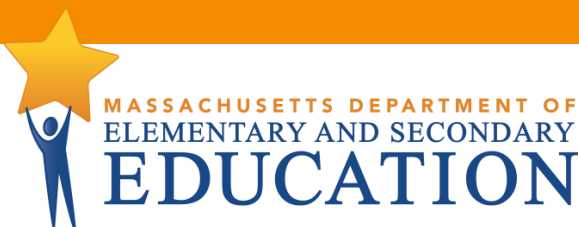


HISTORY AND SOCIAL SCIENCE FRAMEWORK

Grades Pre-Kindergarten to 12

Massachusetts
Curriculum
Framework – 2018

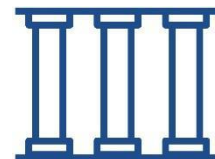


***We the People* Curriculum Crosswalk for: Massachusetts Grade 5 Social Studies Standards**

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

Grade 5

United States History to the Civil War and the Modern Civil Rights Movement



Building on their knowledge of North American geography and peoples, students learn about the history of the colonies, the early Republic, the expansion of the United States, the growing sectional conflicts of the 19th century, and the Civil Rights Movement of the mid-20th century. They study these topics by exploring guiding questions such as, “*What is the meaning of the statement, ‘All men are created equal’?*” and “*Is a person ever justified in disobeying a law?*” Additional supporting questions appear under each topic. The questions included are meant to serve as possible avenues for discussion and research.

Grade 5 History and Social Science Topics

Topic 1. Early colonization and growth of colonies

Topic 2. Reasons for revolution, the Revolutionary War, and the formation of government

Topic 3. Principles of United States government

Topic 4. Growth of the Republic

Topic 5. Slavery, the legacy of the Civil War and the struggle for civil rights for all

Literacy in History and Social Science

In studying these topics, students apply grade 5 standards for reading informational text, writing, and speaking and listening, and learn vocabulary and concepts related to history and social science.

Looking Back, Looking Ahead: Connections to History and Social Science in Grades 3, 4, 6, and 7

Grades 3, 4, and 5 provide students with foundational knowledge about their own state, country, and continent. **In grades 6 and 7**, students will study global geography and ancient and classical civilizations throughout the world.

Standards for History and Social Science Practice, Pre-K–12*

- Demonstrate civic knowledge, skills, and dispositions.
- Develop focused questions or problem statements and conduct inquiries.
- Organize information and data from multiple primary and secondary sources.
- Analyze the purpose and point of view of each source; distinguish opinion from fact.
- Evaluate the credibility, accuracy, and relevance of each source.
- Argue or explain conclusions, using valid reasoning and evidence.
- Determine next steps and take informed action, as appropriate.

* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

Grade 5 Content Standards³¹

Building on knowledge from previous years, students should be able to:

Topic 1. Early colonization and growth of colonies [5.T1]

Supporting Question: To what extent was North America a land of opportunity, and for whom?

1. Explain the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including the impact of diseases introduced by Europeans in severely reducing Native populations, the differing views on land ownership or use, property rights, and the conflicts between the two groups (e.g., the Pequot and King Philip's Wars in New England).³²
2. Compare the different reasons colonies were established and research one of the founders of a colony (e.g., Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, Roger Williams in Rhode Island, John Winthrop in Massachusetts).
3. Analyze the reasons why English colonists had the strongest influence on the language, political institutions, and political principles of the country that became the United States of America, even though other major European nations also explored North America (e.g., the relatively small number of colonists from other nations, England's history of self-government, high rates of literacy, and strong economic, and military position in the world).
4. On a map of the United States, locate the first 13 colonies and describe the impact of regional differences in climate on the types of crops that could be grown or harvested profitably in the Northern, mid-Atlantic, and Southern colonies; describe varied sources of labor (e.g., self-employed colonists, apprentices, employees, indentured servants, free and enslaved Africans).
5. Describe the origins of slavery, its legal status in all the colonies through the 18th century, and the prevalence of slave ownership, including by many of the country's early leaders (e.g., George Washington, Thomas Jefferson, James Madison, George Mason.)³³
6. Describe the Triangular Trade and the harsh conditions of trans-Atlantic voyages (called the Middle Passage) for enslaved Africans.
7. Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.³⁴
 - a. Enslaved African Americans were property that could be bought, sold, and separated from their families by their owners; they were generally not taught to read or write, and generally owned no property; they suffered many kinds of abuse and could be

³¹ See Appendix D for annotations and links to key and suggested primary documents for United States History and Civics

³² For information on Native Peoples, see the section on Native Peoples of the Americas in the Resource Supplement to this Framework.

³³ For example, students consult the [interactive Massachusetts slave census of 1754](#) to discover how many enslaved persons lived in their community in 1754 and draw conclusions about labor in the North. (see also <http://primaryresearch.org/slave-census>)

³⁴ For information on African Americans, see the section on African and African-American History in the Resource Supplement to this Framework.

punished if they were caught after running away from their masters. A number of slave rebellions resulted from these harsh conditions.

- b. Many enslaved Africans became skilled artisans, such as cabinetmakers, coopers, and ironworkers and could be hired out to work.
- c. Some Africans came to America as indentured servants or sailors and were freed when their service was completed; some former slaves were granted freedom and some in the North took legal action to obtain their freedom (e.g., in Massachusetts, Elizabeth Freeman, Quock Walker, and Prince Hall).
- d. States in the North adopted gradual emancipation (for example, Massachusetts outlawed slavery in 1783 and no enslaved people appear in the 1790 Massachusetts census); free African Americans could have families, own property, hold jobs, and earn a living.

Suggested Primary Sources for Topic 1 in Appendix D

[Colonial Williamsburg: History and Citizenship](#) (1700s)

[George Washington's Mount Vernon: Slavery](#) (c. 1790s)

[Slavery at Monticello: Paradox of Liberty](#) (c. 1790s)

We the People

Level 1 curriculum connections

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

Topic 2. Reasons for revolution, the Revolutionary War, and the formation of government [5.T2]

Supporting Questions: Why did most Native Peoples side with the French against the British in the French and Indian Wars? Were the colonists justified in rebelling against Great Britain in the American Revolution?

1. Explain the reasons for the French and Indian War and how its costs led to an overhaul of British imperial policy; explain key British policies and the colonial response to them.
 - a. policies: the Proclamation of 1763, the Sugar Act (1764), the Stamp Act (1765), the Townsend Duties (1767), the Tea Act (1773), the Intolerable Acts (1774)
 - b. the slogan, “no taxation without representation”
 - c. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea (1773), the Suffolk Resolves (1774), in which Massachusetts declared a boycott of British goods, the early battles between Massachusetts colonists and the British soldiers in Lexington, Concord, and Bunker Hill (1775) and the evacuation of the British from Boston (1776)
 - d. the role of women in the boycott of British textiles and tea, in writing to support liberty, in managing family farms and businesses, raising funds for the war, and supporting the Continental Army (1760s–1780s)
2. On a historic map of the Boston area in the 1770s, locate important sites in the pre-Revolutionary and Revolutionary period and analyze the role and the significance of Massachusetts people such Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul

Revere, John and Abigail Adams, Mercy Otis Warren, Phillis Wheatley, Peter Salem.

3. Explain the development of colonial governments and describe how these developments (e.g., legislative bodies, town meetings, and charters on individual freedoms and rights) contributed to the Revolution.
4. Read the Declaration of Independence (1776), explain its main argument, the reasons given for seeking independence, the meaning of the key ideas on equality and natural and legal rights, and the rule of law.
5. Describe the impact of events as the Revolutionary War continued; locate the sites of events on a map, and explain the factors leading to American victory and British defeat.
 - a. The Battles of Trenton in New Jersey (1776) and Saratoga in New York (1777)
 - b. The winter encampment of the Continental Army at Valley Forge in Pennsylvania (1777–1778)
 - c. The battle of Yorktown in Virginia (1781)
6. Explain that many Americans remained loyal to the British Crown or remained neutral in the conflict and that Native Peoples and free and enslaved Africans fought on both sides in the Revolution.³⁵
7. Compare and contrast the impact of the actions of important leaders (e.g., John Adams, Benjamin Franklin, King George III, Edmund Burke, Thomas Jefferson, Alexander Hamilton, James Madison, George Washington, the Marquis de Lafayette) during the Revolution and the early years of the United States Republic.
8. Explain the reasons for the adoption of the Articles of Confederation in 1781, the weaknesses of the Articles as a plan for government, and the reasons for their failure.
9. Analyze the causes of Shays' Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention.

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?
- **Unit 1, Lesson 6:** What were the first state governments like?
- **Unit 2, Lesson 7:** What was the first national government like?

Topic 3. Principles of United States Government [5.T3]

Supporting Question: *How did the Constitution attempt to balance competing interests, the question of power, and ideas about slavery?*

1. Read the Preamble to and sections of the Constitution and explain how these writings reflect the following political principles: *individual rights and responsibilities, equality, the rule of law, general welfare, limited government, representative democracy.*
Clarification statement: *Teachers may choose the sections of the Constitution that they believe to be most accessible and relevant to their students.*
2. Explain how the framers of the Constitution divided and shared powers among the three branches of the United States government; describe the function of each branch and the system of checks and balances.
3. Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools).
4. Analyze the significance of the major issues debated by members of the Constitutional Convention (e.g., the distribution of political power, the rights of individuals, rights of states, tensions between states with large and smaller populations, the make-up of the Senate and electoral college, slavery and the question of how slaves were to be counted in the Census); explain why the framers agreed to the 3/5 Compromise in order to keep the states united and how the decision reinforced the institution of slavery and the power of states in which slavery was particularly prevalent.
5. Explain that voting rights and property rights did not extend to women in the new Constitution.
6. Read the Bill of Rights and explain the freedoms it guarantees; research the historical background of **one** of the first ten Amendments and make an argument using evidence for its inclusion in the Bill of Rights in 1791.

Clarification Statement: *These standards are designed to be introductory. Students will study United States government in a Grade 8 Civics course and will revisit principles of government as part of high school courses U. S. History I and II.*

Key Primary Sources for Topic 3 in Appendix D

[The Constitution of the United States \(1787\)](#)

[The United States Bill of Rights \(1791\)](#)

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 2:** Why did the Founders believe that people needed a government?
- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 4:** What is a constitutional government?
- **Unit 2, Lesson 8:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 9:** How many representatives should each state have in Congress?
- **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?

- **Unit 3, Lesson 11:** What basic ideas about government are in the Preamble to the Constitution?
- **Unit 3, Lesson 12:** How does the Constitution limit the powers of our government?
- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?
- **Unit 3, Lesson 15:** What is the judicial branch?
- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 17:** How does the Constitution protect your right to freedom of expression?
- **Unit 4, Lesson 18:** How does the Constitution protect your right to freedom of religion?
- **Unit 4, Lesson 19:** How does the Constitution protect your right to equal protection of the laws?
- **Unit 4, Lesson 20:** How does the Constitution protect your right to due process of law?
- **Unit 4, Lesson 21:** How does the Constitution protect your right to vote?

Topic 4. The growth of the Republic [5.T4]

Supporting Question: *How did events of the early Republic test the newly-founded United States?*

1. Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797–1801, and Thomas Jefferson, 1801–1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.
2. Evaluate the importance to the nation of the Louisiana Purchase and trace the expedition of Meriwether Lewis and William Clark, with Sacagawea and the Corps of Discovery, from 1803 to 1806.
3. Describe the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism.
 - a. British restrictions on trade and impressment
 - b. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans
4. On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.
5. Explain 19th century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government.
 - a. Shawnee leader Tecumseh’s call for Native Peoples to unify in resistance to the taking of their land (1810)
 - b. President Andrew Jackson and the Indian Removal Act (1830), which forced native communities to move from their ancestral lands in the Southeast to territory west of the Mississippi River
 - c. the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts
 - d. the significance of the Trail of Tears (1838) for the Cherokee and other native communities in the Southeast.

Key Primary Source for Topic 4 in Appendix D

[Tecumseh, Call for Pan-Indian Resistance](#) (1810)

Suggested Primary and Secondary Sources for Topic 4 in Appendix D

[The Lewis and Clark Expedition](#) (1803–1806)

[The Star-Spangled Banner: The Flag that Inspired a Nation](#) (1814)

[Asian Export Art](#) (18th–19th centuries), Peabody Essex Museum, Salem

[Whaling History](#) (19th century), New Bedford Whaling Museum and Mystic Seaport

Topic 5. Slavery, the legacy of the Civil War, and the struggle for civil rights for all [5.T5]

Supporting Question: What ideas and events of the 19th century led to the expansion of civil rights in the 20th and 21st centuries?

1. Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.
2. Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war’s most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).

Clarification Statement: *In Grade 4, students were introduced to the Civil War as they learned about states of the Confederacy and the Union; they will study the Civil War in greater depth in high school.*

3. Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).
4. Identify the major military leaders and battles of the Civil War (e.g., Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson; Battles of Bull Run, Shiloh, Fredericksburg, Vicksburg, Gettysburg, Appomattox).
5. Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution.
6. Explain the consequences of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments for the rights of African Americans.
 - a. advocacy for women’s rights surrounding the passage of the 14th and 15th Amendments and its relationship to the later movement for women’s rights
 - b. women’s attainment of the right to vote with the passage of the 19th Amendment of 1920

7. Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.
8. Research and analyze **one** of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.

Clarification Statement: *In addressing this standard, students and teachers may choose to focus on any of the following:*

- People such as Martin Luther King, Jr., Rosa Parks, Ruby Bridges, Thurgood Marshall, Edward Brooke, Jackie Robinson, Marian Anderson, Bayard Rustin, Eleanor Roosevelt, Frances Perkins, Lorraine Hansberry, Gloria Steinem, Betty Friedan, Geraldine Ferraro, César Chávez, Dolores Huerta, Sandra Day O’Connor, Ruth Bader Ginsburg
 - Organizations such as the National Organization for the Advancement of Colored People (NAACP) the National Organization for Women (NOW)
 - events such as the 1963 March on Washington, efforts of the 1960s and 1970s to desegregate city public school systems in Massachusetts
 - legislation such as the Equal Pay Act (1963), the campaign for, and eventual defeat of the Equal Rights Amendment (1970s), the enactment of Title IX (prohibition of discrimination on the account of gender, 1972)
9. Explain how the 20th century African American Civil Rights movement served as a model for other movements for civil rights (e.g., the second phase of the women’s movement in the 1960s and 1970s, the disability rights movement, the LGBTQ movement).

Clarification Statement: *These 20th century standards are designed to make students aware that the movement to extend equality to all has roots in 18th century ideas and is the reason the foundational documents are relevant to all periods of United States history. The links among liberty, justice, and equality remain central in the collective civic life of the nation today.*

We the People

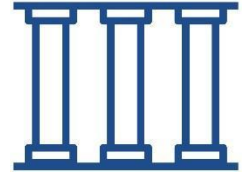
Level 1 curriculum connections

- **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?
- **Unit 4, Lesson 19:** How does the Constitution protect your right to equal protection of the laws?
- **Unit 4, Lesson 21:** How does the Constitution protect your right to vote?

***We the People* Curriculum Crosswalk for: Massachusetts Grade 8 Social Studies Standards**

Usage: This correlation guide offers a crosswalk between the Massachusetts Social Studies Standards for Grade 8 and the Level 2 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

Grade 8 United States and Massachusetts Government and Civic Life



Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

Grade 8 History and Social Science Topics

- Topic 1. The philosophical foundations of the United States political system
- Topic 2. The development of the United States government
- Topic 3. The institutions of the United States government
- Topic 4. Rights and responsibilities of citizens
- Topic 5. The Constitution, Amendments, and Supreme Court decisions
- Topic 6. The structure of Massachusetts state and local government
- Topic 7. Freedom of the press and news/media literacy

Literacy in History and Social Science

In studying these topics, students apply grades 6–8 [reading, writing and speaking and listening skills](#), and learn vocabulary and concepts related to history and social science.

Looking Back, Looking Ahead: Connections to History and Social Science in Grades 5, 6, 7 and High School

Fifth graders studied the U.S from the American Revolution to the Civil War and were introduced to the 20th century Civil Rights Movement. **Sixth and seventh graders** learned world geography and history, including the origins of democratic government in ancient Greece and Rome. **High school students** will study both United States History and World History to the present.

Standards for History and Social Science Practice, Pre-K–12*

- Demonstrate civic knowledge, skills, and dispositions.
- Develop focused questions or problem statements and conduct inquiries.
- Organize information and data from multiple primary and secondary sources.
- Analyze the purpose and point of view of each source; distinguish opinion from fact.
- Evaluate the credibility, accuracy, and relevance of each source.
- Argue or explain conclusions, using valid reasoning and evidence.
- Determine next steps and take informed action, as appropriate.

* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

Grade 8 Content Standards

Building on knowledge from previous years, students should be able to:

Topic 1. The philosophical foundations of the United States political system [8.T1]

Supporting Question: *What were the roots of the ideas that influenced the development of the United States political system?*

1. Explain why the Founders of the United States considered the government of ancient Athens to be the beginning of democracy and explain how the democratic political concepts developed in ancient Greece influenced modern democracy (e.g., *civic participation, voting rights, trial by jury, legislative bodies, constitution writing, rule of law*).
2. Describe the government of the Roman Republic and the aspects of republican principles that are evident in modern democratic governments (e.g., *separation of powers, rule of law, representative government, and the notion of civic duty/common good*).
3. Explain the influence of Enlightenment thinkers on the American Revolution and framework of the American government (e.g., John Locke, Charles de Montesquieu).
4. Explain how British ideas about and practices of government (e.g., *the Magna Carta, the concept of habeas corpus, the Mayflower Compact, self-government, town meetings, the importance of education and literacy, the House of Burgesses, colonial legislatures, the Albany Plan of Union*) influenced American colonists and the political institutions that developed in colonial America.
5. Analyze the evidence for arguments that the principles of government of the United States were influenced by the governments of Native Peoples (e.g. the Iroquois Confederacy).

We the People

Level 2 curriculum connections

- Unit 1, Lesson 2: Why do we need government?
- Unit 1, Lesson 3: What is a republican government?
- Unit 1, Lesson 4: What is a constitutional government?
- Unit 1, Lesson 5: How can we organize government to prevent abuse of power?
- Unit 2, Lesson 6: How did constitutional government develop in Great Britain?

Topic 2. The development of the United States government [8.T2]

Supporting Question: *How did the framers of the Constitution attempt to address issues of power and freedom in the design of the new political system?*

1. Apply knowledge of the history of the American Revolutionary period to determine the experiences and events that led the colonists to declare independence; explain the key ideas about *equality, representative government, limited government, rule of law, natural rights, common good*, and the *purpose of government* in the Declaration of Independence.
2. Analyze the weaknesses of the national government under the Articles of Confederation; and describe the crucial events (e.g., Shays' Rebellion) leading to the Constitutional Convention.
3. Identify the various leaders of the Constitutional Convention and analyze the major issues (e.g., *distribution of political power, rights of individuals, representation and rights of states*,

slavery) they debated and how the issues were resolved.

4. Compare and contrast key ideas debated between the Federalists and Anti-Federalists over ratification of the Constitution (e.g., *federalism, factions, checks and balances, independent judiciary, republicanism, limited government*).⁴⁴

Note: Important topics of individual Federalist Papers: *Federalist 10-factions; Federalist 9-strong union; Federalist 39-republican government; Federalist 51-three branches of government independent of each other to ensure liberty; Federalist 78 -importance of an independent judicial branch and judicial review.*

5. Summarize the Preamble and each article in the Constitution, and the rights enumerated in the Bill of Rights; explain the reasons for the addition of the Bill of Rights to the Constitution in 1791.

We the People

Level 2 curriculum connections

- **Unit 2, Lesson 7:** What experiences led to the American Revolution?
- **Unit 2, Lesson 8:** What basic ideas about government are in the Declaration of Independence?
- **Unit 2, Lesson 9:** What happened during the American Revolution? How did the government function?
- **Unit 2, Lesson 10:** How did the states govern themselves after the Revolution?
- **Unit 2, Lesson 11:** How did the Articles of Confederation organize the first national government?
- **Unit 3, Lesson 12:** Who attended the Philadelphia Convention? How was it organized?
- **Unit 3, Lesson 13:** How did the Framers resolve the conflict about representation in Congress?
- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
- **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?
- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 18:** How did the people approve the new Constitution?

Topic 3. The institutions of United States government [8.T3]

Supporting Question: How do the institutions of the U.S. political system work?

1. Distinguish the three branches of government (separation of powers):
 - Congress as the legislative branch
 - the Presidency and the executive agencies as the executive branch and
 - the Supreme Court and other federal inferior courts as the judicial branch
2. Examine the interrelationship of the three branches (the checks and balance system).
 - Congress: enumerated powers, general powers, limits on power, checks on other two branches; roles of political parties in the organization of Congress; roles within the legislative branch, such as the Speaker of the House, the President of the Senate, minority party leaders; the system for accomplishing legislation, including committees, hearings and legislative procedures
 - the Presidency: roles, powers and limits, checks on other two branches, role of the Cabinet, such as the Vice President, Attorney General and Secretaries of State, Defense, Health and Human Services, Homeland Security; executive departments and agencies (such as the Department of Education, the Federal Bureau of Investigation, or the Food and Drug Administration), and branches of the military
 - the Supreme Court: role and powers, checks on other two branches, lower courts
 - Describe the respective roles of each of the branches of government.
 - Explain the process of elections in the legislative and executive branches and the process of nomination/confirmation of individuals in the judicial and executive branches.
 - Elections: running for legislative office (U.S. Representative – unlimited two-year terms, U.S. Senator – unlimited six-year terms), or executive office (President – two four-year terms and Vice President –unlimited four-year terms) and the function of the Electoral College in Presidential elections
 - Nomination by the President and confirmation by Congress: Supreme Court Justices and Secretaries/agency heads in the executive branch)
 - Describe the role of political parties in elections at the state and national levels.

We the People

Level 2 curriculum connections

- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
- **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?
- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 19:** How did Congress organize the new government?
- **Unit 4, Lesson 20:** How did political parties develop?
- **Unit 4, Lesson 21:** How does the U.S. Supreme Court use the power of judicial review?
- **Unit 4, Lesson 22:** How does the U.S. Supreme Court determine the meaning of the words in the Constitution?

Topic 4. Rights and responsibilities of citizens [8.T4]

Supporting Question: What is the role of the individual in maintaining a healthy democracy?

1. Explain the different ways one becomes a citizen of the United States.
2. Describe the rights and responsibilities of citizens (e.g., voting, serving as a juror, paying taxes, serving in the military, running for and holding elected office) as compared to non-citizens.
3. Distinguish among civic, political, and private life.
4. Define and provide examples of fundamental principles and values of American political and civic life (e.g., *liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy*).
5. Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.
6. Evaluate information related to elections (e.g., policy positions and debates among candidates, campaign financing, campaign advertising, influence of news media and social media, and data relating to voter turnout in elections).
7. Apply knowledge of the meaning of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and national levels.
8. Explain the importance of individuals working cooperatively with their elected leaders.
9. Explain the importance of public service, and identify career and other opportunities in public service at the local, state, and national levels.
10. Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.
11. Examine the varied understandings of the role of elected representatives and discuss those who have demonstrated political courage or those whose actions have failed to live up to the ideals of the Constitution.
12. Examine the role of political protest in a democracy.
13. Examine the influence of public and private interest groups in a democracy, including policy research organizations (e.g. Pew Research Center, Brookings Institute, Heritage Foundation) in shaping debate about public policy.

We the People

Level 2 curriculum connections

- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 4:** What is a constitutional government?
- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?
- **Unit 5, Lesson 27:** How does the Constitution protect the right to due process of law?
- **Unit 6, Lesson 29:** What are the rights and responsibilities of citizenship?
- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?

Topic 5. The Constitution, Amendments, and Supreme Court decisions⁴⁵ [8.T5]

Supporting Question: *How has the content and interpretation of the Constitution evolved over time?*

1. Explain why the “necessary and proper” clause⁴⁶ and why it is often referred to as the “elastic clause.”
2. Explain the historical context and significance of changes in the Constitution, including key amendments. Examples of amendments include the:
 - a. 14th Amendment (1868): citizenship rights, equal protection of laws
 - b. 19th Amendment (1920): women’s right to vote in federal and state elections
 - c. 26th Amendment (1971): lowering the voting age from 21 to 18 in federal elections
3. Analyze the Constitutional issues that caused the Civil War and led to the eventual expansion of the power of the Federal government and individual civil rights.
4. Explain the historical context and significance of laws enacted by Congress that have expanded the civil rights and equal protection for race, gender, disability (e.g., the 1964 Civil Rights Act, 1965 Voting Rights Act, 1990 Americans with Disabilities Act, 1990 Individuals with Disabilities Education Act), and explain how the evolving understanding of human rights has affected the movement for civil rights for all.
5. Explain the principle of judicial review established in *Marbury v. Madison* (1803) and explain how cases come before the Supreme Court, how cases are argued, and how the Court issues decisions and dissents.
6. Research, analyze, and report orally or in writing on **one area (a, b, or c, below)** in which Supreme Court decisions have made significant changes over time in citizens’ lives.
 - a. Interpretations of freedoms of religion, assembly, press, petition, and speech under the First Amendment; for example,
 - Tinker v. Des Moines Independent Community School District* (1969)
The Court held, 7-2, that students’ right to protest is protected in schools.
 - Bethel School District v. Fraser* (1986)
The Court held, 7-2, that students’ right to use vulgar language is not protected in schools.
 - Hazelwood School District v. Kuhlmeier* (1988)
The Court ruled, 5-3, that students’ right to school-sponsored student speech in a school newspaper may be restricted with educational justification.
 - Citizens United vs. Federal Election Commission* (2010)
The Court ruled, 5-4, that contributions by corporations and organizations such as unions to political campaigns are protected as free speech.

- b. Interpretations of the due process clause and the equal protection clause of the 14th Amendment, for example,

Dred Scott v. Sandford (1857)

The Court dismissed the case brought by Dred Scott, an African American, to obtain his freedom from slavery, 7-2, on the grounds that African Americans were not citizens, that the Congress could not ban slavery in federal territories, and that the due process clause prohibited the government from freeing slaves brought into territories.

Plessy v. Ferguson (1896)

The Court upheld, 7-1, the ruling that racial segregation was constitutional under the “separate but equal” doctrine.

Brown v. Board of Education of Topeka (1954)⁴⁷

The Court unanimously overturned the “separate but equal” doctrine, ruling that state laws establishing separate schools for white and black students were unconstitutional.

Mapp v. Ohio (1961)

The Court, redefined, 6-3, the implementation of the exclusionary rule (evidence collected in violation of an individual’s Fourth Amendment rights is inadmissible for a criminal prosecution in a court of law) to apply to states.

Loving v. Virginia (1967)

The Court unanimously recognized the right to interracial marriage and declared race-based restrictions on marriage unconstitutional.

Romer v. Evans (1996)

The Court determined, 6-3, that the Equal Protection Clause prevents states from denying civil rights protections to sexual minorities, including lesbian, gay, and bisexual people.

Obergefell v. Hodges (2015)

The Court held, 5-4, that same sex marriage is protected under the 14th Amendment.

- c. Interpretations in cases where individual rights and perceived community or national interests were in conflict, for example,

The United States Flag and the Pledge of Allegiance

Minersville School District v. Gobitis (1940)

The Court held, 8-1, that the state’s interest in national unity allowed school boards to require students to salute the flag.

West Virginia State Board of Education v. Barnette (1943)

Court held, 6-3, that students are protected from having to salute the flag or recite the Pledge of Allegiance through the free exercise clause of the First Amendment.

Texas v. Johnson (1989)

The Court held, 5-4, that an individual has a right to burn the flag under the First Amendment free expression clause.

School Prayer

Engel v. Vitale (1962)

The Court held, 6-2, that requiring school prayer in public schools was a violation of the First Amendment establishment clause.

National Security

Korematsu v. United States (1944)

The Court held, 6-3, that a government order during World War II sending Japanese-Americans to internment camps, rather than allowing them to remain in their homes, was constitutional.

Clapper v. Amnesty International (2012)

The Court, 5-4, dismissed a challenge to the government's power to conduct surveillance on international phone calls and emails under the Foreign Intelligence Surveillance Courts.

Gun Control

District of Columbia v. Heller (2008)

The Court, 5-4, upheld the right of individuals to own guns under the Second Amendment and found the District of Columbia's ban on owning handguns to be unconstitutional.

We the People

Level 2 curriculum connections

- **Unit 4, Lesson 21:** How does the U.S. Supreme Court use the power of judicial review?
- **Unit 4, Lesson 22:** How does the U.S. Supreme Court determine the meaning of the words in the Constitution?
- **Unit 5, Lesson 23:** How does the Constitution protect freedom of expression?
- **Unit 5, Lesson 24:** How does the Constitution protect freedom of religion?
- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?
- **Unit 5, Lesson 27:** How does the Constitution protect the right to due process of law?

Topic 6. The structure of Massachusetts state and local government⁴⁸ [8.T6]

Supporting Question: What is the role of state and local government in the U.S. political system?

1. Compare and contrast the functions of state government and national government.
2. Describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.
3. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.
4. Compare core documents associated with the protection of individual rights, including the Bill of Rights, the 14th Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.
5. Explain why the Tenth Amendment to the United States Constitution is important to state government and identify the powers granted to states by the Tenth Amendment and the limits to state government outlined in it.
6. Identify additional protections provided by the Massachusetts Constitution that are not provided by the U.S. Constitution.
7. Contrast the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement, welfare payments, and the building and funding of schools).
8. Explain the leadership structure of the government of the Commonwealth of Massachusetts and the function of each branch
 - a. the executive branch (governor and agencies)
 - b. the legislative branch (state representatives and state senators)
 - c. courts of law (Supreme Judicial Court, lower court system)
9. Give examples of tax-supported facilities and services provided by the Massachusetts state government and by local governments.
10. Explain the major components of local government in Massachusetts, including the roles and functions of mayors, city councils, and school committees in cities; town managers, select boards, representative and open town meetings and school committees, in towns, and courts and sheriff's departments in counties.

We the People

Level 2 curriculum connections

- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 19:** How did Congress organize the new government?

Topic 7: Freedom of the Press and News/Media Literacy⁴⁹ [8.T7]

Supporting Question: How does a free press support a democratic government?

1. Explain why freedom of the press was included as a right in the First Amendment to the United States Constitution and in Article 16 of the Massachusetts Constitution; explain that freedom of the press means the right to express and publish views on politics and other topics without government sponsorship, oversight, control, or censorship.
2. Give examples of how a free press can provide competing information and views about government and politics.
3. Explain the different functions of news articles, editorials, editorial cartoons, and “op-ed” commentaries.
4. Evaluate the benefits and challenges of digital news and social media to a democratic society.
5. Explain methods for evaluating information and opinion in print and online media (e.g., determining the credibility of news articles; analyzing the messages of editorials and op-ed commentaries; assessing the validity of claims and sufficiency of evidence).⁵⁰
6. Analyze the point of view and evaluate the claims of an editorial, editorial cartoon, or op-ed commentary on a public policy issue at the local, state, or national level (e.g., a mayoral or school committee decision, an action by a state legislature or Governor, a vote in Congress or an action by the President).

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



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



High School United States History 1

Students begin their study of United States history with a review of the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War I. They explore guiding questions such as “*What are some examples of continuity and change in the first 150 years of United States history?*” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

United States History I Topics

Topic 1. Origins of the Revolution and the Constitution

Topic 2. Democratization and expansion

Topic 3. Economic growth in the North, South, and West

Topic 4. Social, political, and religious change

Topic 5. The Civil War and Reconstruction

Topic 6. Rebuilding the United States: immigration and industry

Topic 7. Progressivism and World War I

Literacy in History and Social Science

In studying these topics, students apply grades 9–10 or 11–12 [reading, writing and speaking and listening skills](#), and learn vocabulary and concepts related to history and social science.

Looking Back to Middle School, Connecting to other High School Courses

Eighth graders studied Civics. **US History I and II** focus on the United States, while **World History I and II** examine global connections. There are two high school electives, **United States Government and Politics** and **Economics** as well as standards for **personal financial literacy** and **news/media literacy** that may be taught as stand-alone courses or integrated into history and social science or other subjects.

Standards for History and Social Science Practice, Pre-K–12*

- Demonstrate civic knowledge, skills, and dispositions.
- Develop focused questions or problem statements and conduct inquiries.
- Organize information and data from multiple primary and secondary sources.
- Analyze the purpose and point of view of each source; distinguish opinion from fact.
- Evaluate the credibility, accuracy, and relevance of each source.
- Argue or explain conclusions, using valid reasoning and evidence.
- Determine next steps and take informed action, as appropriate.

* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

Topic 1. Origins of the Revolution and the Constitution [USI.T1]

Supporting Question: How did events of the Revolutionary period inform the ideas in the Constitution?

1. Analyze the economic, intellectual, and cultural forces that contributed to the American Revolution.
2. Explain the reasons for the French and Indian War (1754–1763), the North American component of the global Seven Years’ War between Great Britain and France (1756–1763), and analyze how the war affected colonists and Native Peoples.
3. Explain Britain’s policies in the North American colonies (e.g., the Proclamation of 1763, the Sugar Act, the Stamp Act, the Townsend Duties, the Tea Act, and the Intolerable Acts) and compare the perspectives of the British Parliament, British colonists, and Native Peoples in North America on these policies.
4. Describe Patriots’ responses to increased British taxation (e.g., the slogan, “no taxation without representation,” the actions of the Stamp Act Congress, the Sons of Liberty, the Boston Tea Party, the Suffolk Resolves) and the role of Massachusetts people (e.g., Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Judith Sargent Murray, Phillis Wheatley, Peter Salem, Prince Estabrook).
5. Explain the main argument of the Declaration of Independence, the rationale for seeking independence, and its key ideas on equality, liberty, natural rights, and the rule of law.
6. Describe the key battles of the Revolution (e.g., Lexington, Concord, Bunker Hill, Trenton, Saratoga, Yorktown); the winter encampment at Valley Forge; and key leaders and participants of the Continental Army.
7. Explain the reasons for the adoption of the Articles of Confederation in 1781 and evaluate the weaknesses of the Articles as a plan for government, the reasons for their failure and how events such as Shays’ Rebellion of 1786-1787 led to the Constitutional Convention.
8. Describe the Constitutional Convention, the roles of specific individuals (e.g. Benjamin Franklin, Alexander Hamilton, James Madison, George Washington, Roger Sherman, Edmund Randolph), and the conflicts and compromises (e.g., compromises over representation, slavery, the executive branch, and ratification).

Clarification Statement: Students studied the debates between the Federalists and anti-Federalists in grade 8; these arguments may be briefly reviewed.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 1, Lesson 7:** What basic ideas about government and rights did the state constitutions include?
- **Unit 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?

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

Topic 2. Democratization and expansion [USI.T2]

Supporting Question: How was the balance of Federal and state authority tested in the early Republic?

1. Evaluate the major policies and political developments of the presidencies of George Washington, John Adams, and Thomas Jefferson, and their implications for the expansion of Federal power and foreign policy (e.g., the origins of the Federalist and Democratic-Republican parties in the conflicting ideas of Thomas Jefferson and Alexander Hamilton on topics such as foreign policy, the Alien and Sedition Acts, and the National Bank; the establishment of the concept of judicial review in *Marbury v. Madison*).
2. Evaluate the presidency of Andrew Jackson, including the spoils system, the National Bank veto, and the policy of Indian removal, and the Nullification Crisis.
3. Analyze the causes and long and short term consequences of America's westward expansion from 1800 to 1854 (e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846–48, the California Gold Rush, and the rapid rise of Chinese immigration in California).

We the People

Level 3 curriculum connections

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

Topic 3. Economic growth in the North, South, and West [USI.T3]

Supporting Question: How were the North, South, and West interdependent in the antebellum period?

1. Explain the importance of the Transportation Revolution of the 19th century (e.g., the introduction of steamboats, canals, roads, bridges, turnpikes, and railroad networks; the completion of the First Transcontinental Railroad and its stimulus to east/west trade, the growth of Midwestern towns and cities, and the strengthening of a market economy).
2. Analyze the effects of industrial growth throughout antebellum America, and in New England, the growth of the textile and machinery industries and maritime commerce.
 - a. the technological improvements and inventions that contributed to industrial

- growth and maritime commerce
 - b. the impact of the cotton gin on the economics of Southern agriculture and slavery and the connection between cotton production by slave labor in the South and the economic success of Northern textile industries
 - c. the causes and impact of the wave of immigration from Northern Europe to the United States in the 1840s and 1850s (e.g., the impact of the English occupation of Ireland, the Irish famine, and industrial development in the U.S.)
 - d. the rise of a business class of merchants and manufacturers
 - e. the role of women as the primary workforce in New England textile factories and female workers' activism in advocating for reform of working conditions
3. Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor.
 4. Research primary sources such as antebellum newspapers, slave narratives, accounts of slave auctions, and the Fugitive Slave Act, to analyze **one** of the following aspects of slave life and resistance (e.g., the Stono Rebellion of 1739, the Haitian Revolution of 1791–1804, the rebellion of Denmark Vesey of 1822, the rebellion of Nat Turner in 1831; the role of the Underground Railroad; the development of ideas of racial superiority; the African American Colonization Society movement to deport and resettle freed African Americans in a colony in West Africa).

Topic 4. Social, political, and religious change [USI.T4]

Supporting Question: How did religious and ethical beliefs shape American reform movements?

1. Describe important religious and social trends that shaped America in the 18th and 19th centuries (e.g., the First and Second Great Awakenings; the increase in the number of Protestant denominations; the concept of “Republican Motherhood;” hostility to Catholic immigration and the rise of the Native American Party, also known as the “Know-Nothing” Party).
2. Using primary sources, research the reform movements in the United States in the early to mid-19th century, concentrating on **one** of the following and considering its connections to other aspects of reform:
 - a. the Abolitionist movement, the reasons individual men and women (e.g., Frederick Douglass, Abbey Kelley Foster, William Lloyd Garrison Angelina and Sarah Grimké, Charles Lennox Remond, Harriet Beecher Stowe, Sojourner Truth, Harriet Tubman, David Walker, Theodore Weld) fought for their cause, and the responses of southern and northern white men and women to abolitionism.
 - b. the women’s rights and suffrage movements, their connections with abolitionism, and the expansion of women’s educational opportunities (e.g., Susan B. Anthony, Margaret Fuller, Lucretia Mott, Elizabeth Cady Stanton, the 1848 Seneca Falls

- Convention, Mary Lyon and the founding of Mt. Holyoke Female Seminary, later Mt. Holyoke College).
- c. Horace Mann’s campaign for free compulsory public education, increased literacy rates, and the growth of newspaper and magazine publishing
 - d. the movement to provide supports for people with disabilities, such as the founding of schools for students with cognitive, hearing, or vision disabilities; and the establishment of asylums for people with mental illness
 - e. the Transcendentalist movement (e.g., the writings of Ralph Waldo Emerson, Henry David Thoreau and Margaret Fuller, and the concepts of materialism, liberty, appreciation of the natural world, self-reliance, abolitionism, and civil disobedience).

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?

Topic 5. The Civil War and Reconstruction: causes and consequences **[USI.T5]**

Supporting Question: How did sectional differences over slavery in the North, South, Midwest, and West contribute to the Civil War?

1. Describe how the expansion of the United States to the Midwest contributed to the growing importance of sectional politics in the early 19th century and significantly influenced the balance of power in the federal government.
2. Analyze critical policies and events leading to the Civil War and connections among them (e.g., 1820: the Missouri Compromise; 1831–2: the South Carolina Nullification Crisis 1840s: the Wilmot Proviso; the Mexican-American War; 1850s: the Compromise of 1850; the Kansas- Nebraska Act; the Supreme Court decision in *Dred Scott v. Sandford*; the Lincoln-Douglas debates; John Brown’s raid on Harper’s Ferry, the election of Abraham Lincoln).
3. Analyze Abraham Lincoln’s presidency (e.g., the effects on the South of the Union’s naval blockade of trade with other countries, the Emancipation Proclamation, his views on slavery and national unity, and the political obstacles he encountered).
4. Analyze the roles and policies of Civil War leaders Jefferson Davis, Robert E. Lee, and Ulysses S. Grant and evaluate the short- and long-term impact of important Civil War battles (e.g., the Massachusetts 54th Regiment at the Battle at Ft. Wagner, and the Battles of Bull Run, Shiloh, Fredericksburg, Antietam, Vicksburg, Gettysburg, and Appomattox).
5. Using primary sources such as diaries, reports in newspapers and periodicals, photographs, and cartoons/illustrations, document the roles of men and women who fought or served troops in the Civil War.
6. Analyze the consequences of the Civil War and Reconstruction (e.g., the physical and economic destruction of the South and the loss of life of both Southern and Northern troops; the increased role of the federal government; the impeachment of President Johnson; the 13th, 14th, and 15th

Amendments; the expansion of the industrial capacity of the Northern U.S.; the role of the Freedmen’s Bureau and organizations such as the American League of Colored Laborers, the National Negro Labor Council, the Colored Farmers’ National Alliance and Cooperative Union; the accomplishments and failures of Radical Reconstruction; the presidential election of 1876; and the end of Reconstruction).

7. Analyze the long-term consequences of **one** aspect of the Jim Crow era (1870s–1960s) that limited educational and economic opportunities for African Americans (e.g., segregated public schools, white supremacist beliefs, the threat of violence from extra-legal groups such as the Ku Klux Klan, the 1896 Supreme Court decision in *Plessy v. Ferguson*, and the Court’s 1954 decision in *Brown v. the Board of Education of Topeka*).

8. Evaluate the impact of educational and literary responses to emancipation and Reconstruction (e.g., founding of black colleges to educate teachers for African American schools, the U.S. publication of *The Adventures of Huckleberry Finn* by Samuel Clemens in 1885, and the development of African American literature in the early 20th century).

We the People

Level 3 curriculum connections

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

Topic 6. Rebuilding the United States: industry and immigration [USI.T6]

Supporting Question: Industrialists have been called “Captains of Industry” and “Robber Barons.” Which title is more appropriate for them and why?

1. Explain the various causes of the Industrial Revolution (e.g., the economic impetus provided by the Civil War; important technological and scientific advances, such as the expansion of the railroad system; the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt).
2. Make connections among the important consequences of the Industrial Revolution (e.g., economic growth and the rise of big business; environmental impact of industries; the expansion of cities; the emergence of labor unions such as the Knights of Labor and the American Federation of Labor under Samuel Gompers; workers’ distrust of monopolies; the rise of the Populist Party under the leadership of William Jennings Bryan or the rise of the Socialist Party under Eugene Debs).
3. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women’s political organizations, researching **one** of the following topics: the opening of teaching and nursing professions to women; new employment opportunities in clothing manufacture as a result of the invention of the sewing machine; in office work as the result of the invention of the typewriter, and in retail sales as the result of the creation of department stores; the formation of the Women’s Suffrage Association in 1869 and the Women’s Christian Temperance Union in 1874.
4. Using primary source images, data, and documents, describe the causes of the immigration of Germans, the Irish, Italians, Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and the major roles of these immigrants in industrialization and the building of railroads.
5. Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women. *Examples of research materials: the Treaty of Fort Laramie (1868), the Navajo Treaty (1868), the Chinese Exclusion Act (1882), the Dawes Act (1887), cartoons by Thomas Nast on immigration, Native Peoples, and politics for Harper’s Weekly Magazine in the 1870s–1880s.*

Topic 7. Progressivism and World War I [USI.T7]

Which should take priority, domestic issues or our status as an international power?

1. Explain what Progressivism meant in the early 20th century and analyze a text or images by a Progressive leader (e.g., Jane Addams, William Jennings Bryan, John Dewey, Robert La Follette, Theodore Roosevelt, Margaret Sanger, Upton Sinclair, Lewis Hine, William H. Taft, Ida Tarbell, Woodrow Wilson).
2. Research and analyze **one** of the following governmental policies of the Progressive Period, determine the problem it was designed to solve, and assess its long and short-term effectiveness: bans against child labor, the development of Indian boarding schools, the Sherman Anti-Trust Act (1890), the Pure Food and Drug Act (1906), the Meat Packing Act (1906), the Federal Reserve Act (1913), the Clayton Anti-Trust Act (1914), the Indian Citizenship Act (1924).
3. Analyze the campaign for, and the opposition to, women’s suffrage in the late 19th and early 20th centuries; describe the role of leaders and organizations in achieving the passage of the 19th Amendment (e.g., Carrie Chapman Catt, Alice Paul, Ida B. Wells-Barnett the National Woman Suffrage Association, National Women’s Party, League of Women Voters).
4. Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century, and determine the extent to which they met their goals by researching leaders and organizations (e.g., Ida B. Wells-Barnett, W. E. B. DuBois, Marcus Garvey, Booker T, Washington, and the National Association for the Advancement of Colored People).
5. Analyze the causes and course of growing role of the United States in world affairs from the Civil War to World War I, researching and reporting on **one** of the following ideas, policies, or events, and, where appropriate, including maps, timelines, and other visual resources to clarify connections among nations and events,
 - a. the purchase of Alaska from Russia (1867)
 - b. the influence of the United States in Hawaii leading to annexation (1898)
 - c. the Spanish-American War (1898) and resulting changes in sovereignty for Cuba, Guam, Puerto Rico and the Philippines; the Philippine-American War (1899–1902)
 - d. U.S. expansion into Asia beginning in 1899 under the Open Door policy
 - e. Theodore Roosevelt’s Corollary to the Monroe Doctrine (1904) and his “big stick” diplomacy in the Caribbean
 - f. The Platt Amendment describing the role of the United States in Cuba (1901) and the subsequent occupation of Cuba (1903, 1906–1909)
 - g. the role of the United States in the building of the Panama Canal (1904–1914)
 - h. William Howard Taft’s foreign policy of Dollar Diplomacy
 - i. United States involvement in the Mexican Revolution (1910–1920)
 - j. American entry of the United States into World War I (1917)
 - the global influenza pandemic (1918–1920)
 - k. Explain the rationale and events leading to the entry of the U.S. into World War I (e.g., unrestricted submarine warfare, the sinking of the *Lusitania*, the Zimmerman telegram, the concept of “making the world safe for democracy.”)

- l. Analyze the role played by the U.S. in support of the Allies and in the conduct of the war
- m. Explain the course and significance of Woodrow Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.

For example, students take on the roles of legislators and debate whether or not the United States should join the League of Nations. This is an opportunity for students to engage with the concept of “making the world safe for democracy” that they will encounter in United States History II and World History II.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?

High School

United States History II



Students continue their study of United States history of the 20th and 21st centuries. They learn about the economic history of the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of domestic and global policies and politics in the 21st century. Students explore guiding questions such as, “How has the United States government responded to economic crises?” and “What are the sources of political and cultural differences in the modern United States?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

US History II Topics

- Topic 1. The role of economics in modern United States history
- Topic 2. Modernity in the United States: ideologies and economies
- Topic 3. Defending democracy: responses to fascism and communism
- Topic 4. Defending democracy: the Cold War and civil rights at home
- Topic 5. United States and globalization

Literacy in History and Social Science

In studying these topics, students apply grades 9–10 or 11–12 reading, writing and speaking and listening skills, and learn vocabulary and concepts related to history and social science.

Connecting to other High School History and Social Science Courses

US History I examined the United States from the colonial period to circa 1920. **World History II** presents connections among nations from 1800 to the present. There are two high school electives, **United States Government and Politics** and **Economics** as well as standards for **Personal Financial Literacy** and **News/Media literacy** that may be taught as stand-alone courses or integrated into history and social science or other subjects.

Standards for History and Social Science Practice, Pre-K–12*

- Demonstrate civic knowledge, skills, and dispositions.
- Develop focused questions or problem statements and conduct inquiries.
- Organize information and data from multiple primary and secondary sources.
- Analyze the purpose and point of view of each source; distinguish opinion from fact.
- Evaluate the credibility, accuracy, and relevance of each source.
- Argue or explain conclusions, using valid reasoning and evidence.
- Determine next steps and take informed action, as appropriate.

* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

United States History II Content Standards⁵⁴

Building on knowledge from previous years, students should be able to:

Topic 1. The role of economics in modern United States history [USII.T1]

Clarification Statement: *These standards are grouped together to provide a background in economics for the study of 20th to 21st century history. Teachers may revisit these standards and their questions as they study the Great Depression, World War II, the Cold War, and the Great Recession that began in 2007.*

Scarcity and Economic Reasoning

Supporting Question: How do individuals and corporations make choices about saving or spending?

1. Describe how resources for the production of goods are limited, therefore people must make choices to gain some things and give up others.
2. Explain that the goals of economic policy may be to promote freedom, efficiency, equity, security, growth, price stability, and full employment and that different economic systems place greater emphasis on some goals over others.

Supply and Demand

Supporting Question: What factors affect the prices of goods and services?

3. Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
 - a. the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure
 - b. factors that cause changes in market supply and demand and how these changes influence the price and quantity of goods and services
 - c. how financial markets, such as the stock market, channel funds from savers to investors and the function of investment in the economy

Financial Investing

Supporting Question: What are the benefits and drawbacks of investments?

4. Explain what a financial investment is (e.g., a bank deposit, stocks, bonds, mutual funds, real estate); explain why the value of investments fluctuate, and track the gains or losses in value of a financial investment over time (e.g., stocks, bonds, or mutual funds).
5. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.

Money and the Role of Financial Institutions

Supporting Question: Why are banks and stock markets regulated by the government?

6. Explain the role of banks and other financial institutions in the market economy of the United States, and analyze the reasons for banking crises.

⁵⁴ See Appendix D for links to key primary documents for United States History and Civics

7. Describe the organization and functions of the Federal Reserve System; explain the reason the government established it in 1913 and analyze how it uses monetary tools to promote price stability, full employment, and economic growth.

National Economic Performance

Supporting Question: What factors affect the success of the economy of the United States?

8. Explain how a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households and firms, and that government measures such as Gross Domestic Product (GDP) describe these factors at the national level.
9. Analyze the impact of events such as wars and technological developments on business cycles.
Examples:
 - a. the impact of the Civil War
 - b. the impact of the expansion of canals and railroads in the 19th century and the invention of space-age technology and the Internet in the 20th century

The Role of Government

Supporting Questions: How large a role should government have in regulating the economy?

10. Explain and give examples of the roles that government may play in a market economy, including the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
11. Analyze how the government uses taxing and spending decisions (fiscal policy) and monetary policy to promote price stability, full employment, and economic growth.

Topic 2. Modernity in the United States: ideologies and economies [USII.T2]

Supporting Question: How did the United States respond to new ideas about society?

1. Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20th century. Trends and events students might research include:
 - a. the arts, entrepreneurship and philanthropy of the Harlem Renaissance, including the work of individuals such as Langston Hughes, Zora Neale Hurston, Josephine Baker, Eubie Blake
 - b. exhibitions, such as the Armory Show in New York, of avant-garde modern art (e.g., cubism, futurism) from Europe
 - c. women serving in the military as nurses and telephone operators
 - d. the influx of World War I refugees leading to the Red Scare and the 1924 restrictions on immigration
 - e. racial and ethnic tensions, the resurgence of the Ku Klux Klan, white supremacy as a movement, and the first Great Migration of African Americans from the South to the North
 - f. the impact of the eugenics movement on segregation, immigration, and the legalization of involuntary sterilization in some states; and the Supreme Court case, *Buck v. Bell* (1927), in which the Court ruled that state statutes permitting

involuntary sterilization did not violate the Due Process clause of the 14th Amendment

- g. debates over the concept of evolution, such as the reporting of H. L. Mencken on the Scopes Trial (1925), which raised the debate over teaching evolution in public schools; Charles Darwin's book, *On the Origin of Species* (1859), and Christian fundamentalism
- h. Prohibition of the manufacture, transport, or sale of alcoholic beverages under the 18th Amendment (1920–1933) and “the Jazz Age”
- i. The growing prominence of same-sex relationships, especially in urban areas
- j. The Bread and Roses Strike in Lawrence (1912), the Boston police strike (1919), and the Massachusetts trials, appeals and execution of Nicola Sacco and Bartolomeo Vanzetti (1921)

Clarification Statement: *Local stories such as the Bread and Roses Strike, Boston Police Strike, and the Sacco Vanzetti trial provide evidence of the tensions of the time in Massachusetts.*

2. Describe the multiple causes (e.g., fall in stock market and commodities prices, restrictive monetary and trade policies, post-war reparations and debt) and consequences of the global depression of the 1930s (e.g., widespread unemployment, decline of personal income, support for social and political reform, decline in trade, the rise of fascism), including consideration of competing economic theories that explain the crisis (e.g., insufficient demand for goods and services [Keynesianism] vs. insufficient supply of money [monetarism]). (See also United States History II standards 1–12 on economics.)
3. Gather, evaluate, and analyze primary sources (e.g., economic data, articles, diaries, photographs, audio and video recordings, songs, movies, and literary works) to create an oral, media, or written report on how Americans responded to the Great Depression.
4. Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any **one** of the following policies, institutions, or trends:

a. the Federal Deposit Insurance Corporation	f. the Works Progress Administration
b. the Securities and Exchange Commission	g. the Fair Labor Standards Act
c. the Tennessee Valley Authority	h. the American Federation of Labor
d. the Social Security Act	i. the Congress of Industrial Organizations
e. the National Labor Relations Act	j. the American Communist Party
	k. the America First movement and anti-Semitism in the United States
5. Evaluate the effectiveness of the New Deal programs enacted during the 1930s and the societal responses to those programs.

Topic 3. Defending democracy: responses to fascism and communism [USII.T3]

Supporting Question: What kind of a role should the U.S. play in world affairs?

1. Develop an argument which analyzes the effectiveness of American isolationism and analyzes the impact of isolationism on U.S. foreign policy.
2. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust.
3. Explain the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany.
4. On a map of the world, locate the Allied powers at the time of World War II (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan).
5. Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze **one** of the events that led to World War II, **one** of the major battles of the war and its consequences, or **one** of the conferences of Allied leaders following the war:
 - a. German rearmament and militarization of the Rhineland
 - b. The Munich Conference and Germany's seizure of Austria and Czechoslovakia
 - c. the Nazi-Soviet Pact of 1939 and the invasion of Poland
 - d. Japan's invasion of China and the Nanjing Massacre
 - e. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima
 - f. the Yalta and Potsdam conferences
6. Describe the Allied response to the persecution of the Jews by the Nazis before, during, and after the war.
7. Explain the reasons the United States gave for the use of atomic bombs at Hiroshima and Nagasaki in Japan; and use primary and secondary sources to analyze how arguments for and against the use of nuclear weapons developed from the late 1940s to the early 1960s.
8. Explain the long-term consequences of important domestic events during the war.
 - a. the War's stimulus to economic growth
 - b. the beginning of the second Great Migration of African Americans from the South to industrial cities of the North and to California
 - c. A. Philip Randolph and the efforts to eliminate employment discrimination on the basis of race
 - d. large numbers of women in the workforce of munitions industries and serving in non-combat jobs in the military, including as pilots, clerks, computer scientists, and nurses
 - e. the internment of West Coast Japanese Americans in the U.S. and Canada
 - f. how the two world wars led to greater demands for civil rights for women and African Americans.
9. Analyze the factors that contributed to the Cold War and describe the policy of containment as a response by the United States to Soviet expansionist policies, using evidence from primary sources to explain the differences between the Soviet and American political and economic systems; Soviet aggression in Eastern Europe; the Korean War, United States support of anti-

communist regimes in Latin America and Southeast Asia; the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact).

10. Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s.

Clarification Statement: *Students can research and report on conflicts in particular areas, such as Korea, Germany, China, the Middle East, Africa, Central and South America, Cuba, and Vietnam.*

11. Analyze Dwight D. Eisenhower's response to the Soviet Union's launching of Sputnik (1957) and the nation's increased commitment to space exploration and education in science.
12. Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon and explain the intended and unintended consequences of the Vietnam War the Vietnamese and Americans.

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?

Topic 4: Defending democracy: the Cold War and civil rights at home [USII.T4]

Supporting Question: How did the U.S. government respond to challenges to freedom at home during the Cold War?

1. Research and analyze **one** the domestic policies of Presidents Truman and Eisenhower (e.g., Truman's Fair Deal, the Taft-Hartley Act of 1947, the Federal-Aid Highway Act of 1956 or the Social Security Disability Insurance Act of 1956).
2. Analyze the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism, researching and reporting on people and institutions such as Whittaker Chambers, Alger Hiss, FBI Director J. Edgar Hoover, Senators Joseph McCarthy and Margaret Chase Smith, Julius and Ethel Rosenberg, the American Communist Party, the House Committee on Un-American Activities, and congressional investigations into the Lavender Scare).

3. Analyze the causes and consequences of important domestic Cold War trends in the United States (e.g., economic growth and declining poverty, the G. I. Education bill, the decline in women's employment, climb in the birthrate, the growth of suburbs and home ownership, the increase in education levels, the impact of television and increased consumerism).
4. Analyze the origins, evolution, and goals of the African American Civil Rights Movement, researching the work of people such as Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Malcolm X, John Lewis, Bayard Rustin, Robert F. Kennedy, and institutions such as the National Association for the Advancement of Colored People, the Student Nonviolent Coordinating Committee, and the Congress of Racial Equality.
5. Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights.
 - a. The 1954 Supreme Court decision in *Brown v. Board of Education*⁵⁵
 - b. the 1955-1956 Montgomery Bus Boycott, the 1957-1958 Little Rock School Crisis and Eisenhower's civil rights record
 - c. King's philosophy of non-violent civil disobedience, based on the ideas of Gandhi and the sit-ins and freedom rides of the early 1960s
 - d. the 1963 civil rights protest in Birmingham and the March on Washington
 - e. 1965 civil rights protest in Selma
 - f. the 1968 assassination of Martin Luther King, Jr.
6. Evaluate accomplishments of the Civil Rights movement (e.g., the 1964 Civil Rights Act and the 1965 Voting Rights Act) and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st centuries; collect and analyze demographic data to investigate trends from the 1964 to 2010 in areas such as voter registration and participation, median family income, or educational attainment among African American, Hispanic American, Asian American and white populations.
7. Using primary sources such as news articles/analyses, editorials, and television coverage, research Massachusetts leaders for civil rights and the controversies over the racial desegregation of public schools in the 1960s and 1970s, including:
 - a. the establishment of the Metropolitan Council for Educational Opportunity (METCO) busing plan involving Boston, Springfield, and suburban school districts
 - b. Court-ordered desegregation and mandated busing in the public schools of Boston and other Massachusetts cities
8. Using primary and secondary sources, analyze the causes and course of **one** of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.

- a. Women’s rights, including the writings on feminism by Betty Friedan, Gloria Steinem and others; the availability of the birth control pill; the activism of the National Organization for Women and opposition to the movement by conservative leaders such as Phyllis Schlafly; passage of the Equal Rights Amendment to the Constitution (1972), and its failure to achieve sufficient ratification by states; Title IX of the 1972 Education Amendments to the 1964 Civil Rights Act, the 1973 Supreme Court decision, *Roe v. Wade*, the appointment of Sandra Day O’Connor as the first woman Justice of the Supreme Court in 1981, and increasing numbers of women in elected offices in national and state government
 - b. the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement, the impact of world wars on the demand for gay rights, the Stonewall Rebellion of 1969, the Gay Pride Movement, and activism and medical research to slow the spread of AIDS in the 1980s; the role of the Massachusetts Supreme Judicial Court in *Goodridge v. Department of Public Health* (2004) and the role of other state courts in providing equal protection for same sex marriage in advance of the United States Supreme Court decision in *Obergefell v. Hodges* (2015)
 - c. the disability rights movement such as deinstitutionalization, independent living, the Education for All Handicapped Children Act (1975), the Americans with Disabilities Act (1990), and the Individuals with Disabilities Education Act (1990)
 - d. the environmental protection movement (e.g., the 1962 publication of Rachel Carson’s *Silent Spring*; the 1970 federal Clean Air Act; the 1972 Massachusetts Wetlands Protection Act; the 1972 Federal Water Pollution Control Act and subsequent amendments)
 - e. the movement to protect the health and rights of workers, and improve working conditions and wages (e.g., César Chávez and Dolores Huerta and the migrant farmworkers’ movement, workplace protections against various forms of discrimination and sexual harassment)
 - f. the movement to protect the rights, self-determination, and sovereignty of Native Peoples (e.g., the Indian Civil Rights Act of 1968, the American Indian Movement, the Wounded Knee Incident at the Pine Ridge Reservation in South Dakota in 1973, the Indian Self Determination and Education Assistance Act of 1975, and the efforts of Native Peoples’ groups to preserve Native cultures, gain federal or state recognition and raise awareness of Native American history⁵⁶)
9. Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, including: the Fair Housing Act of 1968 and its impact on neighborhood integration; policies, court cases, and practices regarding affirmative action and their impact on diversity in the workforce and higher education;

disparities and trends in educational achievement and attainment, health outcomes, wealth and income, and rates of incarceration; the election of the nation's first African American president, Barack Obama, in 2008 and 2012.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?

Topic 5. United States and globalization [USII.T5]

Supporting Questions: How does globalization affect the United States? How can Americans use the Constitution to unite the nation?

1. Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedy's assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, détente with the Soviet Union, the Watergate scandal, and Nixon's resignation).
2. Analyze and evaluate the impact of economic liberalism on mid-20th century society, including the legacy of the New Deal on post World War II America, the expansion of American manufacturing and unionism, social welfare programs, and the regulation of major industries such as transportation, energy, communications and finance.
3. Analyze the presidency of Ronald Reagan (1981-1989) and the rise of the conservative movement in American politics, (e.g., policies such as tax rate cuts, anti-communist foreign and defense policies, replacement of striking air traffic controllers with non-union personnel).
4. Analyze how the failure of communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall in 1989 the dissolution of the Soviet Union in 1991, and the end of the Cold War.

5. Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries (e.g., the computer and technological revolution beginning in the 1980s, scientific and medical discoveries such as DNA research, major immigration and demographic changes such as the rise in Asian and Hispanic immigration).
6. Evaluate the effectiveness of the federal government's response to international terrorism in the 21st century, including the 2001 terrorist attack on the World Trade Center in New York City and the Pentagon near Washington, D.C., the Homeland Security Act, the Foreign Intelligence Surveillance Act, and the Afghanistan and Iraq Wars.

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?

High School Elective

United States Government and Politics

Students revisit the Founding Documents of the United States and Massachusetts with an emphasis on understanding their relevance and impact on policies and politics in the present. They study these topics by exploring and researching guiding questions such as “*What does it mean to be an informed citizen?*” and “*How involved should the United States government be in world affairs?*” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

United States Government and Politics Topics

Topic 1. Foundations of government in the United States

Topic 2. Purposes, principles, and institutions of government

Topic 3. Civil rights, human rights, and civil liberties

Topic 4. Political parties, interest groups, media, and public policy

Topic 5. The relationship of the United States to other nations in world affairs

Literacy in History and Social Science

In studying these topics, students apply grades 9–10 or 11–12 reading, writing and speaking and listening skills and learn vocabulary and concepts related to history and social science.

Looking Back: Connections to History and Social Science in Middle and High School

Eighth Graders studied the foundations and institutions of democracy. Students in *US History I and II* learned more about government, economics, and the history of the nation. *World History II* introduced them to modern developments in countries outside the United States. Another elective, *Economics*, deals with economic theory. There are also standards for *Personal Financial Literacy* and *News/Media Literacy* that may be taught as stand-alone courses or integrated into history and social science or other subjects.

Standards for History and Social Science Practice, Pre-K–12*

- Demonstrate civic knowledge, skills, and dispositions.
- Develop focused questions or problem statements and conduct inquiries.
- Organize information and data from multiple primary and secondary sources.
- Analyze the purpose and point of view of each source; distinguish opinion from fact.
- Evaluate the credibility, accuracy, and relevance of each source.
- Argue or explain conclusions, using valid reasoning and evidence.
- Determine next steps and take informed action, as appropriate.

* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

United States Government and Politics Content Standards⁵⁹ [GOV]

Building on knowledge from previous years, students should be able to:

- describe and compare important facts, concepts, and theories pertaining to U.S. government, politics, and the role of the U.S. in world affairs
- explain typical patterns of political processes and principles that provide the foundation for various government structures and procedures
- interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats)
- critically analyze relevant theories and concepts, apply them appropriately, and understand their connections to other aspects of history and social science

Topic 1. Foundations of government in the United States [T1]

Supporting Question: How has the nation acted to narrow discrepancies between the founding ideals and reality?

Clarification statement: *This course makes use of historical events, concepts, and founding documents students have previously encountered in the grade 8 civics course and U.S. History I and II. The focus of the present course is on comparing multiple texts to deepen understanding and synthesizing perspectives on a given topic across texts.*

1. Define the terms *citizenship*, *politics*, and *government*, and give examples of how political solutions to public policy problems are generated through interactions of citizens, civil associations, and government.
2. Describe the purposes and functions of government.
3. Define and provide examples of different forms of government, including *direct democracy*, *representative democracy*, *republic*, *monarchy*, *oligarchy*, and *autocracy*.
4. Analyze theoretical perspectives related to the Constitution such as theories on *democratic government*, *republicanism*, *pluralism*, and *elitism*.
5. Analyze perspectives on the functions and values of voluntary participation by citizens in the civil associations that constitute civil society.⁶⁰

For example, students analyze the views expressed by Alexis de Tocqueville in [*Democracy in America*](#), in the early 19th century and compare them to views of contemporary writers on this topic.

6. Using founding documents of the United States and Massachusetts, research, analyze and interpret central ideas on government, including *popular sovereignty*, *constitutionalism*, *republicanism*, *federalism*, *individual rights*, *the social contract* and *natural rights*.

7. Compare and contrast ideas on government of the Federalists and the Anti-Federalists during their debates on ratification of the U.S. Constitution.
8. Research, analyze, and present orally, in writing or through a multimedia presentation how the principles of U.S. democracy (e.g., *liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, representative democracy*) are embodied in founding-era documents and how the perspectives on these principles have evolved, as described in core documents of subsequent periods of United States history. Cite textual evidence to summarize key ideas, provide historical context for the particular documents cited.

For example, students compare the ideas of Martin Luther King, Jr. to those in such founding-era documents as the *Virginia Declaration of Rights, the Declaration of Independence, the Massachusetts Declaration of Rights, and the Federalist*.

9. Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life.
10. Argue and defend positions on issues in which foundational ideas or values are in tension or conflict (e.g., *liberty* in conflict with *equality or authority, individual rights* in conflict with national or community interests or perceptions of the *common good, or majority rule* in conflict with *minority rights*).

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 1, Lesson 7:** What basic ideas about government and rights did the state constitutions include?
- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 39:** What does returning to fundamental principles mean?

Topic 2. Purposes, principles, and institutions of government in the United States [T2]

Supporting Question: How are the founding principles reflected in contemporary debates over the role of government?

Clarification statement: *The study of the purposes, principles and institutions of government in the United States builds on material studied in the grade 8 civics course and US History I, but with a focus on analysis of case studies and current examples that illustrate the content.*

1. Compare and contrast governments that are unitary, confederate, and federal.
2. Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.
3. Explain the difference between a town and a city form of government in Massachusetts, including the difference between a representative and an open-town meeting.
4. Explain the legal, fiscal, and operational relationships between state and local governments in Massachusetts.
5. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.
6. Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary.
7. Explain the role, checks on the other two branches, and the powers particular to the President, including the implications of the authority to issue executive orders and the authority to appoint Federal judges.
8. Explain the functions of executive branch departments or agencies in the United States or the state of Massachusetts; conduct research on **one** governmental agency to determine the reasons that it was established and give a contemporary example of the function it serves. Examples include:
 - a. United States Department of Defense
 - b. United States Environmental Protection Agency
 - c. United States Department of the Treasury
 - d. Massachusetts Executive Office of Education
 - e. Massachusetts Executive Office of Labor and Workforce Development
 - f. Massachusetts Executive Office of Health and Human Services
9. Examine the constitutional principles of *federalism, separation of powers among three branches of government, the system of checks and balances, republican government, representative democracy, and popular sovereignty*. Analyze and evaluate **one** United States Supreme Court case that addresses these principles, and make an argument orally, in writing, or in a multimedia presentation, for either the majority or dissenting opinion in the case and explain what the case demonstrates about the relationship between the branches of government.

Example 1: analyze and evaluate a decision by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances, using such landmark cases as *Marbury v. Madison* (1803), *Baker v. Carr* (1962), *United States v. Nixon* (1974), *City of Boerne, Texas v. Flores* (1997), and *Clinton v. City of New York* (1998)

Example 2: analyze and evaluate decisions by the United States Supreme Court about the constitutional principle of federalism, using cases such as *McCulloch v. Maryland* (1819), *Texas v. White* (1869), *Alden v. Maine* (1999).

10. Examine the relationships among the three main branches of the U.S. government in the current system of government, Congress, the Presidency, and the Federal Courts, as well as the Federal bureaucracy and the various balances of power between them. Evaluate historical challenges to the checks and balances among the branches of government and what they reveal about the relationship between the branches. Examples may include:
 - a. the Judicial Procedures Reform Bill (1937), President Franklin Delano Roosevelt’s attempt to alter the political balance of the Supreme Court
 - b. the so called “Saturday Night Massacre” (1973), President Richard Nixon’s firing of independent special prosecutor Archibald Cox during the Watergate Scandal
 - c. historical attempts to make use of the “reconciliation” process (a congressional legislative process that allows expedited passage of certain budgetary legislation on spending, revenues, and the federal debt limit with a simple majority vote) in order to pass legislation with larger policy implications
 - d. the debate over the shared authority to declare and prosecute war
11. Research the course of the movement to constrain and reduce the size of government since the 1980s and make an argument, supported by credible evidence and responses to possible counter-arguments, that makes the case for or against this movement. The argument may be presented in writing, orally, as in a debate, or in a multimedia presentation.
12. Construct an argument about the relevance of the United States Constitution in the 21st century, analyzing the effectiveness of its concepts of the separation of powers, checks and balances, federalism, and the rule of law; support the argument with examples from recent political history.

We the People

Level 3 curriculum connections

- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?

Topic 3. Civil rights, human rights, and civil liberties [T3]

Supporting Question: How have court decisions defined the balance between broader national or community interests and the rights of the individual?

1. Compare core documents associated with the protection of individual rights (e.g., the U.S. Bill of Rights, the 14th Amendment to the United States Constitution, Article I of the Massachusetts Constitution, the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the Convention on the Elimination of All Forms of Racial Discrimination).
2. Research, analyze, and present orally, in writing or through a multimedia presentation the historical context of **two** Supreme Court decisions on a topic related to individual rights and what the respective decisions demonstrate about how the protection of individual rights has evolved over time. Cite textual evidence to summarize key perspectives in the decisions and provide historical context for the particular decisions cited. Cases may include:
Whitney v. California (1927), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Brandenburg v. Ohio* (1969), *Texas v. Johnson* (1989), and *Reno v. American Civil Liberties Union* (1997)

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?

Topic 4: Political parties, interest groups, media, and public policy [T4]

Supporting Question: What are the roles of political parties, interest groups, and media in influencing public policy?

1. Trace the evolution of political parties in the U.S. governmental system, analyze their organization, functions in elections and government at national and state levels, and evaluate examples of current methods used to promote candidates and issues.
2. Research the platforms of political parties and candidates for state or national government and analyze data on campaign financing, advertising, and voter demographics, to draw conclusions about how citizens in the United States participate in public elections.
3. Trace the evolution of interest groups, including political action committees (PACs); analyze the range of interests represented, the strategies used, the unique characteristics and roles of PACs in the political process, and the effects of interest groups on the political process. Evaluate perspectives on the role of interest groups since the founding of the U.S. (e.g.

- Federalist 10, current perspectives).
4. Evaluate the benefits and disadvantages of new technologies in politics, including how they broaden the influence of media and public interest groups.
 5. Analyze current research on the impact of media on civic discourse and the importance of an informed citizenry that determines the credibility of sources and claims and exercises other sound media literacy skills.
 6. Compare the debate over a public policy issue from the past and a contemporary one and evaluate the role of political parties, interest groups and media in influencing public opinion. Historical and current examples may include:
 - a. Labor—reforms to improve workplace safety, workers’ hours, and limit child labor
 - Environment—the establishment of the National Parks System, legislation to promote clean air and water
 - Disability rights—independent living, deinstitutionalization, right to education
 - Voting—women’s suffrage
 - Consumer protection—food and drug safety
 - b. Use a variety of sources, including newspapers and digital sources, to identify a current local, state or national public policy issue and evaluate the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, media, and individual voters.
 - c. With other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, discuss policy options as a group and seek to arrive at a consensus or compromise agreement, examine ways of participating in the decision-making process about the issue, and draft one or more position papers, oral or multimedia presentations on how the issue may be resolved.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?

Topic 5. The relationship of the United States to other nations in world affairs [T5]

Supporting Question: How does the U.S. exercise power in world affairs?

1. Give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties and agreements, and military action.
2. Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in systems of government, and religious or ethnic conflicts.
3. Identify and explain powers that the United States Constitution gives to the President and Congress in the area of foreign affairs.
4. Describe the tools used to carry out United States foreign policy. *Examples:* diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, covert action, and military intervention.
5. Examine the different forces that influence U.S. foreign policy, including business and labor organizations, interest groups, public opinion, and ethnic and religious organizations.
6. Differentiate among various governmental and nongovernmental international organizations, and describe their purposes and functions. (e.g., major governmental international organizations such as the North Atlantic Treaty Organization (NATO), the World Court, and the Organization of American States (OAS); non-governmental entities such as the International Red Cross and the Catholic Relief Services).
7. Explain and evaluate participation by the United States government in international organizations such as the United Nations.
8. Use a variety of sources, including newspapers, magazines, and the Internet to identify a significant world political, demographic, or environmental issue. Analyze how this issue may affect United States foreign policy in specific regions of the world, and make an argument, orally, in writing, or in a multimedia presentation that addresses the issue and acknowledges and refutes competing perspectives.

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?