences Shaped the Founder's thinking about Government?" 	<p>1. analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems.</p> <ul style="list-style-type: none"> Not applicable. <p>2. use basic economic concepts (e.g., production, distribution, consumption, market economy and command economy) to compare and contrast local, regional, national, and global economies across time and at the present time.</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 7 Student Text (p. 41) "What Do You Think?" Students examine immigrant economic opportunity across time. Lesson 10 ST (p. 56) "Examining the Advantages and Disadvantages of the Articles of Confederation." Students read and discover problems with money in Article 9. <p>3. assess the costs and benefits to society of allocating goods and services through private and public sectors.</p> <ul style="list-style-type: none"> Not applicable. <p>4. compare and contrast how values and beliefs influence economic decisions in different economic systems.</p> <ul style="list-style-type: none"> Not applicable.

Content Standard 5 continued. Students will:

5. explain the roles of money, banking, and savings in everyday life.

- Not applicable.

6. identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising).

- Not applicable.

5. explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, and governments).

Examples:

- Lesson 14 Teacher Guide--Optional Activities (p. 42). Students research and review the powers of Congress.

6. analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies.

- Not applicable.

5. explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit companies, banks, insurance companies).

- Not applicable.

6. explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, Medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States and the world (e.g., international trade, space exploration, national defense).

Examples:

- Lesson 37 Student Text "How May Citizenship Change in the Nation's Third Century?" Students learn how technological progress may affect citizens. Teacher's Guide--Optional Activities (p. 176) invite students to discuss technology issues in privacy and expression.

Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

End of Grade 4	End of Grade 8	Upon Graduation--End of Grade 12
<p>1. identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity.</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 1 Student Text "What Was America Like in the 1770s?" Students learn about the needs and wants of early American colonists. Teacher's Guide--Optional Activities (p. 7). Students study life styles. Lesson 18 Teacher's Guide--Optional Activities (p. 60). Students examine group dynamics and individual fairness. <p>2. describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance).</p> <ul style="list-style-type: none"> Not applicable. 	<p>1. compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity.</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 9 ST "What Were Americans Like in the 1780s?" Teacher's Guide--Optional Activities (p. 26) Students research and report on life styles. Unit Five: "How Does the Constitution Protect Our Basic Rights?" Unit Six: "What are the Responsibilities of Citizens?" Students use learned information to problem solve real world experiences. Lesson 28 TG--Op. Act. (p. 96) Students use a check list to determine important jobs for society. Lesson 29 TG--Op. Act. (p. 101) Students analyze citizen decision making. <p>2. explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture.</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 1 Teacher's Guide--Optional Activities (p. 3) Students use Lord of the Flies to understand the state of nature. Lesson 2 Student Text "What is Republican Government?" Students learn the history of ideas that influenced the founders. Teacher Guide--Optional Activities (p. 6). Students analyze an excerpt from <u>Blue-Black Speller</u>. 	<p>1. analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity.</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 24 Student Text (p. 122) "What Amendments to the Constitution Were Added to Protect the Rights of African Americans?" Lesson 38 ST (p. 204) "What Can American Citizens Learn about Constitutionalism from Other Countries?" (p. 208) "Examining the Universal Declaration of Human Rights." Lesson 39 ST (p. 209) "What Are Some Constitutional Issues Facing United States Citizens in the Nation's Third Century?" <p>2. analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.</p> <p>Examples:</p> <ul style="list-style-type: none"> Lesson 27 Teacher's Guide--Optional Activities (p. 131) Students create a collage. Lesson 31 TG--Op. Act. (p. 151) Students select a medium in which to give views on expression. Lesson 35 TG--Op. Act. (p. 170) Students create a cartoon.

Content Standard 6 continued. Students will:

3. identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

Examples:

- *Lesson 21* Student Text (p. 139) "Can You Have Rights Without Responsibilities?" Small groups compare individual and group responsibilities.

4. identify characteristics of American Indian tribes and other cultural groups in Montana.
- Not applicable.

Examples:

- *Lesson 17* TG--Op. Act. (p. 58) Students research early religious dissenters.
- *Lesson 18* TG--Op. Act. (p. 60) Students research civil rights struggles.
- *Lesson 20* Student Text "How Does the Constitution Protect Your Right to Vote?" introduces suffrage struggles of African-Americans, women, and American Indians.

6. identify roles in group situations (e.g., student, family member, peer member).
- Not applicable.

3. identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.

Examples:

- *Unit Six:* "What are the Responsibilities of Citizens?" Students use learned information to problem solve real world experiences.
- *Lesson 9* Teacher's Guide--Optional Activities (p. 26) Students examine and discuss class distinctions in America.

4. compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.
- Not applicable.

5. explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.

Examples:

- *Unit Five:* "How Does the Constitution Protect Our Basic Rights?"

6. identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).

Examples:

- *Lesson 9* Student Text "What Were Americans Like in the 1780s?" Teacher's Guide--Optional Activities (p. 26) Students examine and discuss class distinctions in America and (p. 27) diversity.
- *Lesson 13* TG--Op. Act. (p. 39) Students debate slavery.

3. analyze the impact of ethnic, national and global influences on specific situations or events.

Examples:

- *Lesson 14* Student Text--"What do You Think?" Students examine and report on slavery compromises.
 - *Lesson 35* ST (p. 192) "Evaluating, Taking, and Defending a Position on Extending the Right to Vote for School Board Members to Resident Aliens."
4. evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments). Not applicable.

5. analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States, and the world.

Examples:

- *Unit Four:* "How Have the Protections of the Bill of Rights Been Developed and Expanded?" This unit examines the Civil War and the Civil Rights movement.

6. analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict, globalization).

Examples:

- *Lesson 31* TG--Op. Act. (p. 151) Students study blacklisting in the McCarthy era.
- *Unit Six:* What are the Roles of the Citizen in American Democracy?"
- *Lesson 35* ST (p. 192) "Evaluating, Taking, and Defending a Position on Extending the Right to Vote for School Board Members to Resident Aliens."

*Alignment of Project Citizen
to
Montana Social Studies Standards*

July, 2003

Montana Standards for Social Studies

Content Standard 1 - Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Content Standard 2 - Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.

Content Standard 3 - Students make informed decisions based on geographic understanding (e.g., location, place, human/environment interactions, movement, and regions).

Content Standard 4 - Students demonstrate an understanding of the effects of time, continuity, and change on historical perspectives and relationships.

Content Standard 5 - Students make informed decisions based on an understanding of the economic principles of distribution, exchange and consumption.

Content Standard 6 - Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Alignment of Montana Standards for Social Studies to Project Citizen Standards

July, 2003

Project Citizen

Step 1

Identify public policy problems in your community

Students read about and discuss problems found in communities in the United States. They realize that these problems are often dealt with by their government. They work in small groups to identify a variety of problems in their community and discuss them with their classmates, friends, and family to learn more about the problems. In so doing, the students will gain enough information to make an intelligent choice of one specific problem to study.

Alignment with:

- ◆ Content Standard 1
- ◆ Content Standard 2
- ◆ Content Standard 3
- ◆ Content Standard 6

Examples:

Standard 1 - The class will arrive at one real world community problem on which to work.

Standard 2 - Students will understand the steps they must follow in order to create public policy.

Standard 3 - After discussing the problems with neighbors, friends, family, and classmates, the students will understand the reasons that they can work on some problems, but others are beyond their reach.

Standard 6 - Students will understand that in order to solve a problem the must interact with a variety of people, do surveys or questionnaires, etc. to understand the impact their policy will have on others.

Alignment of Montana Standards for Social Studies to Project Citizen Standards

July, 2003

Project Citizen

Step 2

Selecting a problem for class study.

After discussing the various community problems on the class list, the students will be able to make an intelligent choice of one problem on which to work on to develop a public policy.

Alignment with:

- ◆ Content Standard 1
- ◆ Content Standard 3
- ◆ Content Standard 4

Examples:

- ◆ Standard 1 - The class will evaluate information which they have gathered, regarding the problems, to arrive at one on which to
- ◆ they will need to interact to begin creating a policy.
- ◆ currently, and why it must be changed.

Alignment of Montana Standards for Social Studies to Project Citizen Standards

July, 2003

Project Citizen

Step 3

Gathering information on the problem the class will study

Students consider a variety of sources of information and decide which sources will best address the class problem. The class is divided into research teams for gathering information. Students will complete the "Documentation Form" to record information.

Alignment with:

- ◆ Content Standard 2
- ◆ Content Standard 3
- ◆ Content Standard 6

Examples:

Standard 2 - Each student will understand that he/she has a responsibility to assist in gathering information.

Standard 3 - Students will decide which sources of information will be most helpful and with whom they must interact to gather information.

Standard 6 - The students will understand why they must gather information from a variety of resources and how human interaction may make a difference in the solution at which they arrive.

Alignment of Montana Standards for Social Studies to Project Citizen Standards

July, 2003

Project Citizen

Step 4

Developing a class portfolio

Students will be divided into four groups. Each group will be responsible for developing one part of the portfolio.

Group 1: Explains the problem the class has chosen to study, and explains why the problem is important.

Group 2: Explains the present policy and alternative policies which are designed to solve the problem.

Group 3: Develops and justifies one public policy which the majority of the class agrees to support; it may not violate our constitution.

Group 4: Develops an action plan based on class involvement. Included will be the steps that will need to be taken to get the policy accepted and implemented by the government.

Alignment with:

- ◆ Content Standard 1
- ◆ Content Standard 2

Examples:

Standard 1 - In their groups, the students will access, synthesize and evaluate information which they gathered and decide which pieces can be used for their section of the portfolio.

Standard 2 - Students will understand that people can create and change policies by going through the correct channels of government, and by properly recording information. They will understand that civic responsibility means being well-informed and properly informing others about changes.

Alignment of Montana Standards for Social Studies to Project Citizen Standards

July, 2003

Project Citizen

Step 5

Presenting the portfolio

Students will present their project before an audience. It may be made in front of a three or four person panel which represents portfolio.

Alignment with:

- ◆ Content Standard 1
- ◆ Content Standard 6

Examples:

Standard 1 -

thoroughly understand their section in order to comfortably present it to the audience and answer any questions.

Standard 6 - The students will demonstrate a thorough knowledge of the project and be able to explain each piece to the audience. The students will gain an understanding of how this may impact different people, based on the questions asked of them.

Alignment of Montana Standards for Social Studies to Project Citizen Standards

July, 2003

Project Citizen

Step 6

Reflecting on the learning experience.

Students will reflect on the experiences they had while completing Project Citizen. The reflection section of the portfolio will describe what each group learned, how they learned, and what they might do differently if they were to develop another portfolio. Reflecting will be individual as well as group. Topics discussed will be teamwork, problem-solving, and what students learned about public policy.

Alignment with:

- ◆ Content Standard 1
- ◆ Content Standard 2
- ◆ Content Standard 6

Examples:

Standard 1 - Students will evaluate what they have learned about public policy, working as an individual and a team, and the entire Project Citizen process.

Standard 2 - The students will analyze each portion of the project and discuss any changes they would make if they were to create another portfolio.

Standard 6 - In evaluating the project, teamwork, etc., the students will demonstrate an understanding of the impact and importance of human interaction.