

Rhode Island Social Studies Standards

Kindergarten through High School



RIDE Rhode Island
Department
of Education



***We the People* Curriculum Crosswalk for: Rhode Island Social Studies Grade 3 Framework**

Usage: This correlation guide offers a crosswalk between the Rhode Island Social Studies Framework for Grade 3 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 3 – LIVING AND WORKING TOGETHER IN THE REGIONS OF THE UNITED STATES

In third grade, students prepare for their upcoming studies in Rhode Island and United States history by learning about the regions of the United States and its territories. This regional study provides the context for understanding the land, peoples, resources, major industries, and the intersection between these concepts that make up the Nation. They are also introduced to the United States government.

Topics of Inquiry, Compelling Questions, and Standards

Inquiry Topic 1: An Overview of the United States of America

Compelling Question: What makes a nation, a nation?

SS3.1.1: Uses of social science

SS3.1.2: United States geography and environment

SS3.1.3: States and territories

SS3.1.4: National government

SS3.1.5: The United States today

Inquiry Topic 2: The Northeast

Compelling Question: What makes the Northeast an important part of the United States?

SS3.2.1: Geography and environment of the Northeast

SS3.2.2: States in the Northeast

SS3.2.3: Peoples over time in the Northeast

SS3.2.4: The Northeastern region today

Inquiry Topic 3: The Southeast

Compelling Question: What makes the Southeast an important part of the United States?

SS3.3.1: Geography and environment in the Southeast

SS3.3.2: States and territories in the Southeast

SS3.3.3: Peoples over time in the Southeast

SS3.3.4: The Southeastern region today

Inquiry Topic 4: The Midwest

Compelling Question: What makes the Midwest an important part of the United States?

SS3.4.1: Geography and environment of the Midwest

SS3.4.2: States in the Midwest



SS3.4.3: Peoples over time in the Midwest

SS3.4.4: The Midwestern region today

Inquiry Topic 5: The Southwest

Compelling Question: What makes the Southwest an important part of the United States?

SS3.5.1: Geography and environment of the Southwest

SS3.5.2: States in the Southwest

SS3.5.3: Peoples over time in the Southwest

SS3.5.4: The Southwestern region today

Inquiry Topic 6: The West

Compelling Question: What makes the West an important part of the United States?

SS3.6.1: Geography and environment of the West

SS3.6.2: States and territories in the West

SS3.6.3: Peoples over time in the West

SS3.6.4: The Western region today



Standards Tables

Inquiry Topic 1: An Overview of the United States of America

Compelling Question: What makes a nation, a nation?

SS3.1.1 Uses of social science Analyze the ways social scientists piece together information to have knowledge of history and the world today	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X	X	X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the different types of social scientists? • How do we know about the past? • How do we understand the many cultures that make up the nation today? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain how geographers use tools to understand the features of the globe and the inhabitants of the Earth Explain ways that archeologists study the physical evidence left behind by humans to understand human culture Explain approaches historians take to analyze and interpret the past using primary and secondary sources Explain ways anthropologists work with people today to learn about their cultures Analyze ways that oral traditions inform what we know about the past Analyze how the work of these social scientists establishes knowledge of human development throughout time and peoples' relationships with each other and the environment 											



SS3.1.2 United States geography and environment Explain the geography of the United States and its neighbors	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How do individuals read a map? • What are the major geographical features of North America? • What countries border the United States? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain features of a map (e.g., cardinal directions, key/legends, map scales, latitude and longitude) Identify major geographical features of North America (e.g., climate zones, bodies of water, mountains, deserts) Identify land bordering countries to the United States (e.g., Canada, Mexico), and explain relationships the U.S. has with them (e.g., trade, ways leaders work together, sharing resources) 											



SS3.1.3 States and territories Explain what states and territories are and their locations within the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X					X	X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the regions of the United States? • Where are the states and territories in the United States located? • What are the differences between states and territories? • What differences in rights do citizens in states have versus citizens of territories? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the regions that make up the United States on a map including their states and territories Explain ways states and territories differ and the rights afforded to those born in each area (e.g., political rights, voting rights) 											



SS3.1.4 National government Analyze components of the United States government	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X						X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> Where is the capital of the United States located? Who is the President of the United States? Who represents the states at the national government? What are rules and laws? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the location of the capital of the United States and the White House Explain the role of the President, Vice President, and other Cabinet leaders (e.g., Secretary of State, Secretary of the Treasury, Secretary of the Interior), and identify the current people who hold those positions Identify who state representatives are (e.g., governors, senators) and explain that they are elected positions, and that they represent the people of their states Identify the type of government the United States has and analyze the reasons we have a government Analyze the differences between rules and laws Identify the symbolism associated with the United States (e.g., Flag of the United States, National anthem, bald eagle, Great Seal of the United States, words of the Pledge of Allegiance, National motto), and explain the reasons those symbols are used and their meanings 											

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 2:** Why did the Founders believe that people needed a government?
- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?



SS3.1.5 The United States today Analyze the population and industries in the United States today	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
								X			X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What is the population of the United States? • What demographics are represented in the United States population? • What are the United States' major industries? • What are the United States major imports and exports? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the United States, and analyze what the data describes about the country Identify major industries of the United States (e.g., healthcare, education services, finance and insurance, manufacturing, technology), and analyze the ways they support jobs and the economy Identify major imports and exports of the United States, and explain which countries are trading partners 											



Inquiry Topic 2: The Northeast

Compelling Question: What makes the Northeast an important part of the United States?

SS3.2.1 Geography and environment of the Northeast Explain the geography and environment of the Northeastern region of the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X	X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the major geographical features of the Northeast? • What are the climate zones of the Northeast? • What are the main natural resources of the Northeast? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify major geographical features of the Northeast (e.g., Atlantic coastline, Appalachian Mountains, woodlands, Hudson River, eastern portion of the Great Lakes) on a map and explain their importance to the region Explain different climate zones and weather patterns in areas of the Northeast Identify major natural resources in the Northeast (e.g., granite, iron ore, lumber, fish - freshwater and marine) and explain their importance to the region 											



SS3.2.2 States in the Northeast Explain the states that make up the Northeastern region including their admittance to the United States and their identities	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the states in the Northeast and their capitals? • When did each state become a state and why? • What are the symbols associated with each state and what do they represent? • How are the identities of the states and region created? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the states and capitals in the Northeastern region of the United States (Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and the District of Columbia) and where they are located on a map Identify when each state in the Northeast became a state, and explain why Identify the symbolism associated with the states (e.g., flag, state motto, state flower, state bird), and explain the reasons those symbols are used 											



SS3.2.3 Peoples over time in the Northeast Analyze the ways diverse peoples have come to live in the Northeastern region of the United States over time	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X		X	



<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none">• Who were the original Indigenous peoples of the region?• Who moved into the region over time and why?• Who lives in the region today?• How has the region been shaped by the histories of these diverse peoples?• How have diverse peoples contributed to the development of the region?	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none">a. Identify different Indigenous groups in the Northeast (e.g., Mohawk, Oneida, Narragansett, Wampanoag, Massachuset, Wabanaki), their location on a map, and explain the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations)b. Explain the reasons different early colonial European immigrants (e.g., Dutch, English, including Pilgrims, French, Germans) came to the Northeast, and analyze the patterns of their settlementsc. Explain how people from Africa were forced to move to the United States through the transatlantic slave trade and analyze the effects of that trade in the Northeastd. Identify immigrant groups that have come to the Northeast over time (e.g., Brazilians, Cambodians, Cape Verdeans, Chinese, Colombians, Dominicans, French-Canadians, Guatemalans, Haitians, Hmong, Portuguese, Puerto Ricans, Indians, Irish, Mexicans, Salvadorans, Somalis, Vietnamese, and people from other regions of the world), explain their reasons for leaving their home country and coming to the United States, and analyze the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations)e. Identify population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Northeast, and analyze what the data describes about the region
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We the People

Level 1 curriculum connections

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



SS3.2.4 The Northeastern region today Argue how the geography and environment of the Northeastern region contributed to its social, cultural, and economic development	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X		X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are major cities in the Northeast? • What are notable landmarks in the Northeast? • What are major industries in the Northeast? • How and why did geography and environment contribute to the development of this region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify major cities of the Northeast and their locations, analyze why the cities are located where they are, and argue the ways that geography and access to resources impacted the growth of these cities Identify notable landmarks (e.g., the country’s capital in Washington D.C., Statue of Liberty, Liberty Bell, sites from the American Revolution, national and state parks) and explain their importance (e.g., supports tourism, creates community pride) Identify major industries in the Northeast (e.g., technology, manufacturing, education, healthcare, tourism, service industry), explain how they support jobs and the economy, and argue the ways geography and the environment impacted the growth of these industries 											



Inquiry Topic 3: The Southeast

Compelling Question: What makes the Southeast an important part of the United States?

SS3.3.1 Geography and environment in the Southeast Explain the geography and environment in the Southeastern region of the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X		X	X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the major geographical features of the Southeast? • What are the climate zones of the Southeast? • What are the main natural resources of the region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify major geographical features of the Southeast (e.g., Appalachian Mountains, Gulf of Mexico, Mississippi River, Atlantic Ocean) on a map, and explain their importance to the region Explain different climate zones and weather patterns in areas of the Southeast Identify major natural resources in the Southeast (e.g., agriculture - rice, cotton, citrus, sugar cane, tobacco, peanuts; oil; natural gas; coal; phosphate; fish - freshwater and marine), and explain their importance to the region 											



<p>SS3.3.2 States and territories in the Southeast Explain the states and territories that make up the Southeastern region including their admittance or incorporation to the United States and their identities</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What are the states and territories in the Southeast and their capitals? • When did each state become a state and why? • When did Puerto Rico and the U.S. Virgin Islands become territories and why? • What are the symbols associated with each state and territory and what do they represent? • How are the identities of the states, territories, and region as a whole created? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the states and capitals in the Southeastern region of the United States (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia) and where they are located Identify the U.S. territories and capitals considered part of the Southeastern region (Puerto Rico, United States Virgin Islands) and where they are located Identify when each state and territory in the Southeast became a state or joined the United States and explain why Identify the symbolism associated with the states and territories (e.g., flag, state motto, state flower, state bird), and explain the reasons those symbols are used 											



<p>SS3.3.3 Peoples over time in the Southeast Analyze the ways diverse peoples have come to live in the Southeastern region of the United States over time</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X		X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> Who were the original Indigenous peoples of the region? Who moved into the region over time? Who lives in the region today? How has the region been shaped by the histories of these diverse peoples? How have diverse peoples contributed to the development of the region? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify different Indigenous groups in the Southeast (e.g., Chickasaw, Choctaw, Cherokee, Creek, Natchez, Seminole, Taino), their location on a map, and explain the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations) Identify the reasons different early colonial European immigrants (e.g., English, French, Spanish) came to the Southeast, and analyze the patterns of their settlements Explain how people from Africa were forced to move to the United States through the transatlantic slave trade, and analyze the effects of that trade in the Southeast Identify immigrant groups that have come to the Southeast over time (e.g., English, French, Scottish, Scotch-Irish, Germans, Mexicans, Spanish, and people from many Central American countries and other regions of the world), explain their reasons for leaving their home country and coming to the United States, and explain the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations) Identify population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Southeast and analyze what the data describes about the region 											

We the People

Level 1 curriculum connections

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



SS3.3.4 The Southeastern region today Argue how the geography and environment of the Southeastern region contributed to its social, cultural, and economic development	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are major cities in the Southeast? • What are notable landmarks in the Southeast? • What are major industries in the Southeast? • How and why did geography and environment contribute to the development of this region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify major cities of the Southeast and their locations, analyze why the cities are located where they are, and argue the ways that geography and access to resources impacted the growth of these cities Identify notable landmarks (e.g., Kennedy Space Center, Edmund Pettus (Selma) Bridge, Music City, national and state parks) and explain their importance (e.g., supports tourism, creates community pride) Identify major industries in the Southeast (e.g., agriculture, steel manufacturing, coal mining, lumber industry, service industry, tourism), explain how they support jobs and the economy, and argue the ways geography and the environment impacted the growth of these industries 											



Inquiry Topic 4: The Midwest

Compelling Question: What makes the Midwest an important part of the United States?

SS3.4.1 Geography and environment of the Midwest Explain the geography and environment of the Midwestern region of the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
								X		X	X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the major geographical features of the Midwest? • What are the climate zones of the Midwest? • What are the main natural resources of the area? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain major geographical features of the Midwest (e.g., Great Plains, Great Lakes, Missouri River, Ohio River, upper Mississippi River) on a map and explain their importance to the region Explain different climate zones and weather patterns of the Midwest Identify major natural resources in the Midwest (e.g., coal, petroleum, natural gas, crude oil, minerals, agriculture - hogs, corn, soybeans, wheat) and explain their importance to the region 											



SS3.4.2 States in the Midwest Explain the states that make up the Midwestern region including their admittance to the United States and their identities	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the states in the Midwest and their capitals? • When did each state become a state and why? • What are the symbols associated with each state and what do they represent? • How are the identities of the states and region created? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the states and capitals in the Midwestern region of the United States (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin) and where they are located on a map Identify when each state in the Midwest became a state and explain why Identify the symbolism associated with the states (e.g., flag, state motto, state flower, state bird) and explain the reasons those symbols are used 											



SS3.4.3 Peoples over time in the Midwest Analyze the ways diverse peoples have come to live in the Midwestern region of the United States over time	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X			X	X	X	X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> Who were the original Indigenous peoples of the region? Who moved into the region over time? Who lives in the region today? How has the region been shaped by the histories of these diverse peoples? How have diverse peoples contributed to the development of the region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the different Indigenous groups in the Midwest (e.g., Dakota, Huron, Omaha, Kickapoo, Kiowa, Lakota, Osage, Ojibwa, Pawnee, Quapaw, Sioux), their location on a map, and explain the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations), paying particular attention to the differences in traditions of groups living near the Great Lakes and those living on the Great Plains Identify the reasons different early colonial European immigrants (e.g., French, Spanish, English) came to the Midwest and analyze the patterns of their settlements Identify immigrant groups that came to the Midwest over time (e.g., Germans, Irish, Poles, Jews, Hungarians, Czechs, Swedes, Norwegians, Black Americans moving north, and people from other regions of the world), explain their reasons for leaving their home countries and coming to the United States, and explain the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations) Identify population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Midwest and analyze what the data describes about the region 											



SS3.4.4 The Midwestern region today Argue how the geography and environment of the Midwestern region contributed to its social, cultural, and economic development	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are major cities in the Midwest? • What are notable landmarks in the Midwest? • What are the current major industries in the Midwest? • How and why did geography and environment contribute to the development of this region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify major cities of the Midwest and their locations, analyze why the cities are located where they are, and argue the ways that geography and access to resources impacted the growth of these cities Identify notable landmarks (e.g., Gateway Arch, Great Plains, national and state parks) and explain their importance Identify major industries in the Midwest (e.g., agriculture - beef, wheat, corn, soybeans, banking, car manufacturing), explain how they support jobs and the economy, and argue the ways geography and the environment impacted the growth of these industries 											



Inquiry Topic 5: The Southwest

Compelling Question: What makes the Southwest an important part of the United States?

SS3.5.1 Geography and environment of the Southwest Explain the geography and environment of the Southwestern region of the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
								X		X	X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the major geographical features of the Southwest? • What are the climate zones of the Southwest? • What are the main natural resources of the Southwest? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify major geographical features of the Southwest (e.g., Rio Grande, Colorado River, parts of the Mojave, Sonoran, and Chihuahuan deserts, part of the Rocky Mountains) on a map and explain their importance to the region Explain different climate zones and weather patterns in areas of the Southwest Identify major natural resources in the Southwest (e.g., coal, copper, iron, silver, silicon, lumber, fish - freshwater and marine) and explain their importance to the region 											



SS3.5.2 States in the Southwest Explain the states that make up the Southwestern region including their admittance to the United States and their identities	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the states in the Southwest and their capitals? • When did each state become a state and why? • What are the symbols associated with each state and what do they represent? • How are the identities of the states and region created? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the states and capitals in the Southwestern region of the United States (Arizona, New Mexico, Oklahoma, and Texas) and where they are located on a map Identify when each state in the Southwest became a state and explain why Identify the symbolism associated with the states (e.g., flag, state motto, state flower, state bird) and the explain reasons those symbols are used 											



SS3.5.3 Peoples over time in the Southwest Analyze the ways diverse peoples have come to live in the Southwestern region of the United States over time	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X		X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> Who were the original Indigenous peoples of the region? Who moved into the region over time? Who lives in the region today? How has the region been shaped by the histories of these diverse peoples? How have diverse peoples contributed to the development of the region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the different Indigenous groups in the Southwest (e.g., Ancestral Puebloans, Apache, Cherokee, Hopi, Kiowa, Diné, Zuni), their location on a map, and explain the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations) Identify the reasons Spanish colonial immigrants moved into the Southwest and analyze the patterns of their settlements Identify immigrant groups that have come to the Southwest over time (e.g., white and Black Americans moving west, Mexicans, and people from other Central American countries and other regions of the world), explain their reasons for leaving their home country and coming to the United States, and the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations) Identify population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Southwest and analyze what the data describes about the region 											



SS3.5.4 The Southwestern region today Argue how the geography and environment of the Southwestern region contributed to its social, cultural, and economic development	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are major cities in the Southwest? • What are notable landmarks in the Southwest? • What are major industries in the Southwest? • How and why did geography and environment contribute to the development of this region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify major cities of the Southwest and their locations, analyze why the cities are located where they are, and argue the ways that geography and access to resources impacted the growth of cities Identify notable landmarks (e.g., Los Alamos, Alamo Mission, numerous national and state parks) and explain their importance (e.g., supports tourism, creates community pride) Identify major industries in the Southwest (e.g., agriculture - cattle, sheep, alfalfa, hay, mining, manufacturing, oil, natural gas, tourism), explain how they support jobs and the economy, and argue the ways geography and the environment impacted the growth of these industries 											



Inquiry Topic 6: The West

Compelling Question: What makes the West an important part of the United States?

SS3.6.1 Geography and environment of the West Explain the geography and environment of the Western region of the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
								X		X	X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the major geographical features of the West? • What are the climate zones of the West? • What are the major natural resources of the area? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify major geographical features of the West (e.g., Pacific Ocean, Sierra Nevada Mountains, part of the Rocky Mountains, Mojave and Great Basin deserts, Mount Saint Helens, Mauna Loa) on a map and explain their importance to the region Explain different climate zones and weather patterns in areas of the West Identify major natural resources in the West (e.g., minerals, crude oil, fish - freshwater and marine, timber) and explain their importance to the region 											



<p>SS3.6.2 States and territories in the West</p> <p>Explain the states and territories that make up the Western region including their admittance or incorporation to the United States and their identities</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What are the states and territories in the West and their capitals? • When did each state become a state and why? • When did the U.S. territories in the Pacific become territories and why? • What are the symbols associated with each state and territory and what do they represent? • How are the identities of the states, territories, and the region as a whole created? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the states and their capitals in the Western region of the United States (Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming) and where they are located Identify the U.S. territories and capitals considered part of the Western region of the United States (American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island) and where they are located Identify when each state and territory in the West became a state or joined the United States and explain why Identify the symbolism associated with the states and territories (e.g., flag, state motto, state flower, state bird) and explain the reasons those symbols are used 											



SS3.6.3 Peoples over time in the West Analyze the ways diverse peoples have come to live in the Western region of the United States over time	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X			X	X	X	X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> Who were the original Indigenous peoples of the region? Who moved into the region over time? Who lives in the region today? How has the region been shaped by the histories of these diverse peoples? How have diverse peoples contributed to the development of the region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the different Indigenous groups in the West (e.g., Athabaskan, Cahuilla, Chamorros, Chumash, Hawaiian, Haida, Paiute, Salish, Tlingit, Washoe, Yurok), their location on a map, and explain the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations) including differences in traditions of groups living in the Pacific Northwest, the Great Basin, Alaska, Hawaii, southern California, and the territories Identify the reasons colonial European immigrants (e.g., Spanish, Russian) came to the West and analyze the patterns of their settlements Identify immigrant groups that came to the West over time (e.g., Chinese, Japanese, Mexicans, white and Black Americans moving west, and people from other Central American countries and other regions of the world), explain their reasons for leaving their home country and coming to the United States, and analyze the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations) Identify population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the West and analyze what the data describes about the region 											



SS3.6.4 The Western region today Argue how the geography and environment of the Western region contributed to its social, cultural, and economic development	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are major cities in the West? • What are major industries in the West? • What are notable landmarks in the West? • How and why did geography and environment contribute to the development of this region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify major cities of the West and their locations, analyze why the cities are located where they are, and argue the ways that geography and access to resources impacted the growth of these cities Identify notable landmarks (e.g., California missions, Hoover Dam, Route 66, numerous national and state parks) and explain their importance (e.g., supports tourism, creates community pride) Identify the major industries in the West (e.g., mining, oil, gas, forestry, health care, technology, tourism), explain how they support jobs and the economy, and argue the ways geography and the environment impacted the growth of these industries 											



***We the People* Curriculum Crosswalk for: Rhode Island Social Studies Grade 5 Framework**

Usage: This correlation guide offers a crosswalk between the Rhode Island Social Studies Framework 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: PRE-EUROPEAN CONTACT TO RECONSTRUCTION

In fifth grade, students begin their study of United States history starting with Indigenous life and encounters with Europeans.

Students then study the formation of the colonies, the American Revolution, the new United States government, and the growth of the republic through the Civil War and Reconstruction by understanding multiple and diverse perspectives.

Inquiry Topics, Compelling Questions, and Standards

Inquiry Topic 1: The Land and People Before Colonization

Compelling Question: Why do people live where they do?

SS5.1.1: North American geography

SS5.1.2: The Indigenous peoples of North America

Inquiry Topic 2: European Arrival in North America and Colonial Growth

Compelling Question: Was North America a land of opportunity for everyone?

SS5.2.1: European colonization

SS5.2.2: Building the colonies

SS5.2.3: Indigenous peoples and European colonists

SS5.2.4: Development of slavery and the African slave trade

Inquiry Topic 3: The American Revolution

Compelling Question: What makes people rebel against their government?

SS5.3.1: Road to revolution

SS5.3.2: *Declaration of Independence*

SS5.3.3: Open rebellion

SS5.3.4: Writing the *Constitution of the United States* and forming a new government

Inquiry Topic 4: The Early Republic and its Growth

Compelling Question: Does expansion always mean progress?

SS5.4.1: The Early Republic

SS5.4.2: Expansion of United States territory

SS5.4.3: Movement of people

SS5.4.4: Growth of industry



Inquiry Topic 5: Enslavement, the Civil War, and Reconstruction

Compelling Question: Why fight for other people's rights?

SS5.5.1: Resistance and abolition

SS5.5.2: Road to secession

SS5.5.3: The Civil War

SS5.5.4: Reconstruction



Standards Tables

Inquiry Topic 1: The Land and People Before Colonization

Compelling Question: Why do people live where they do?

SS5.1.1 North American geography Analyze the countries, geographic features, and climates of North America	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the major geographical features of North America? • What is the relationship between geographic features and human population and settlements? • What countries make up North America today 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the major geographical features of North America (e.g., climate zones, bodies of water, mountains, deserts), and analyze their relationships with human settlement Identify the countries that make up North America today and their locations on a map Identify the locations people settled, and analyze the reasons people chose those areas over others (e.g., access to resources, fertile land) 											



SS5.1.2 The Indigenous peoples of North America Analyze the lived experiences of Indigenous peoples prior to European colonization	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X		X				X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How did geography determine where Indigenous peoples lived and how they lived? ● What were the cultures, government structures, and lived experiences of the Indigenous peoples living in what is now known as North America? ● How are Indigenous groups similar to and different from one another? ● How have Indigenous people continued traditional practices to today? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the geographical spread of Indigenous communities and language families, and analyze the relationship between geography and location of settlements (e.g., access to resources, climate) b. Analyze the cultures, government structures, and lived experiences (e.g., trade networks, kinship system, spiritual practices) of groups of Indigenous peoples across North America prior to the arrival of Europeans (e.g., Haudenosaunee, Huron, Cherokee, Navajo, Creek, Apache, Paiute, Pueblo, Hopi, Lakota (Sioux), Seminole, Taino, Inuit, Maya), including those local to Rhode Island (e.g., Nahaganset (Narragansett), Wampanoag (Pokanoket), Nehantick and Eastern Nehantick (Niantic), Pequot, Nipmuc, Massachuset, Mohegan, Manissean) c. Analyze the cooperation and conflict between Indigenous nations prior to European arrival d. Analyze ways that Indigenous peoples continue their government and traditional practices today 											



Inquiry Topic 2: European Arrival in North America and Colonial Growth

Compelling Question: Was North America a land of opportunity for everyone?

SS5.2.1 European colonization Argue the ways the motivations and methods of European colonization in North America affected the Indigenous peoples	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X		X	X		X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What were the reasons for European colonization of North America? • What were the short and long-term effects of European colonization on Indigenous communities? • What is settler colonialism? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the reasons colonial powers (e.g., Dutch, English, French, Portuguese, Russian, Spanish, Vikings) sailed to North America, their understanding of land ownership, and the initial responses of the Indigenous peoples they encountered, and argue the impacts of colonization Analyze the effects of the Columbian Exchange, and argue who benefited (e.g., introduction of invasive plant species to North America, introduction of animals such as pigs and horses, impact of diseases such as smallpox on Indigenous populations) Identify the economic motivations of settler colonialism, and argue who benefited 											

We the People

Level 1 curriculum connections

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



SS5.2.2 Building the colonies Analyze the similarities and differences of the colonies throughout North America	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X			X		X	X	X			X
Guiding Questions for Instruction: <ul style="list-style-type: none"> In what ways did geography, climate, and natural resources influence where the colonists settled? What were the similarities and differences between the colonies? How and why did each colony rely on different sources of labor? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the locations and geography of the colonies across North America (New England, Middle Colonies, Southern Colonies, New France, New Spain), and analyze the reasons colonists decided to settle in those locations Analyze the similarities and differences in the composition and ideologies of each colony including population and reason for immigration, governmental structures, economic systems, sources of labor, lifeways, religion, and relationships with Indigenous communities 											

We the People

Level 1 curriculum connections

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



SS5.2.3 Indigenous peoples and European colonists Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X	X				X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How were views on land ownership, land use, and property rights different between Indigenous peoples and European colonists? • What were the trade relationships between the different colonies and Indigenous communities? • What conflicts arose between Indigenous peoples and Europeans? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the differences between Indigenous and European colonists' views on land ownership, land use, and property rights b. Analyze the similarities and differences between political, cultural, and trade relationships between French, Spanish, and English colonists with Indigenous communities c. Analyze the conflicts between Indigenous peoples and European colonists and their outcomes (e.g., Aztec Conquest 1520s, Pueblo Revolt 1680, Pequot War 1630s, King Philip's War 1670s, California Missions 1760s-1830s) 											



<p>SS5.2.4 Development of slavery and the African slave trade Argue the impacts the new system of enslavement had on the economy and the people involved</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.E
		X	X	X	X	X					X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • Who were the first people enslaved in the local colonies? • How did the practice of slavery change and what is chattel slavery? • In what ways did slavery influence the economic development of the colonies? • What is the difference between being enslaved and being indentured? • What was slavery like in colonial Rhode Island? • In what ways is race socially constructed? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the rationale local colonists used to enslave Indigenous peoples (e.g., enslavement of Pequot, Narragansett, and Wampanoag after the Pequot War 1637 and King Philip’s War 1676, connection to African enslavement), and explain the conditions of enslavement Analyze the origins and course of African enslavement in the colonies and the development of chattel slavery, and argue who benefited from this new form of slavery Explain the role the system of slavery had in the economic development of the colonies, and argue who benefited Analyze laws and codes controlling enslaved Africans, free Blacks, indentured whites, and Indigenous peoples in the 1600-1700s and argue who benefited Explain the conditions of slavery in colonial Rhode Island (e.g., first enslaved African in Rhode Island 1696 from ship <i>Seaflower</i>, role of Rhode Islanders in the slave trade, rural v. urban slavery, 1652 law limiting terms of servitude) Identify the significant roles free Blacks had in the colonies (e.g., Anthony Johnson, John Quamino, Bristol Yamma), and explain their contributions Explain how race was socially constructed during this time, and argue the ways it can be traced to how race is socially constructed today 											

[We the People](#)
[Level 1 curriculum connections](#)



- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?



Inquiry Topic 3: The American Revolution

Compelling Question: What makes people rebel against their government?

SS5.3.1 Road to revolution Argue how Britain’s response at the end of the French and Indian War led to the American Revolution	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What were the major events in the French and Indian War and how did it affect the colonies? • How and why did Indigenous people participate in the French and Indian War? • How did Great Britain attempt to recoup the financial costs of the War? • In what ways did the colonists rebel against the British government leading up to the American Revolution? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the causes and course of the French and Indian War, and argue how it impacted the colonies Analyze the roles and contributions Indigenous peoples had in the French and Indian War Analyze the Proclamation of 1763 and other acts of the British government meant to recoup financial costs of the French and Indian War (e.g., Sugar Act 1764, Currency Act 1764, Stamp Act 1765, Townshend Act 1767) and assert control over the colonies (e.g., Quartering Act 1765, Coercive Acts 1774) and argue how these led to the start of the Revolution Analyze protests and major events leading up to the American Revolution (e.g., Boston Massacre, Gaspee Affair, Stamp Act riots, North Carolina Regulators, various Tea Parties), and argue how these led to the start of Revolution 											

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?



SS5.3.2 Declaration of Independence Analyze the ideals of the <i>Declaration of Independence</i>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X		X					
Guiding Questions for Instruction: <ul style="list-style-type: none"> How were liberty and natural rights defined at the time of the Revolution? What were the grievances and ideals laid out in the Declaration of Independence? Who were the signatories of the Declaration of Independence and what were their political views? What influence did Indigenous people have in the writing of the Declaration of Independence? In what ways do we see elements of the Declaration of Independence in the world today? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze how liberty and natural rights are defined in the <i>Declaration of Independence</i> Analyze the grievances and ideals laid out in the <i>Declaration of Independence</i> Analyze the backgrounds (race, gender, occupation, religion, age, location, and view of slavery) of the <i>Declaration of Independence</i> signatories, and explain their perspectives and political views (e.g., Rhode Island’s Stephen Hopkins and William Ellery) Analyze the influences of the Haudenosaunee Confederacy on the drafting of the <i>Declaration of Independence</i> (e.g., Great League of Peace) Explain ways that students see the ideals of the <i>Declaration of Independence</i> represented in their lives today 											

We the People

Level 1 curriculum connections

- Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?



SS5.3.3 Open rebellion Analyze the actions and activities of the participants of the Revolution	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> Who were the patriots, loyalists, and those who stayed neutral and what arguments did they use to explain their positions? In what ways did Patriots resist the British? What were the major events of the war? In what ways did Indigenous people, free Blacks, enslaved peoples, and women participate in the war? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the diversity of patriots (e.g., white men and women from all classes, free Blacks, enslaved peoples, and Indigenous peoples), and analyze their reasons for and ways of rebelling against the Crown Identify the individuals and organizations who remained loyal to the Crown (e.g., Newport Gazette, Joseph Brant or Thayendanegea), and analyze the reasons for their loyalty Analyze the reasons individuals and groups remained neutral (e.g., Quakers, Indigenous tribes such as the Six Nations) Identify the events of the war (e.g., Battle of Lexington and Concord 1775, Non-importation Agreements, Siege of Newport 1778, Battle of Rhode Island 1778, Battle of Yorktown 1781), and analyze their significance to the outcome Analyze women’s role as patriots (e.g., Deborah Sampson, Phillis Wheatley, homespun, spinning bees, camp followers) Analyze the contributions of enslaved and free Blacks during this era (e.g., Rhode Island Black Regiment, Olaudah Equiano, Phillis Wheatley, Duchess Quamino, Newport Gardner) 											



<p>SS5.3.4 Writing the <i>Constitution of the United States</i> and forming a new government</p> <p>Analyze the elements of the <i>Constitution of the United States</i> and its significance in forming a new United States</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What were the <i>Articles of Confederation</i> and why did they ultimately fail? • How did the institution of slavery shape the <i>Constitution</i>? • What are the elements of the <i>Constitution</i> and the purpose of the <i>Bill of Rights</i>? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the <i>Articles of Confederation</i> in terms of advantages and disadvantages Analyze the role of the institution of slavery in the drafting of the <i>Constitution</i> (e.g., 3/5th rule of representation, fugitive-slave clause, slave importation clause) Identify the elements of the <i>Constitution</i> (e.g., branches of government, checks and balances), and explain the purpose of the <i>Bill of Rights</i> 											

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Level 1 curriculum connections

- **Unit 2, Lesson 7:** What was the first national government like?
- **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?



Inquiry Topic 4: The Early Republic and its Growth

Compelling Question: Does expansion always mean progress?

SS5.4.1 The Early Republic Argue the impacts of the political changes and uncertainties immediately following the ratification of the <i>Constitution of the United States</i>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X								
Guiding Questions for Instruction: <ul style="list-style-type: none"> What political developments occurred during the Early Republic? What were the limits of political participation during the Early Republic? What laws in the Early Republic reflect changing views about slavery? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the similarities and differences among the first three presidents and their administrations (i.e., George Washington, John Adams, Thomas Jefferson) Explain the development of the two-party system, and analyze the resulting debates (e.g., Alexander Hamilton v. Thomas Jefferson, Federalists, Democratic-Republicans) Explain the limits of political participation (e.g., voting requirements, holding office rules, Alien and Sedition Acts 1798), and argue who benefited Analyze the changing views of slavery in legislation (e.g., role of the Northwest Ordinance in limiting the spread of slavery, emancipation acts in Northern States including Rhode Island’s Gradual Emancipation Act of 1784, “Act Prohibiting Importation of Slaves” 1807), and argue the impacts of those views 											



<p>SS5.4.2 Expansion of United States territory Argue how the acquisition of land from the Atlantic to the Pacific had consequences for different peoples</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X	X	X				
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What was the belief of “manifest destiny” and how did people justify America’s westward expansion? • Why did people move west and what hardships did they endure? • How did the United States government work to expand its territory in the first half of the 19th century? • What were the rules for establishing free and slave states? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the definition of manifest destiny and analyze the justification for westward expansion Analyze the efforts to gain land and expand territory (e.g., the Louisiana Purchase 1803, Spanish Florida 1810-1819, Texas Annexation 1845, Oregon Country from Great Britain 1846, Gadsden Purchase 1853), Indigenous response and resistance, and argue the ways Indigenous peoples were affected Explain the route, purpose, and events of the Lewis and Clark expedition 1804-1806 Analyze the causes and course of the Mexican American War 1846-1848 (e.g., Mexican freedom from Spain in 1821, Treaty of Guadalupe-Hidalgo 1848, California Constitution 1849), and Indigenous response and resistance, and argue the impacts on Mexican citizens and Indigenous peoples Analyze the rationale and rules for establishing free and slave states, and argue the impacts on enslaved Africans 											



<p>SS5.4.3 Movement of people Argue the ways that migration, laws governing migration, and government actions forcing migration affected different groups of people</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X	X	X				
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • Why did people come to the United States? • Why did some people move to different regions of the United States? • How did the United States' expansion westward affect Indigenous peoples and how did that affect communities and families? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the laws governing immigration and citizenship (e.g., 14th Amendment 1868, Naturalization Act of 1870, Chinese Exclusion Act 1882, Rhode Island Bourn Amendment 1888, Immigration Act 1891) and argue how the laws impacted people Analyze the groups that immigrated and migrated to the East Coast, the Midwest, and the West Coast, analyze effects on immigrant community and family, and argue the impact on Indigenous peoples Analyze the effects of the removal of Indigenous peoples from their lands by the United States government (e.g., Andrew Jackson's Indian Removal Acts (1830), Trail of Tears (1838), Indian Appropriations Act 1851, Dawes Act 1887, Indian Boarding Schools), and argue the impacts on community and family and who benefited 											



<p>SS5.4.4 Growth of industry</p> <p>Argue how changes to transportation and industry in the first half of the 19th century impacted people’s lives</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X				X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What was the transportation revolution and how did it impact the economy and infrastructure of the United States? • In what ways did daily life change because of the transportation and industrial revolutions? • How did the emerging factory system change working life, in particular for children? • What other industries besides those based on factories were prevalent at this time? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the definition of the Transportation Revolution, and argue its impact on the United States (e.g., steamboats, canals, roads, bridges, turnpikes, railroads) Analyze the events of the Industrial Revolution, and argue how the shift from an agricultural to industrial economy shaped daily life prior to the Civil War (e.g., Slater Mill in Rhode Island, Rhode Island System, Lowell Mill Girls, child labor, technological developments) Analyze other industries, and argue their influence on the United States (e.g., whaling, shipping, international trade) 											



Inquiry Topic 5: Enslavement, the Civil War, and Reconstruction

Compelling Question: Why fight for other people's rights?

SS5.5.1 Resistance and abolition Analyze the conditions of enslavement and the many efforts of free and enslaved Blacks to obtain freedom for enslaved Africans	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> How did conditions of slavery vary by state? How did enslaved people resist enslavement and maintain their culture? What was the mission of the abolition movement? In what way did the Fugitive Slave Law accelerate the abolition movement? In what ways did racism in the North continue in the 19th century? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the conditions of enslavement for enslaved Africans, (e.g., types of labor, living accommodations, Slave Codes), and analyze differences across the states Analyze the ways enslaved people resisted enslavement (e.g., self-emancipation, slowing down work, destruction of property) and maintained and created culture (e.g., music, clothing, religious beliefs) Analyze the efficacy of resistance and revolts, (e.g., Stono Rebellion 1739, Nat Turner's Rebellion 1831) and stories of escape (e.g., Harriet Jacobs, Frederick Douglass, Harriet Tubman, Underground Railroad, including role of Elizabeth Buffum Chace in the Underground Railroad in Rhode Island) Explain the goals and strategies of the abolition movement (e.g., Olaudah Equiano, Frederick Douglass, Sojourner Truth, William Lloyd Garrison, Lydia Maria Child) and argue their impact Analyze the implications of the Fugitive Slave Law of 1850 Analyze legal bids for freedom (e.g., Biddy Mason 1856, Dred Scott 1857, Archy Lee 1858), and argue their impact Analyze the continued racism against Black Americans in the North despite the end of slavery (e.g., limited access to education, turned away from employment, lack of suffrage, racial violence including the destruction of the neighborhoods of Hardscrabble and Snowtown in Rhode Island, personal stories like Elleanor Eldridge in Rhode Island) 											



SS5.5.2 Road to secession Analyze the political precursors to the Southern secession from the Union and the start of the Civil War	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X							X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What were the causes of the Civil War? ● What were the ideological differences between the North and the South? ● What reasons were given for the formation of the Confederate States of America? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze politics pre-1850s and how it added to the tensions between the North and the South (e.g., Constitutional compromises, Missouri Compromise 1820, Wilmot Proviso, Free Soil Party 1848-1854) b. Analyze the 1850s political crisis as the catalyst for secession (e.g., Compromise of 1850, Fugitive Slave Law 1850, Kansas-Nebraska Act 1854, Dred Scott decision 1857, Lincoln- Douglas debates, John Brown’s raid on Harpers Ferry 1859) c. Analyze the ways that slavery as a political, economic, and social institution divided the country d. Analyze the formation of the Confederate States of America, the states involved, and their reasons for secession 											



SS5.5.3 The Civil War Argue the impacts of the events and participants of the Civil War	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X	X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What were the major battles and who led them? • How did various individuals and groups experience the War? • How did the Civil War become a war to end slavery? • How is the Civil War remembered today? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify leaders during the war (e.g., Abraham Lincoln, Ambrose Burnside, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson), analyze their actions and contributions, and argue their impacts Analyze the battles and their effects on the course of the war (e.g., Antietam, Vicksburg, Gettysburg) Argue the advantages of the North (e.g., more men of military age, larger industrial capacity, strong centralized government, technological developments) Argue the impact of various individuals and groups in the Civil War (e.g., free Blacks and enslaved Africans, women, children, LGBTQIA+ individuals, Indigenous peoples) Argue the efficacy of Rhode Island’s response to the war, (e.g., Ambrose E. Burnside, 14th Rhode Island Heavy Artillery (Colored), Katharine Prescott Wormeley, Julia Ward Howe, Rhode Island’s factory production, Portsmouth Grove Military Hospital) Argue the impact of the Emancipation Proclamation, General Order No.3, and Juneteenth Argue the impact of how the Confederacy is remembered today 											



SS5.5.4 Reconstruction	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	Argue the impact of the period immediately following the Civil War and the ways Black individuals and groups acted to resist white supremacy and advocate for their freedoms	X	X	X	X	X	X				X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • How did the United States try to reconstruct itself after the Civil War? • How did life change for free and newly emancipated people? • How did the War’s end affect where people lived? • What were the economic impacts at the end of the war and with the end of slavery? • What were different reactions to Reconstruction? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the components and impact of Reconstruction Analyze the political advancement of the Black community (e.g., Congressional members during Reconstruction, Black members of state legislatures, voting registration and practices) and what obstructions were placed in their path Identify the purpose for the 13th, 14th, and 15th Amendments, and argue their short- and long-term impacts Analyze the role of the Freedmen's Bureau and the Rhode Island Association for Freedmen in supporting formerly enslaved persons during Reconstruction (e.g., redistributing lands, establishing school systems, reuniting families, providing food and medical care), and argue how these organizations supported the work of bettering human rights Analyze the social and economic changes as a result of ending enslavement of African Americans (e.g., rebuilding of Black families and culture, reuniting families through advertisements, Southern Homestead Act, sharecropping, “40 acres and a mule”) Argue the efficacy of the northern response to Reconstruction (e.g., Petition of Horace Greeley Wade 1866, Petition for equal rights 1870, Rhode Island General Law Chapter 508 in 1885, Reverend Mahlon Van Horne) Explain the backlash to Reconstruction and the violence aimed at Black officeholding, economic independence, and culture creation (e.g., white supremacy’s role in the rise of the KKK, Black Codes, 1872 Amnesty Act, the election of 1876) 											



Center for Civic Education



***We the People* Curriculum Crosswalk for: Rhode Island Social Studies Grade 8 Framework**

Usage: This correlation guide offers a crosswalk between the Rhode Island Social Studies Framework 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 – GOVERNMENT AND CIVIC LIFE IN THE UNITED STATES AND RHODE ISLAND

Having looked at Rhode Island, the early United States, and global histories, grade 8 students engage in a deeper exploration of civic life, and the roots, institutions, and structures of government at the national and state levels. Additionally, students look at the relationships between governmental roles and entities and the rights and responsibilities of citizens and the press. This course presents an opportunity for districts to implement the civics project requirement.

Inquiry Topics, Compelling Questions, and Standards

Inquiry Topic 1: The Philosophical Foundations of the United States Political System

Compelling Question: How do you know you have rights?

SS8.1.1: Natural rights

SS8.1.2: Civic participation

SS8.1.3: Constructing a rule of law

Inquiry Topic 2: The Development of the United States Government

Compelling Question: How does the founding of the United States government reflect competing interests?

SS8.2.1: The *Declaration of Independence*

SS8.2.2: The *Constitution of the United States* and *Bill of Rights*

Inquiry Topic 3: The Institutions of the United States Government

Compelling Question: How do historical events and circumstances shift and shape the balance of power between the branches of government?

SS8.3.1: The legislative branch

SS8.3.2: The executive branch

SS8.3.3: The judicial branch

SS8.3.4: Checks and balances

Inquiry Topic 4: The Structure of Rhode Island State, Local, and Tribal Governments

Compelling Question: What is the tension between popular sovereignty and the need for cooperation between levels of government?

SS8.4.1: Local governments

SS8.4.2: Rhode Island state government



SS8.4.3: Tribal governments
SS8.4.4: Government jurisdiction

Inquiry Topic 5: The *Constitution*, Amendments, and Supreme Court decisions

Compelling Question: Should it be easier to change the *Constitution*?

SS8.5.1: Constitutional amendments, congressional bills, and executive orders
SS8.5.2: Judicial review

Inquiry Topic 6: Rights and Responsibilities of Citizens

Compelling Question: Why should individuals participate in government?

SS8.6.1: Rights of a citizen
SS8.6.2: Responsibilities of a citizen
SS8.6.3: Political participation
SS8.6.4: Movements for Civil Rights
SS8.6.5: Human rights and global citizenship

Inquiry Topic 7: Freedom of the press and news/media literacy

Compelling Question: Does a free press support a democratic government?

SS8.7.1: Function of media in a democracy



Standards Tables

Inquiry Topic 1: The Philosophical Foundations of the United States Political System

Compelling Question: How do you know you have rights?

SS8.1.1 Natural rights Analyze the idea of natural rights and its roots to ancient Athens, the Roman Republic, Enlightenment thinkers, and Indigenous peoples	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What are “natural rights” and in what ways did people in the past define them (even if they did not call them natural rights)? • What arguments did people make for the protection of natural rights? • How did ideas about natural rights influence important founding documents (<i>Declaration of Independence, Bill of Rights, Constitution of the United States</i>)? • Where do we see discussions of natural rights today? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the difference between natural rights v. legal rights Explain the relationship between parts of the <i>Declaration of Independence, Bill of Rights, the Constitution of the United States</i>, and natural rights Analyze the similarities and differences among Athenians’, Romans’, and members of the Haudenosaunee Confederacy’s views of the rights of individuals Analyze enlightenment thinker views on equality, enslavement, women’s rights, education, habeas corpus, and protection from government Analyze the efficacy of varying perspectives from figures during this period (e.g., John Locke, Jean Jacques Rousseau, James Otis, Phillis Wheatley, Mary Wollstonecraft) Analyze discussions of natural rights today 											

We the People

Level 2 curriculum connections

- **Unit 1, Lesson 2:** Why do we need government?
- **Unit 2, Lesson 8:** What basic ideas about government are in the Declaration of Independence?



SS8.1.2 Civic participation Argue what it meant to be civically engaged in the past and identify ways to participate today	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X		X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> How did people in the past define civic participation? What did governments expect from their citizens? What are the ways that individuals today can participate civically in addition to voting? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the similarities and differences among Athenians', Romans', members of the Haudenosaunee Confederacy, and British citizens' views on civic participation, civic duty/common good, citizenship and a citizen's responsibilities, and government organization, and argue the impacts on their societies Analyze American founding documents' treatment of a citizen's responsibilities, who had access to citizenship, and who was denied access to civic participation Explain ways students can participate in their communities today, analyze ways that young people have made contemporary contributions, and argue their impacts 											

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 6, Lesson 29:** What are the rights and responsibilities of citizenship?
- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?



SS8.1.3 Constructing a rule of law Argue the impact of influences from ancient Athens, the Roman Republic, 18 th century Britain, and Indigenous communities in constructing laws	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What is the purpose of government and how was the rule of law defined and implemented? • What forms of government and perspectives during this period influenced the American system of government? • Why did the American political system prioritize the separation of powers? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain different types of governments (e.g., democracy, oligarchy, monarchy) Explain the purpose of government and the concepts of rule of law as defined by other governments (e.g., Ancient Athens, Roman Republic, 18th century Britain, Indigenous communities) Analyze ways other forms of representative governments influenced the American system (e.g., Ancient Athens, Roman Republic, 18th century Britain, Indigenous governments) Identify important documents and perspectives during this period including but not limited to the Haudenosaunee Confederacy, the <i>Constitution of the United States</i>, the <i>Magna Carta</i>, the <i>Mayflower Compact</i>, and argue the ways they influenced the construction of a rule of law in United States government Argue the necessity of separation of powers in the American political system 											

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?



Inquiry Topic 2: The Development of the United States government

Compelling Question: How does the founding of the United States government reflect competing interests?

SS8.2.1 The <i>Declaration of Independence</i> Argue whether the United States has lived up to the ideals written in the <i>Declaration of Independence</i> by considering the authors, signers, and their ideals	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X	X					



<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none">● According to the signers of the Declaration of <i>Independence</i>, what did “liberty” mean in the era of the American Revolution, and who was left out of these ideals?● What were the grievances laid out in the Declaration and what ideals did it promote?● How do the terms “liberty” and “equality” relate?● How did the signatories of the document reconcile their definition of liberty while continuing to own enslaved people?● In what ways has the United States lived up to or fallen short of the ideals in the Declaration of Independence?	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none">a. Analyze the definition of liberty according to the <i>Declaration of Independence</i>b. Analyze the grievances and ideals laid out in the <i>Declaration of Independence</i>c. Analyze the backgrounds (race, gender, occupation, religion, age, location, and view of slavery) of the <i>Declaration of Independence</i> signatories, and argue the effect that their perspectives had on their political viewsd. Analyze events that were immediate influenced by the <i>Declaration of Independence</i> (e.g., French Revolution, Haitian Revolution, Grievance 27, continuation of slavery)e. Analyze the ways that the United States has lived up to and fallen short of the ideals in the <i>Declaration of Independence</i>, and argue ways that individuals were left out of the ideas of libertyf. Identify ways that students see the ideals of the <i>Declaration of Independence</i> represented in their lives
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We the People

Level 2 curriculum connections

- **Unit 2, Lesson 8:** What basic ideas about government are in the Declaration of Independence?



SS8.2.2 The <i>Constitution of the United States and Bill of Rights</i> Analyze the events of the Constitutional Convention and the issues raised during the debates	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X			X					
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What can the <i>Federalist Papers</i> tell us about the debates within the Constitutional Convention? • How did the drafters of the <i>Constitution</i> resolve their differences on critical issues and what are the implications of those decisions? • What are the components of the <i>Constitution</i> and how do they impact life in the 21st century? • Why was the <i>Bill of Rights</i> added to the <i>Constitution</i> in 1791 and what does that tell us about life at the end of the 18th century? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the conflicts that lead to compromises during the 1787 Constitutional Convention (e.g., The Virginia Plan, The New Jersey Plan, the Connecticut Compromise, Shays' Rebellion, Northwest Ordinance 1787, The Great Compromise, Rhode Island's initial resistance to ratifying the <i>Constitution of the United States</i>) and argue the impact of those compromises Analyze the views of the leaders of the Constitutional Convention on critical issues (e.g., slavery, rights of individuals, distribution of political power, representation, rights of states) and how these issues were resolved in the proposed <i>Constitution</i> Analyze the <i>Federalist Papers</i> and the Anti-Federalist responses and what they tell us about the new <i>Constitution</i> (e.g., federalism, factions, checks and balances, independent judiciary, republicanism, limited government) (Suggested <i>Federalist Papers</i> – 9, 10, 39, 51, 70, 78, 84) Explain the amendments in the <i>Bill of Rights</i>, and analyze why they were added to the <i>Constitution</i> Argue the current challenges to and uses of the <i>Bill of Rights</i> (e.g., gun ownership, right to protest, right to online privacy, prayer in schools) 											

We the People
Level 2 curriculum connections



- **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?
- **Unit 4, Lesson 19:** How did Congress organize the new government?
- **Unit 5, Lesson 23:** How does the Constitution protect freedom of expression?
- **Unit 5, Lesson 24:** How does the Constitution protect freedom of religion?



Inquiry Topic 3: The Institutions of the United States Federal Government

Compelling Question: How do historical events and circumstances shift and shape the balance of power between the branches of government?

SS8.3.1 The legislative branch Argue the impact of Article I of the <i>Constitution of the United States</i> and the work of Congress with a focus on the critical issues that Congress is debating today	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X				X						X



<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none">• What is Congress' role?• What is the structure of the two houses of Congress?• How do people get elected to Congress?• What influences exist on Congressional decision making?• Which house of Congress is most effective?• How can an individual citizen participate in the legislative process?	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none">a. Analyze the relationship between enumerated and implied powersb. Explain the structural components of Congress and its two houses (e.g., mechanics, specific powers, eligibility, and length of terms of members, how laws are passed)c. Explain the process for electing members to Congressd. Identify current legislative leaders for Rhode Island and analyze their positions/platformse. Argue the importance and impact of recent issues brought before Congress (e.g., gun ownership, abortion, LGBTQIA+ rights, immigration)f. Explain the role of political parties and how they influence Congressional legislationg. Explain the relationships between legislators and professional lobbyists, and analyze the positive and negative effects that lobbying has on the legislative process (e.g., corporations, unions, nonprofit organizations, private citizens)h. Analyze ways that individual citizens can participate in the legislative process
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We the People

Level 2 curriculum connections

- **Unit 3, Lesson 13:** How did the Framers resolve the conflict about representation in Congress?
- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
- **Unit 4, Lesson 20:** How did political parties develop?



SS8.3.2 The executive branch Argue the impact of Article II of the <i>Constitution of the United States</i> and how the power of the presidency has changed over time	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> How has the role of the presidency changed over time? How does the president interact with the other branches of government, and how has that interaction changed over time? What are the factors that help presidents win elections? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the structure of the executive branch (e.g., cabinet, departments) Explain the structure of the presidency (e.g., how elected, requirements for office, specific powers, removal process) Argue how the scope and limits of the presidency (both foreign and domestic) has changed over time Explain the process of presidential elections, and analyze campaigns and how they have changed over time Analyze the role of the electoral college in presidential elections, and argue its impact in recent elections Explain the role and responsibilities of the Vice President 											

We the People

Level 2 curriculum connections

- Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?



SS8.3.3 The judicial branch Argue the importance of the role of the Supreme Court and its influence on issues of today	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What is the role of the Supreme Court in democracy? • Why do justices have unlimited terms? • What is judicial review, and how does it work? • What makes a law or action unconstitutional and does that determination ever change? • How do rulings from the Supreme Court impact students' lives? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the structure of the judiciary (e.g., eligibility, length of service, selection, and confirmation process) Analyze the scope of the Supreme Court and important rulings, past and present Analyze how the Supreme Court has interpreted the <i>Bill of Rights</i> and Constitutional Amendments over time (e.g., due process of law, free speech, equal protection, protection against unreasonable search and seizure), and argue how their decisions impact society Analyze current cases before the Supreme Court, and argue how their decisions could affect students 											

We the People

Level 2 curriculum connections

- **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?
- **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?



SS8.3.4 Checks and balances Analyze the ways the branches of government provide checks on one another to limit the abuse of power	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X								
Guiding Questions for Instruction: <ul style="list-style-type: none"> How do checks and balances work together? Why does the <i>Constitution of the United States</i> both grant power and limit it? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain how the three branches of government provide checks on one another, and analyze how effective those checks are Explain the <i>Constitution's</i> dual purpose – to enumerate power and to limit the abuse of power 											

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 19:** How did Congress organize the new government?
- **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?



Inquiry Topic 4: The Structure of Rhode Island State, Local, and Tribal Governments

Compelling Question: What is the tension between popular sovereignty and the need for cooperation between levels of government?

SS8.4.1 Local governments Argue the current and historic impacts of the city or town government(s) local to students	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X		X	X	X			X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How and why does a local government serve its population? • How are different groups of people supported by the local city or town and what resources are offered? • What are local issues and how does the government respond? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the function, funding, leadership, and administration of local city or town government Analyze the treatment of different groups of people in the local city or town (e.g., the unhoused, senior citizens, unemployed) and the related resources offered, and argue how treatment and resources have impacted those groups Analyze important local issues (e.g., public schools, public services, housing, land use, business regulation) and governmental response, and argue how local responses have impacted these issues Explain ways people can create change in their local government (e.g., vote, petition, voice opinions at a hearing) 											

We the People

Level 2 curriculum connections

- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?



SS8.4.2 Rhode Island state government Argue the current and historic impact of the Rhode Island state government	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X				X					



<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What is the purpose of the state government? • How do states make laws? • How do different government agencies create, amend, and enforce policies? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the history of the Rhode Island Constitution (e.g., drafting, signing, amendments), and analyze the influence of the earlier Charter on the creation of the state constitution Explain the structure, organization, function, and responsibilities of Rhode Island’s General Assembly Explain the structure, organization, function, and responsibilities of Rhode Island’s executive branch Explain the structure, organization, function, and responsibilities of Rhode Island’s judiciary Explain how state government is funded Analyze important state issues (e.g., infrastructure, education, regulation of business, civil and criminal laws, land use) and governmental response, and argue how responses have impacted the issues Explain ways people can create change through Rhode Island government (e.g., vote, petition, protest, write a letter to a representative) and how the state Constitution can be amended
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<p>SS8.4.3 Tribal governments Argue the impact of the systems, practices, and values of tribal</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG



governments	X	X			X			X				X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What is tribal sovereignty? • How are tribal governments in or local to Rhode Island structured? • In what ways are tribal governments different from local or state governments? • How do the tribal governments in or local to Rhode Island support, sustain, and serve the people and the land? • How and why have the laws, treaties, and policies enacted by the United States government and Rhode Island local and state governments impacted local tribes? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the elements of sovereignty and how federal and state recognition of tribes is handled, and argue the impacts to Indigenous groups that are and are not state or federally recognized Analyze the diversity of tribal governments located in North America Analyze the tribal governments local to Rhode Island including their cultural practices, values, and experiences with colonization (e.g., Narragansett in RI, Mashantucket Pequot and Mohegan in CT, and Wampanoag Tribe of Gay Head and Mashpee Wampanoag in MA) Analyze the systems, laws, and policies of tribal governments in and local to Rhode Island (e.g., constitutions, infrastructure, leadership, constituent’s rights and responsibilities, land use, economies), and argue the impacts on their constituents 											



SS8.4.4 Government jurisdiction Analyze what happens when jurisdictions overlap with opposing views and goals	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X							
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How and why are powers divided among different levels of government? • Where are the different powers recognized in the <i>Constitution of the United States</i>? • What happens when there is overlapping jurisdiction and opposing views and goals? • How is public policy made at different levels of government? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the similarities and differences among reserved, expressed, implied, and concurrent powers Analyze the relationships between different levels of government and their powers, and argue the impacts and who benefits Analyze the relationships between the Narragansett tribal and local and state governments and their powers, and argue the impacts of those relationships Analyze the process and goals for addressing issues with overlapping jurisdiction (e.g., health care, transportation, education, housing) including between local governments, Rhode Island state government, and tribal governments Analyze the development and implementation of public policy at each level of government 											

We the People

Level 2 curriculum connections

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



Inquiry Topic 5: The *Constitution*, Amendments, and Supreme Court decisions

Compelling Question: Should it be easier to change the *Constitution*?

SS8.5.1 Constitutional amendments, congressional bills, and executive orders Argue the historical significance of Federal laws enacted by Congress and the Executive branch to protect, expand, or limit individual rights	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X		X						



<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none">• How have federal laws helped expand individual rights?• How have federal laws limited individual rights?	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none">a. Identify how congressional laws are passedb. Analyze the purpose, procedure, and limits of executive ordersc. Analyze significant changes to the <i>Constitution</i> (e.g., 14th Amendment, 19th Amendment, 26th Amendment), and argue the impacts of those changesd. Analyze the laws or executive orders expanding civil rights and equal protection for race, religion, gender, sexuality, and disability that demonstrate the evolving protections to civil rights (e.g., 1964 Civil Rights Act, 1965 Voting Rights Act, 1972 Title IX, 1972 Equal Employment Act, 1990 American with Disabilities Act, 2014 Executive Order 13672, 2022 Executive Order 14076), and argue their impactse. Analyze laws or executive orders that challenged civil rights by limiting individual rights (e.g., 1942 Executive order 9066, 1953 Executive order 10450), and argue their impactsf. Analyze the implications of the “necessary and proper” clause to the <i>Constitution</i>
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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 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?



SS8.5.2 Judicial review Analyze court decisions and interpretations that affected freedoms and citizen rights	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X								
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What is judicial review and how does it work? • What makes a law or an action unconstitutional, and does that determination ever change? • How and why does the makeup of the Supreme Court influence the decisions? • How and why do court decisions impact individuals? • What is the impact of the doctrine of incorporation on states? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the process of judicial review established in <i>Marbury v. Madison</i> – how cases come before the Supreme Court, how they are argued, how the Court issues decisions and dissents Analyze the effects of major court interpretations addressing freedom of religion, assembly, press, petition, and speech under the first Amendment; the due process clause and the equal protection clause of the fourteenth Amendment; and cases where individual rights conflicted with community or national beliefs Analyze the impact of the doctrine of incorporation on states 											

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 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?



Inquiry Topic 6: Rights and Responsibilities of Citizens

Compelling Question: Why should individuals participate in government?

SS8.6.1 Rights of a citizen Argue the importance of the rights citizens hold in a democracy and what it means to protect those rights	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X				X				



<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none">• What does it mean to be a citizen in the United States and are there different types of citizenships?• What rights do citizens have in a democracy?• How and why are certain liberties restricted in a democratic process?• How and why do government actions impact individual rights?	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none">a. Explain the differences between the term “citizen” as it pertains to being an active and responsible participant in society as opposed to being a legal citizen as an individual with full rights under a particular system of governmentb. Explain the process for individuals to become legal citizens, and analyze how that is applied differently to groupsc. Explain the history of when groups or individuals legally became citizensd. Analyze ways that individuals live in the United States as participatory citizens but not as legal citizense. Analyze the difference between rights protected by the <i>Constitution of the United States</i> and other laws for all individuals living in the United States despite legal status (e.g., equity, tolerance, due process, freedom of speech, religion, and privacy) and those rights that apply only to legal citizens (e.g., voting, running for and holding elected office), and argue the impacts across different populationsf. Analyze the freedoms for all individuals existing in civic, political, and private life despite legal citizenship (e.g., labor rights, children’s rights, cultural freedoms, religious freedoms, rights to subsistence, education, health care), and argue the impacts across different populationsg. Argue ways that government actions help and hinder individual groups’ rights
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We the People

Level 2 curriculum connections

- **Unit 6, Lesson 29:** What are the rights and responsibilities of citizenship?
- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?



SS8.6.2 Responsibilities of a citizen Analyze the importance of the responsibilities and obligations of a citizen and how people can participate in their communities	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X					X		X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What responsibilities do individuals have in a democracy? • How can an individual participate in a democracy? • What is an individual’s role in ensuring everyone has access to basic rights and protections? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the roles and expectations of all individuals in a democracy (e.g., paying taxes, obeying laws, military service, public service, voting, serving on a jury) Explain ways that every individual can actively participate in their local communities 											

We the People

Level 2 curriculum connections

- **Unit 6, Lesson 29:** What are the rights and responsibilities of citizenship?
- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?



SS8.6.3 Political participation Analyze the political process, how elections work, issues surrounding elections, and the ways people can get involved	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X	X			X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How do people get elected to public office? • In what ways does who is elected influence laws and policies? • What impact do political parties, polls, PACs, and lobbyists have on elections? • How can one serve in a campaign? • How can individuals participate in the political process? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain how to register to vote, find a polling place, and access voter information in Rhode Island Analyze the election process in Rhode Island, how that process differs in other states, and argue the ways that those different processes affect individuals (e.g., requirements for individuals, procedures, rules, regulations) Explain the role of primaries and the Electoral College Explain the methods of participation in elections (e.g., running for office, campaigning, lobbying, demonstrating, volunteering at polling places, voting, filing legal challenges) Analyze issues surrounding elections (e.g., redistricting, voter identification laws, campaign financing, campaign ads, voter turnout) and how they reflect voters' positions Explain career opportunities in public service at local, state, and federal levels 											

We the People

Level 2 curriculum connections

- **Unit 6, Lesson 29:** What are the rights and responsibilities of citizenship?
- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?



SS8.6.4 Movements for Civil Rights Argue the impacts individuals and groups have made towards securing civil rights in the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X		X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What historical issues impacted communities leading to movements for rights? • What strategies did different groups use to fight for change? • What were some of the people, organizations, and events in Rhode Island pertaining to these movements? • How did movements for equality build upon one another? • What inequalities exist today? • What role can students have in efforts for equality? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the concept of equal rights Analyze the strategies and outcomes of the African American, Latinx, Asian American and Pacific Islander, Indigenous, Women, LGBTQIA+, Immigrants, and Disability rights movements (e.g., root inequities, legal challenges, social movements, role of community leaders, efforts of ordinary people, any legal changes as a result of the movements, Rhode Island connections), and argue the impacts of the outcomes to different groups of people Analyze the cooperation between movements (e.g., school segregation legal challenges, Delano Grape Strike 1965, Section 504 Sit-in 1977), and argue the impacts of working together Identify civil rights issues that continue to exist today, analyze current debates surrounding these issues, and argue their position on one or more of the issues Explain ways students can contribute to efforts for equality 											

We the People

Level 2 curriculum connections

- **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?



SS8.6.5 Human rights and global citizenship Argue the impacts individuals and groups have made in securing human rights globally	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What does the Universal Declaration of Human Rights address? • What role does the United Nations play in securing human rights? • How do organizations strive for human rights? • What human rights violations and interventions have occurred throughout the world? • What are current global issues? • How can people act as global citizens? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain what human rights are, analyze the elements of the Universal Declaration of Human Rights, and argue their impact globally Explain how the United Nations and other organizations (e.g., Human Rights Watch, Anti-Slavery International, Save the Children, Amnesty International) secure human rights across the globe, analyze their approaches, and argue their impacts globally Analyze human rights violations and genocides (e.g., Armenian genocide, Jewish Holocaust, Cambodian genocide, Rwandan genocide, human trafficking, child labor, modern slavery) and the ways nations and organizations intervene Analyze current global issues (e.g., climate change, disease, food insecurity), explain ways people as global citizens can be involved (e.g., volunteering, advocacy, educating others), and argue the potential impacts 											

We the People

Level 2 curriculum connections

- **Unit 6, Lesson 28:** What is the relationship of the United States to other nations in the world?



Inquiry Topic 7: Freedom of the Press and News/Media Literacy

Compelling Question: Does a free press support a democratic government?

SS8.7.1 Function of media in a democracy Argue the benefits and challenges of media in a democracy	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What is the purpose of a free press and who defines what a free press looks like? • In what ways is the press of today different from that of the past and how does that change the electorate’s relationship to it? • What are the effects of online media on the coverage of public affairs and current issues? • How do we know if a source is credible? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the idea of freedom of the press, its purpose, and its origins Explain the role of the press, and analyze how that role has changed over time, and the responsibilities it has to the public Analyze the function of news articles, news programs, websites, editorials, cartoons, advertisements, social media posts, and argue the impacts of those venues Argue the benefits and challenges of digital news and social media Identify methods for evaluating the credibility of online and print sources 											



***We the People* Curriculum Crosswalk for: Rhode Island Social Studies Framework - High School**

Usage: This correlation guide offers a crosswalk between the Rhode Island Social Studies Framework 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 – CIVICS

In this course, students learn about the historical, cultural, and philosophical foundations of the United States government, grapple with the ideals and realities of civic participation, and debate the meanings of citizenship. Students also learn about local, state, and tribal governments, understand political parties, and how dissent and protest work in political systems and in the history of the United States. Students end the course looking beyond the United States to global human rights.

Inquiry Topics, Compelling Questions, and Standards

Inquiry Topic 1: Government and the Concept of Citizenship

Compelling Question: What does it mean to be a citizen?

SSHS.CVC.1.1: Earliest forms of government

SSHS.CVC.1.2: Governmental power and role

SSHS.CVC.1.3: Citizenship and obligations of citizens

Inquiry Topic 2: Origins and Role of American Government

Compelling Question: Did the *Constitution* fulfill the ideals of the *Declaration of Independence*?

SSHS.CVC.2.1: Ideological influences on the American Revolution

SSHS.CVC.2.2: Ideas expressed in *Common Sense* and the *Declaration of Independence*

SSHS.CVC.2.3: Structure, provisions, and limitations of the *Articles of Confederation*

SSHS.CVC.2.4: Creating the government of the new United States

Inquiry Topic 3: The *Constitution of the United States* and *Bill of Rights*

Compelling Question: Did the *Bill of Rights* “fix” the *Constitution*?

SSHS.CVC.3.1: Influences on the *Constitution of the United States*

SSHS.CVC.3.2: The *Constitution* as a product of compromise

SSHS.CVC.3.3: The *Constitution* and slavery

SSHS.CVC.3.4: Civil rights and civil liberties

Inquiry Topic 4: The Separation of Powers and the Three Branches of Government

Compelling Question: Does the system of checks and balances always work?

SSHS.CVC.4.1: The concept and practice of checks and balances

SSHS.CVC.4.2: Role and powers of the legislative branch

SSHS.CVC.4.3: Role and powers of the executive branch



SSHS.CVC.4.4: Role and powers of the judicial branch
SSHS.CVC.4.5: State, local, and tribal governments

Inquiry Topic 5: Political Parties, Interest Groups, and Politics

Compelling Question: Is partisanship inevitable?

SSHS.CVC.5.1: The emergence of political parties in the United States
SSHS.CVC.5.2: The role of political parties
SSHS.CVC.5.3: The role of political interest groups
SSHS.CVC.5.4: Participation of citizens
SSHS.CVC.5.5: Tactics to influence politics

Inquiry Topic 6: Elections and the Politics of Voting

Compelling Question: Is the majority always right?

SSHS.CVC.6.1: Voting systems and their role in government
SSHS.CVC.6.2: Primary and general elections
SSHS.CVC.6.3: History of voting rights in the United States
SSHS.CVC.6.4: Contemporary controversies surrounding elections and voting

Inquiry Topic 7: Dissent and Protest in Political Systems

Compelling Question: Is protest patriotic?

SSHS.CVC.7.1: Legal basis of dissent and protest
SSHS.CVC.7.2: Historical examples of different forms of dissent and protest
SSHS.CVC.7.3: Contemporary issues of disagreement with laws and policies

Inquiry Topic 8: Human Rights and Global Citizenship

Compelling Question: Do we have an obligation to other peoples and other nations?

SSHS.CVC.8.1: Meaning of “human rights”
SSHS.CVC.8.2: The role the United States plays in securing human rights
SSHS.CVC.8.3: The concept of “global citizenship”



Standards Tables

Inquiry Topic 1: Government and the Concept of Citizenship

Compelling Question: What does it mean to be a citizen?

SSHS.CVC.1.1 Earliest forms of government Analyze the history and philosophy of different forms of government	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X			X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are examples of the governments that existed and still exist around the world and what kinds of power did/do those governments have? • What advantages and disadvantages do different types of governments have? • Why might people want to change their form of government? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the purposes and uses of government Explain structures of governments in ancient civilizations (e.g., Mesopotamia, Egypt, Greece, Rome, Ghana, Mali, China, India, Mesoamerica) Explain structures of governments in modern societies Analyze the advantages and disadvantages of each form of government (e.g., oligarchy, democracy, monarchy), and argue who benefits under each form Explain the rationale and conditions for governmental change (e.g., elections, protests, insurrections, revolutions) 											



SSHS.CVC.1.2 Governmental power and role Analyze the functions of government and ways that governments provide services and benefits to the population they serve	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X									
Guiding Questions for Instruction: <ul style="list-style-type: none"> Who creates laws? Who enforces laws? Who interprets laws? How do governments protect and serve their societies? How is governmental power limited by societies? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the legislative function of government and checks upon it Analyze the executive function of government and checks upon it Analyze the judicial function of government and checks upon it Analyze governmental functions that protect and serve people, and argue the impact of those functions Analyze ways governmental power can be limited by societies, and argue who benefits from those limits 											

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?



<p>SSHS.CVC.1.3 Citizenship and obligations of citizens Argue how different definitions of citizenship and how to act as a citizen have impacted different people over time</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • How does the United States government define legal citizenship? • How have definitions of legal citizenship changed over time? • What are the obligations and responsibilities of citizenship? • What barriers prevent people from fully practicing citizenship? • When have citizenship rights been challenged in the past? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the differences between “citizenship” as it pertains to being an active and responsible participant in any community or group and legal citizenship Analyze the changes in how legal citizenship has been defined over time, and argue the impacts and who has benefited Explain the responsibilities of being an active and responsible participant in a community Analyze the barriers to full participation as citizens, and argue who benefits from them Analyze instances when citizenship has been challenged or denied, and argue who benefited 											

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?



Inquiry Topic 2: Origins and Role of American Government

Compelling Question: Did the *Constitution* fulfill the ideals of the *Declaration of Independence*?

SSHS.CVC.2.1 Ideological influences on the American Revolution Argue the impact of 18th century philosophical ideas about power and government on the American Revolution	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X			X					X	



<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none">• What were the political ideas of the Enlightenment?• How does “republicanism” differ from “democracy”?• How did the ideology of the revolution challenge the social and economic hierarchies of colonial society in North America?• What were the primary conflicts regarding the extent of governmental power during the creation of first the <i>Articles of Confederation</i> and later the <i>Constitution of the United States</i>?• Who participated in the creation of the government of the United States?	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none">a. Analyze the ideas of Enlightenment figures (e.g., Hobbes, Locke, Rousseau, Voltaire, Montesquieu), and argue the impact of those ideas across societal groupsb. Analyze the components of republicanism and democracy, and argue who benefits from eachc. Analyze the impact of social and economic changes after the Revolutionary War, and argue who benefitedd. Explain the challenges to the government created under the <i>Articles of Confederation</i> and the <i>Constitution of the United States</i>e. Analyze the social and economic status of the Founding Fathers, and argue their impacts to the creation of the United States
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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 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?

SSHS.CVC.2.2 Ideas expressed in <i>Common Sense</i> and the <i>Declaration of Independence</i> Argue how the ideas in <i>Common Sense</i> and the <i>Declaration of Independence</i> led to a redefinition of the political relationships between the American colonies and Britain	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X								
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Who was Thomas Paine and what were his main arguments in <i>Common Sense</i>? ● What political crises led the American colonies to declare independence from Great Britain? ● How did Thomas Jefferson shape the <i>Declaration of Independence</i>? ● What does the <i>Declaration of Independence</i> claim about natural rights and the role of government? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the ideas expressed in <i>Common Sense</i>, and argue its impact Explain events leading to a declaration of independence from Britain (e.g., Stamp Act, Sugar Act, Tea Act, Townshend Acts, Boston Massacre) Explain Jefferson’s ideas about rights and responsibilities, and analyze how those compare with his personal life Analyze the perspectives on natural rights and the role of government outlined in the <i>Declaration of Independence</i>, and argue the impacts of those perspectives 											



We the People

Level 3 curriculum connections

- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?



SSHS.CVC.2.3 Structure, provisions, and limitations of the <i>Articles of Confederation</i> Argue the impacts of the issues and challenges to the <i>Articles of Confederation</i>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X								
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What relationship did the <i>Articles of Confederation</i> establish between the states and the national government? • How did the <i>Articles of Confederation</i> limit the power of the national government? • How did Shays’ Rebellion create a crisis under the <i>Articles of Confederation</i>? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> • Analyze the rights and responsibilities given to the states and the national government under the <i>Articles of Confederation</i>, and argue who benefited from them • Analyze the limitations of the national government under the <i>Articles of Confederation</i>, and argue the impact of those limitations and who benefited from them • Analyze the rationale for, and argue the impacts of Shays’ Rebellion 											

We the People

Level 3 curriculum connections

- **Unit 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?



<p>SSHS.CVC.2.4 Creating the government of the new United States</p> <p>Argue the impacts of the challenges the founders faced to the creation of a new government under the <i>Constitution of the United States</i></p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X		X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What is federalism and why were the founders divided over that concept at the Constitutional Convention? • What were the arguments in <i>The Federalist Papers</i>, specifically <i>Federalist 10</i>? • What were the differences between the Virginia Plan and the New Jersey Plan? • Whose interests were represented at the Constitutional Convention and how are they reflected in the <i>Constitution</i>? • What were Rhode Island’s objections to the Constitutional Convention? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the definition of and the rationale for federalism, and argue who benefited from that system Analyze the arguments and rationales found in the <i>Federalist Papers</i>, and argue who benefited (Suggested <i>Federalist Papers</i> – 9, 10, 39, 51, 70, 78, 84) Analyze the distinctions between the Virginia and New Jersey plans, and argue who benefited under each plan Analyze the impact of the <i>Constitution</i> on different groups in American society, and argue who benefited Analyze the reasons why Rhode Island refused to send a delegate to the Constitutional Convention 											

We the People

Level 3 curriculum connections

- **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?



Inquiry Topic 3: The *Constitution of the United States* and *Bill of Rights*

Compelling Question: Did the *Bill of Rights* “fix” the *Constitution*?

SSHS.CVC.3.1 Influences on the <i>Constitution of the United States</i> Argue the impact of the structure of government and law established by the <i>Constitution of the United States</i> and <i>Bill of Rights</i>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X									
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What is a representative government? • How do the ideas of the Enlightenment appear in the <i>Constitution</i>? • How did the Haudenosaunee Confederation influence the way government was established in the <i>Constitution</i>? • How did the <i>Constitution</i> reflect potential economic, regional, and social divisions? • What are the different sections of the <i>Constitution</i> and what structure does it create for the federal government? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the rationale for components of representative government, and argue who benefits under that system Analyze the influence of Enlightenment ideas on the <i>Constitution of the United States</i> (e.g., social contract, separation of powers) Explain the influence of the Haudenosaunee Confederacy on the <i>Constitution</i> Analyze the validity of differing perceptions of the <i>Constitution</i>, and argue who benefited from each position Analyze the elements of the <i>Constitution</i> and the structure of government they created, and argue its impact 											

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 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **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?



<p>SSHS.CVC.3.2 The <i>Constitution</i> as a product of compromise Argue the impacts of the compromises that went into the passage of the <i>Constitution of the United States</i>, including the addition of the <i>Bill of Rights</i></p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X		X							
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> Who were the anti-federalists and what role did they have in shaping the <i>Constitution</i>? What were the reasons that Rhode Island delayed its ratification of the <i>Constitution</i>? What is the <i>Bill of Rights</i> and why was it added to the <i>Constitution</i>? What omissions in the <i>Constitution</i> does the <i>Bill of Rights</i> address? What is the amendment process and why was it built into the <i>Constitution</i>? How does the <i>Constitution</i> and <i>Bill of Rights</i> provide tools to address inequality in the United States today? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the influences of the anti-federalists on the <i>Constitution</i> Analyze the reasons for Rhode Island’s reluctance to ratify the <i>Constitution</i> Analyze the rationale for and components of the <i>Bill of Rights</i>, and argue the impact and who benefited Analyze the relationship between the <i>Constitution</i> and the <i>Bill of Rights</i> 											

We the People

Level 3 curriculum connections

- Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?



- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?



SSHS.CVC.3.3 The <i>Constitution</i> and slavery Argue the impacts of how the authors of the <i>Constitution of the United States</i> handled the system of slavery	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> How did Enlightenment thinkers view the system of slavery? What arguments around slavery emerged during the Constitutional Convention? How is slavery addressed in the <i>Constitution</i>? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the elements of Enlightenment thinking related to slavery, analyze the impact of that thinking, and argue who benefited Analyze the arguments among representatives at the Constitutional Convention over slavery Analyze the manner in which slavery is addressed in the <i>Constitution</i>, and argue the impact and who benefited from those decisions Analyze how the <i>Constitution</i> reinforced the system of slavery (e.g., the Three-Fifths Clause, the Importation Clause, the Slave Insurrection Clause, and the Fugitive Slave Clause) 											

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?



SSHS.CVC.3.4 Civil rights and civil liberties Argue the impacts of interpreting and using the <i>Constitution of the United States</i> to expand freedom and opportunity	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What is the relationship between civil rights and civil liberties? • What challenges to civil rights have occurred in American history? • What challenges to civil liberties have occurred in American history? • What actions have expanded civil rights and liberties for Black Americans? • What actions have expanded civil rights and liberties for women? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the distinctions between civil rights and civil liberties Analyze challenges to civil rights (e.g., denial of voting rights to some groups, redlining) and argue their impacts Analyze challenges to civil liberties (e.g., segregation, the internment of Japanese Americans, discrimination against people based on their race, ethnicity, gender, sexual identity), and argue their impacts Analyze constitutional amendments, Supreme Court decisions, and legislation that had to do with the expansion of rights for Black Americans (e.g., 13th, 14th, and 15th Amendments, the Brown v. Board of Education Supreme Court Case, and the 1964 Civil Rights Act) and resistance to these measures, and argue the impacts Analyze constitutional amendments, Supreme Court decisions, and legislation that had to do with the expansion of rights for women (e.g., 19th amendment, proposed Equal Rights Amendment) and resistance to these measures. and argue the impacts 											

We the People
 Level 3 curriculum connections



- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **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 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?



Inquiry Topic 4: The Separation of Powers and the Three Branches of Government

Compelling Question: Does the system of checks and balances always work?

SSHS.CVC.4.1 The concept and practice of checks and balances Argue the ways the Enlightenment idea of checks and balances as a deterrent to tyranny influenced the <i>Constitution of the United States</i>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X										
Guiding Questions for Instruction: <ul style="list-style-type: none"> How did Montesquieu’s <i>The Spirit of the Laws</i> (1748) explain the concept of checks and balances? How is the idea of checks and balances reflected in the structure of the national government? How is the idea of checks and balances incorporated into the relationship between the state and national governments? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain Montesquieu’s rationale for check and balances in government Analyze ways that checks and balances are instantiated in the structure of the national government, and argue the impacts of that inclusion Analyze ways that checks and balances are instantiated between state and national governments, and argue the impacts of that inclusion 											

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **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?



SSHS.CVC.4.2 Role and powers of the legislative branch Analyze the structure and role of the legislative branch of the national government	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X										
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What functions define the legislative branch? • How does the role of the legislative branch differ in the formation of domestic and foreign policy? • How can the legislative branch check the power of the executive and judicial branches? • How have the powers of the legislative branch changed since the ratification of the <i>Constitution</i>? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the functions of the legislative branch Analyze the distinctions in the roles played by the legislative branch in domestic and foreign policy Analyze the checks that the legislative branch exercises on the executive and judicial branches Analyze the changes in the power of the legislative branch over time 											

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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?



SSHS.CVC.4.3 Role and powers of the executive branch Analyze the structure and role of the executive branch of the national government	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X										
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What functions define the executive branch? • How does the role of the executive branch differ in the formation of domestic and foreign policy? • How can the executive branch check the power of the legislative and judicial branches? • How have the powers of the executive branch changed since the ratification of the <i>Constitution</i>? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the functions of the executive branch Analyze the distinctions in the roles of the executive branch in domestic and foreign policy Analyze the checks that the executive branch exercises on the legislative and judicial branches Analyze the changes in the power of the executive branch over time 											

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Level 3 curriculum connections

- **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?



SSHS.CVC.4.4 Role and powers of the judicial branch Analyze the structure and role of the judicial branch of the national government	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X										
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What functions define the judicial branch? • How can the judicial branch check the power of the legislative and executive branches? • How have the powers of the judicial branch changed since the ratification of the <i>Constitution</i>? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the functions of the judicial branch Analyze the checks that the judicial branch exercises on the legislative and executive branches (e.g., judicial review, impeachment) Analyze the changes in the power of the judicial branch over time 											

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?



<p>SSHS.CVC.4.5 State, local, and tribal governments Analyze other governmental systems of the United States, including state, local, and tribal governments, and their interactions with each other and the federal government</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X									
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● How does Article IV of the <i>Constitution of the United States</i> explain the powers of states? ● How are the powers of local governments explained in the <i>Constitution of the United States</i>? ● How does the United States federal government recognize the sovereignty of Indigenous tribal governments, and how are those governments structured? ● How does the concept of territorial sovereignty, the plenary power doctrine, and the federal government’s duty to protect Indigenous peoples define tribal governmental powers? ● How do local, state, and tribal governments interact? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> a. Explain the powers of state governments as explained in the <i>Constitution of the United States</i> b. Explain the powers of local governments as explained in the <i>Constitution of the United States</i> and the <i>Bill of Rights</i> c. Explain the definition of sovereignty and the role of federal and state recognition of tribes d. Explain the powers and structures of tribal governments e. Analyze the powers, structures, and authorities of local municipalities, the state of Rhode Island, and local tribal governments (e.g., Narragansett in RI, Mashantucket Pequot and Mohegan in CT, and Wampanoag Tribe of Gay Head and Mashpee Wampanoag in MA) f. Analyze the relationships between different levels of government and their powers g. Analyze the relationships between the Narragansett tribal and local and state governments and their powers 											



Level 3 curriculum connections

- **Unit 4, Lesson 26:** How does American federalism work?



Inquiry Topic 5: Political Parties, Interest Groups, and Politics

Compelling Question: Is partisanship inevitable?

SSHS.CVC.5.1 The emergence of political parties in the United States Argue the impacts of the ways that Americans have fought for greater control of the political system throughout history	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What did the <i>Federalist Papers</i> say about factions in government? • What were the First and Second Party Systems? • How have political parties changed over time? • How have third parties challenged the two-party system throughout American history? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the various perspectives on governmental factions in the <i>Federalist Papers</i>, and argue the impacts of those views Analyze the distinctions between the First and Second Party Systems, and argue the impact of each Analyze the changes in nature and conditions of political parties over time, and argue their impacts and who benefited Analyze the rationale for and third-party challenges (e.g., Theodore Roosevelt, Robert La Follette, Strom Thurmond, George Wallace, Ross Perot), and argue the impact of those challenges 											

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Level 3 curriculum connections

- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?
- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?



SSHS.CVC.5.2 The role of political parties Argue the impacts of party platforms and partisanship on the United States political party system	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X		X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What is a party platform? • How do Americans participate in political parties? • Who do current political parties represent? • What is partisanship? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the structure and functions of political parties Analyze the nature of party platforms, identify examples, and argue the impacts on the political system Analyze the demographics of major and minor political parties in the United States today Analyze the nature of partisanship, identify examples, and argue the impacts on the political system and who benefits 											

We the People

Level 3 curriculum connections

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



SSHS.CVC.5.3 The role of political interest groups Argue the ways that political interest groups influence policy and have gained power over time	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X							
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What is the purpose of an interest group? • What are the different types of interest groups? • What tactics and strategies do interest groups use to influence public policy? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the purpose of a political interest group Analyze the agendas of interest groups (e.g., public, economic, religious, ideological), and argue their impacts Analyze the approaches interest groups use to influence public policy (e.g., engage politicians, engage media, lobby, donate to campaigns), and argue their impacts 											

We the People

Level 3 curriculum connections

- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?



<p>SSHS.CVC.5.4 Participation of citizens Argue the impacts people can have on the American political system by becoming involved with political parties, interest groups, and politics</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X			X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> Why do people become involved in political parties, interest groups, and other political organizations? What are the ways people get involved in politics on local and national levels? What barriers exist that prevent people from participating in the American political system? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the reasons why people become politically involved Explain opportunities to become politically involved, and argue the impacts of that involvement Analyze barriers to becoming politically involved (e.g., voting restrictions, intimidation, lack of support) and resistance to those barriers 											

We the People

Level 3 curriculum connections

- Unit 6, Lesson 37:** What key challenges does the United States face in the future?



SSHS.CVC.5.5 Tactics to influence politics Argue the impacts people can have when they use political processes outside of the governmental system to effect change	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X		X	X						X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What is the role of money in politics? • What is the role of the media in politics? • What is the role of polling in politics? • How do laws attempt to regulate the influence of financial donors on elections? • What historical examples exist of people successfully affecting change in the political system outside of voting? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze how money is used to influence politics, and argue who benefits Analyze how media influences politics, and argue who benefits Explain the role of polling in politics Analyze the rationale for laws regulating the use of money to influence politics, and argue the impact of those laws Analyze methods people have used to influence politics (e.g., the Civil Rights Movement’s marches, sit-ins), and argue their impact on effecting change 											

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?



Inquiry Topic 6. Elections and the Politics of Voting

Compelling Question: Is the majority always right?

SSHS.CVC.6.1 Voting systems and their role in government Analyze the different types of voting systems and how people vote	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X									
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the different kinds of voting electoral systems? • What is the process of voter registration? • What is the concept of electoral integrity? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the similarities and differences among voting systems (e.g., plurality, majority, proportional), and argue the advantages and disadvantages of each Explain the conditions and process of registering to vote (e.g., eligibility and debates about eligibility) Analyze the international principles of electoral integrity, and argue who benefits from them 											



SSHS.CVC.6.2 Primary and general elections Explain the functions of primary and general elections in the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X									
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What is the purpose of primary elections and how do they vary? ● What is the purpose of a general election? ● How are elections monitored and reported? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the purposes of different kinds of primary elections (e.g., open, closed, blanket) b. Explain the purposes of general elections c. Explain approaches to monitoring elections and reporting of results, and analyze debates questioning the integrity these processes 											



SSHS.CVC.6.3 History of voting rights in the United States Argue the impact of the political marginalization of different groups in American history	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How have requirements for voting changed over time? • How have groups been barred from voting based on their identities? • How have different groups fought for voting rights in American history? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the historical changes in voting requirements (e.g., property ownership including the Dorr Rebellion in Rhode Island, religion, gender, race), and argue who has benefited from them Analyze the legal and extra-legal approaches to restricting voting, and argue the impacts of those approaches Analyze the similarities and differences in approaches groups have taken to fight for voting rights, and argue their impacts 											

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?



<p>SSHS.CVC.6.4 Contemporary controversies surrounding elections and voting</p> <p>Argue the short- and long- term implications of voter turnout and participation on the outcomes of the political process</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X			X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What factors affect voter turnout? • What are the major historical voting patterns? • What is gerrymandering and how can it influence elections? • What issues around voting have emerged in the recent past? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze voting behavior and patterns of voting, and argue what influences the behavior and the impacts of that behavior on outcomes (e.g., on elections, on decisions over controversial issues) Analyze patterns of voting over time, and argue the impacts changes in patterns have had on outcomes Analyze gerrymandering, and argue its effects on outcomes and who benefits Analyze contemporary debates and issues around voting (e.g., voting hours, transportation to polls, voter identification requirements including the allowance of using tribal IDs to vote in Rhode Island, role of the electoral college, absentee voting) and argue a stance on an issue 											



Inquiry Topic 7: Dissent and Protest in Political Systems

Compelling Question: Is protest patriotic?

SSHS.CVC.7.1 Legal basis of dissent and protest Argue the justifications for protest movements in the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X			X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> How does freedom of speech provide a legal basis for the right to protest and dissent? How does freedom of assembly provide a legal basis for the right to protest and dissent? How does the right to petition provide a legal basis for the right to protest and dissent? How does the Fourteenth Amendment provide a legal basis for the rights to protest and dissent? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Argue justifications for protest and dissent based on freedom of speech Argue justifications for protest and dissent based on freedom of assembly Argue justifications for protest and dissent based on the right to petition Argue justifications for protest and dissent based on the Fourteenth Amendment 											

We the People

Level 3 curriculum connections

- **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 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?



<p>SSHS.CVC.7.2 Historical examples of different forms of dissent and protest Argue the impacts of Americans who have acted to address social inequalities in the past</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • How did people work toward the goal of abolition? • How did people work toward the goal of equal rights for women? • How did people work toward the goal of labor rights for workers? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ul style="list-style-type: none"> a. Analyze the approaches taken by people working for the abolition of slavery, and argue the impact of those efforts b. Analyze approaches taken by people working for women’s rights, and argue the impact of those efforts c. Analyze approaches taken by people working for the rights of laborers, and argue the impact of those efforts 											

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 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?



<p>SSHS.CVC.7.3 Contemporary issues of disagreement with laws and policies Explain the ways Americans have tried to assert control over the political system</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What issues are Americans debating today? • What are the different perspectives on those issues? • How do Americans express their perspectives on those issues? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify a range of contemporary issues (e.g., mass incarceration, gun ownership, affordable housing, immigration) Analyze the varied perspectives on them Analyze options for and the approaches taken to resolve those issues Argue a position on one or more of the issues 											

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **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?
- **Unit 6, Lesson 39:** What does returning to fundamental principles mean?



Inquiry Topic 8: Human Rights and Global Citizenship

Compelling Question: Do we have an obligation to other peoples and other nations?

SSHS.CVC.8.1 Meaning of “human rights” Argue the impact of international agreements to support global human rights	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X			X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What is the Universal Declaration of Human Rights? • How has the Universal Declaration of Human Rights affected the foreign policy of the United States? • How do the United Nations and World Court support human rights? • What extra-governmental organizations exist to fight for human rights? • How is international law enforced? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the components of the Universal Declaration of Human Rights, and argue who benefits Analyze the influences of the Universal Declaration of Human Rights on U.S. foreign policy Analyze the functions of the United Nations and World Court in terms of human rights in particular, and argue who benefits Explain extra-governmental organizations’ (e.g., Amnesty International, Human Rights Watch) efforts to foster human rights and argue their impacts Analyze responsibilities for and process of enforcing international law, and argue who benefits 											

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 38:** What are the challenges of the participation of the United States in world affairs?



<p>SSHS.CVC.8.2 The role the United States plays in securing human rights Argue the impacts of the role the United States has taken in influencing and intervening in the affairs of other nations in the name of human rights</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • Who decides how to allocate the resources of the United States? • What is the history of American involvement in the affairs of other nations regarding human rights? • How has the United States responded to incidents of genocide? • What is the United States' own history of genocide? • What are the political, social, and economic influences on foreign involvement? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the people and positions in the United States government who make decisions on where and when to allocate resources to other countries (e.g., funds, military, weapons, food, medicine), and argue their impacts Analyze the rationales for and U.S. interventions around human rights and genocides in other countries (e.g., Armenian genocide, Jewish Holocaust, Cambodian genocide, Somalian genocide, Darfur genocide, Rwandan genocide), and argue their impacts Analyze genocides in the United States (e.g., both physical and cultural genocides of Indigenous peoples), and argue the impact Analyze the rationale for foreign intervention (e.g., the United States' involvement in the politics of Vietnam, Western Asia (Middle East), and other countries), and argue the impacts of those interventions 											

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 38:** What are the challenges of the participation of the United States in world affairs?



<p>SSHS.CVC.8.3 The concept of “global citizenship” Argue the impacts of becoming increasingly connected to the people of other nations</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X	X					
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What issues connect people across the globe? • How are local issues connected to the wider world? • How can individuals and groups help build global citizenship? • Why is it important to learn to work with other people? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze issues that cross national and cultural boundaries (e.g., climate change, disease, human trafficking), and argue their impact Analyze local issues that connect with global concerns (e.g., food insecurity, mental health, ecological issues), and argue their impact Explain opportunities for people to become involved in issues beyond the United States (e.g., volunteering for organizations like Peace Corps, using career skills to work for organizations like Doctors Without Borders), and argue the potential impacts Explain other ways to act as responsible citizens of the globe, and argue the potential impacts 											

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **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 – UNITED STATES HISTORY I: PRE-EUROPEAN CONTACT TO RECONSTRUCTION

This course is a survey of United States History from Pre-European Contact to Reconstruction following the Civil War. In this course, following what was learned in fifth and eighth grades, students gain a deeper and more rigorous understanding of the Indigenous peoples, European colonies, the founding of the new Nation and its internal struggles, and the diversity of peoples that came or were forced to come to this country.

Topics of Inquiry, Compelling Questions, and Standards

Inquiry Topic 1: Colonial North America

Compelling Question: Does settler colonialism continue today?

SSHS.USI.1.1: Indigenous peoples of North America

SSHS.USI.1.2: The impact of European colonization on Indigenous life

SSHS.USI.1.3: Establishing the colonies

SSHS.USI.1.4: The emergence of the trans-Atlantic slave trade

Inquiry Topic 2: The Origins and Achievement of Independence

Compelling Question: How did the English colonists become “Americans”?

SSHS.USI.2.1: Establishing colonial economies and governments

SSHS.USI.2.2: British imperial policies and colonial responses

SSHS.USI.2.3: *Common Sense* and the *Declaration of Independence*

SSHS.USI.2.4: People and events of the American Revolution

SSHS.USI.2.5: Effects of the American Revolution on society

Inquiry Topic 3: The *Constitution of the United States*

Compelling Question: Is the *Constitution* still relevant today?

SSHS.USI.3.1: The *Articles of Confederation* and challenges to it

SSHS.USI.3.2: Influences on the United States political system

SSHS.USI.3.3: Main arguments of the *Federalist Papers*

SSHS.USI.3.4: The *Constitution of the United States* and *Bill of Rights*

SSHS.USI.3.5: The three branches of government

Inquiry Topic 4: The Politics of the Early Republic



Compelling Question: Did the *Constitution* create a just government?
SSHS.USI.4.1: The *Constitution* and different populations of society



SSHS.USI.4.2: Economic developments in the Early Republic Era
SSHS.USI.4.3: Foreign policy developments in the Early Republic Era
SSHS.USI.4.4: The emergence of political parties

Inquiry Topic 5: The Market Revolution and American Expansion

Compelling Question: Does economic growth mean freedom?

SSHS.USI.5.1: Territorial expansion of the United States
SSHS.USI.5.2: Transformations of the Market Revolution
SSHS.USI.5.3: Meaning and impact of Jacksonian Democracy
SSHS.USI.5.4: Effects of early industrialization on workers
SSHS.USI.5.5: Westward movement of white Americans
SSHS.USI.5.6: Expansion of slavery and the lives of enslaved people

Inquiry Topic 6: Competing Visions and Regionalism the Antebellum America

Compelling Question: Is reform always the same thing as change?

SSHS.USI.6.1: The Second Great Awakening
SSHS.USI.6.2: Antebellum reformers and social issues
SSHS.USI.6.3: Abolitionists and their arguments against slavery
SSHS.USI.6.4: Women's participation in public life
SSHS.USI.6.5: Growing regional differences between the North and South

Inquiry Topic 7: The Civil War and Reconstruction

Compelling Question: Has the Civil War really ended?

SSHS.USI.7.1: Long-term causes of the Civil War
SSHS.USI.7.2: Resources the North and South had at the start of the Civil War
SSHS.USI.7.3: Roles of various individuals and groups in the Civil War
SSHS.USI.7.4: The *Emancipation Proclamation*
SSHS.USI.7.5: Leaders, decisive battles, and the reasons for Union victory
SSHS.USI.7.6: Management of Reconstruction
SSHS.USI.7.7: The effects of Reconstruction on Black Americans



Standards Tables

Inquiry Topic 1: Colonial North America

Compelling Question: Does settler colonialism continue today?

SSHS.USI.1.1 Indigenous peoples of North America Analyze the diversity of Pre-Columbian Indigenous civilizations in North America	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X			



<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What were the major Indigenous groups of the Northeast, Southeast, Plains, Southwest, Great Basin, California, Northwest Coast, and the Plateau? • What were the different lifeways and traditions practiced by Indigenous peoples in North America? • How did Indigenous groups interact with one another prior to the arrival of Europeans in North America? • How do we know about the early history of Indigenous peoples? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the locations of Indigenous groups across North America Analyze the similarities and differences between Indigenous groups (e.g., social norms, lifeways, use of natural resources) Explain interactions among Indigenous groups (e.g., cooperation, alliances, conflict), and analyze the ways interactions influenced cultural change over time Analyze similarities and differences across the cultures, government structures, and lived experiences of Indigenous peoples local to Rhode Island and their interactions with each other prior to the arrival of Europeans (e.g., Nahaganset (Narragansett), Wampanoag (Pokanoket, Mashpee, Aquinnah), Nehantick and Eastern Nehantick (Niantic), Pequot, Nipmuc, Massachuset, Mohegan, Manissean) Explain different ways we know and understand the past (e.g., oral traditions from Indigenous descendants, documentation from early explorers, historical records, archaeology), and analyze associated biases
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<p>SSHS.USI.1.2 The impact of European colonization on Indigenous life</p> <p>Argue the ways that European colonization impacted the lifeways and populations of Indigenous peoples</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X					X	X	X				



<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What was the demographic impact of European colonization on Indigenous populations? • What is settler colonialism and how is it connected to the genocide of Indigenous peoples? • Why did Indigenous people sometimes build alliances with Europeans? • In what ways did Indigenous and European cultures influence one another? • How did some Indigenous people become enslaved? • What was the system of Indigenous indentured servitude? • How were colonists and Indigenous people portrayed in literature, fiction and nonfiction? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the conditions and roles in the so-called Columbian Exchange, and argue who benefited from that situation (e.g., effects of disease on Indigenous populations, transplantation of plant and animal species) Explain the political interactions between Indigenous groups and English colonists, and argue who benefited from those interactions (e.g., alliances, trade, warfare - Bacon's Rebellion, Pequot War, King Philip's War) Explain the reasons for cultural change in Indigenous groups (e.g., effects on lifeways, access to resources), and analyze ways that Indigenous lifeways influenced European colonists Analyze the conditions of the enslavement of Narragansett people after King Philip's War and the system of indentured servitude of Indigenous people in New England colonies Argue the impact of mythmaking (e.g., Pocahontas and John Smith, the "First" Thanksgiving, Roger Williams, Anne Hutchinson, Squanto)
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<p>SSHS.USI.1.3 Establishing the colonies</p> <p>Argue the impact of the conditions of</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG



life in colonial North America	X	X	X		X	X	X	X			X	X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • How were the new colonies funded? • What environmental challenges did colonists face in North America? • How did religion influence the lives of colonists? • What kind of governmental systems did colonists establish in North America? • What role did indentured servitude serve in colonization? • What role did enslavement serve in colonization? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the rationale for and components of a joint-stock company (e.g., Virginia Company, Plymouth Company, Massachusetts Bay Company) Explain the geographic and environmental conditions of the English colonies Explain the religious influences on English colonists Explain the nature of government in English colonies, including Rhode Island, and analyze whose interests were served (e.g., governmental structure, voting rights) Analyze the rationale for and conditions of indentured servitude from the perspectives of all involved (e.g., indentured servants, the people in the households in which they served), and argue who benefited and the impacts on societal structure Analyze the rationale for and conditions of African enslavement, and argue who benefited 											

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?



<p>SSHS.USI.1.4 The emergence of the trans-Atlantic slave trade Argue the impacts of the transformation of human beings into property and commodities within the Atlantic trading system and the emergence of chattel enslavement</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X				X	X	X		X	X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • How did Portugal establish the slavery system in Africa and how did African peoples resist that system? • How did the Triangular Trade function? • What was the Middle Passage? • How did slavery emerge as a condition of birth as defined by law (i.e., chattel slavery)? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the enslavement and resistance of African peoples, and argue whose interests enslavement served Explain the nature and conditions of the Triangle Trade, and analyze who profited and who did not Explain the nature and conditions of the Middle Passage, and analyze how it affected the participants Explain chattel slavery, and argue whose interests it served Explain Rhode Island’s participation in the African slave trade, and argue who was complicit and who benefited 											



Inquiry Topic 2: The Origins and Achievement of Independence

Compelling Question: How did the English colonists become “Americans”?

SSHS.USI.2.1 Establishing colonial economies governments Argue the impacts of the colonies establishing their own economies and governments separate from Great Britain	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X							X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What was mercantilism? • How did North American colonists develop independent economies? • How did North American colonists structure their local governments and develop a tradition of self-rule? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the conditions of mercantilism (e.g., trade, wealth, governmental protection), and argue who benefited Explain the elements of colonial economies (e.g., subsistence and commercial farming, shipbuilding, trade), and argue whose interests they served Explain the rationales for and elements of colonial governments, and argue whose interests they served 											

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?



SSHS.USI.2.2 British imperial policies and colonial responses Argue how British impositions after the Seven Years War led to opposition in the colonies	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X				X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> Why did Great Britain and the colonists fight the Seven Years' War? Why did attempts to broker a compromise or conciliation between the colonies and Great Britain fail? How did the colonies begin to unify with each other in opposition to the British? How did women, workers, and Black Americans participate in protest against British policies? What were the Committees of Correspondence and the Continental Congresses? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the causes and conditions of the Seven Years War (e.g., frontier tensions, Indigenous alliances), and argue the impacts (e.g., British victory, loss of French territory, Indigenous hopes to stall British expansion) Explain the rationale for British taxation policies (e.g., British economic issues due to cost of Seven Years War, tensions over land), and analyze colonial reactions to those policies (e.g., petitions, boycotts, protests, riots) Analyze how colonial individuals and groups resisted British policies (e.g., Sons and Daughters of Liberty, spinning bees, Samuel Adams, Crispus Attucks), and argue the impact of their actions Analyze the efficacy of the ways Rhode Island colonists resisted British policies (e.g., Stamp Act Riot, Gaspee Affair) Explain the rationale for and actions of the Committees of Correspondence and the Continental Congresses and Rhode Island's role in each 											

We the People

Level 3 curriculum connections

- Unit 1, Lesson 6: Why did the American colonists want to free themselves from Great Britain?**



SSHS.USI.2.3 Common Sense and the Declaration of Independence Argue the impact of the intellectual and philosophical arguments presented for independence from Great Britain	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the main components of the argument for independence in Thomas Paine’s <i>Common Sense</i>? • What were the colonists’ grievances against the King of England? • What Enlightenment ideas were present in <i>Common Sense</i> and the <i>Declaration of Independence</i>? • Why was the anti-slavery passage removed from the <i>Declaration of Independence</i>? • How did colonists react to the <i>Declaration of Independence</i>? • Did the <i>Declaration of Independence</i> unify the colonies? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the origin of and arguments made in <i>Common Sense</i> Identify the nature and conditions of colonial grievances against King George III in the <i>Declaration of Independence</i> Analyze the efficacy of enlightenment ideas evident in founding documents (e.g., social contract, natural rights, separation of powers) Analyze the rationale behind the removal of the anti-slavery passage in the <i>Declaration of Independence</i>, and argue who benefited and the impacts of that action Analyze the range of colonial responses to the <i>Declaration of Independence</i> based on one’s positionality (e.g., Frederick Douglass, Abigail Adams, Patriots, Loyalists) Analyze the uses of the <i>Declaration of Independence</i> in the colonial cause, and argue its impact 											

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 6: Why did the American colonists want to free themselves from Great Britain?**



<p>SSHS.USI.2.4 People and events of the American Revolution Argue the impacts of people and battles of the American Revolution on the course of the War</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X					X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> Who fought in the Continental Army? How did the American Revolution affect the lives of women, enslaved and free Black Americans, and Indigenous people? What were the pivotal battles of the American Revolution? What role did foreign nations play in the American Revolution? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify military personnel of the American Revolution (e.g., George Washington, Nathanael Greene), analyze their contributions, and argue their impacts on the War Explain the involvement of different social groups in the American Revolution (e.g., Black and Indigenous soldiers of the Rhode Island Black Regiment, female camp followers), analyze their contributions, and argue their impacts on the War Identify notable battles and events of the Revolutionary War and argue their impacts on the course of the War Explain Rhode Island’s role in the Revolutionary War and the Battle of Rhode Island Analyze European involvement in the War, and argue how they impacted the course of the War 											



SSHS.USI.2.5 Effects of the American Revolution on society Argue the impacts the outcomes of the Revolutionary War had on political, cultural, and economic life in North America	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X					X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What were the economic and geographic effects of the American Revolution? • What effects did the American Revolution have on systems of privilege and social standing in North America? • How did new American governments reflect social changes created by the Revolution? • How are these effects still relevant to today? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the economic and geographic outcomes of the Revolutionary War, and argue who benefited from the American victory Analyze the effects of the Revolutionary War on social norms and structures Analyze the effects of the Revolutionary War on governmental practices, and argue who those practices benefited Explain gradual emancipation laws in northern colonies (e.g., Rhode Island’s Gradual Emancipation Act of 1784, Pennsylvania’s Act for the Gradual Abolition of Slavery of 1780), analyze the laws as a type of compromise, and argue who benefited from those laws Argue the ways the outcomes of the American Revolution are still relevant to today 											

We the People

Level 3 curriculum connections

- **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?



Inquiry Topic 3: The *Constitution of the United States*

Compelling Question: Is the *Constitution* still relevant today?

SSHS.USI.3.1 The <i>Articles of Confederation</i> and challenges to it Argue the reasons why the structure of government established by the <i>Articles of Confederation</i> was challenged	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X			X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What were the main elements of the <i>Articles of Confederation</i>? • What were the challenges and opportunities of the <i>Articles of Confederation</i>? • How did Shay’s Rebellion spotlight weaknesses of the <i>Articles of Confederation</i>? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify elements of the <i>Articles of Confederation</i> (e.g., relationship between the states and the national government, voting and representation, and the structure of government) Analyze the challenges and opportunities of the <i>Articles of Confederation</i> Analyze the cause and course of Shays’ Rebellion and what it revealed about the <i>Articles of Confederation</i>, and argue the impacts of the event on government 											

We the People

Level 3 curriculum connections

- **Unit 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?



<p>SSHS.USI.3.2 Influences on the United States political system Analyze the philosophical and ideological influences embedded in the founding documents of the United States of America</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X			X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What Enlightenment ideas are reflected in the <i>Articles of Confederation</i> and <i>Constitution of the United States</i>? • How did the Haudenosaunee Confederacy provide an example to the authors of the <i>Constitution of the United States</i>? • What is the relationship between a democracy and a republic? • What role did economics play in the creation of the <i>Constitution of the United States</i>? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify enlightenment ideas represented in the <i>Articles of Confederation</i> and the <i>Constitution of the United States</i> (e.g., social contract theory, natural rights, religious tolerance) Analyze the similarities and differences between the Haudenosaunee Confederacy and the <i>Constitution of the United States</i> Analyze the similarities and differences between a democracy and a republic Explain the economic influences on the development of the <i>Constitution of the United States</i> 											

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 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?



<p>SSHS.USI.3.3 Main arguments of the <i>Federalist Papers</i> Analyze the debate between the Federalists and the Anti-Federalists</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X								
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> Why did Alexander Hamilton, John Jay, and John Adams write the <i>Federalist Papers</i>? Why did the Federalists support a stronger national government and weaker state governments, and why did Antifederalists oppose that? Why is Federalist No. 10 considered the most influential of <i>The Federalist Papers</i>? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the authors of the <i>Federalist Papers</i>, and explain their reasons for writing them Analyze the Federalist and Anti-Federalists arguments over national v. state governmental power Analyze the influence of Federalist #10, including the idea of majority rule and minority rights (Other suggested Federalist Papers – 9, 39, 51, 70, 78, 84) 											

We the People

Level 3 curriculum connections

- 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?



<p>SSHS.USI.3.4 The <i>Constitution of the United States and Bill of Rights</i> Analyze the <i>Constitution of the United States</i> and the <i>Bill of Rights</i> and the governmental powers and rights outlined in them</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X							
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • How does the Preamble of the <i>Constitution of the United States</i> establish national goals and ideology? • What are the three branches of government and how do they create a balance of power? • What powers are delegated to the states? • What civil rights and civil liberties does the <i>Bill of Rights</i> guarantee? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the goals outlined in the Preamble to the <i>Constitution of the United States</i> Analyze the branches of government and their relationships to one another Explain the powers reserved to the states Explain the enunciation of rights and liberties under the <i>Bill of Rights</i>, and analyze how those rights and liberties have changed over time Explain Rhode Island’s role in the drafting of the <i>Bill of Rights</i> and its ratification of the <i>Constitution of the United States</i> 											

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?
- **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?



SSHS.USI.3.5 The three branches of government Analyze the powers and responsibilities of the three branches of government	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X										
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the powers and responsibilities of the executive branch of the United States government? • What are the powers and responsibilities of the legislative branch of the United States government? • What are the powers and responsibilities of the judicial branch of the United States government? • How do the three branches of government function as checks and balances against each other? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the powers and responsibilities of the executive branch, and analyze how they have changed over time Explain the powers and responsibilities of the legislative branch, and analyze how they have changed over time Explain the powers and responsibilities of the judicial branch, and analyze how they have changed over time Explain the relationships among the branches, and analyze the benefits and drawbacks of how checks and balances operate amongst the branches 											

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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?



Inquiry Topic 4: The Politics of the Early Republic

Compelling Question: Did the *Constitution* create a just government?

<p>SSHS.USI.4.1 The <i>Constitution</i> and different populations of society Argue the impacts of the contradictions between the <i>Constitution's</i> guarantees of freedom and the realities of life for various populations of society in the Early National era</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X		X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What was the legal status of married and unmarried white women in the Early Republic? • What did the <i>Constitution</i> establish about slavery? • What did the <i>Constitution</i> establish about voting rights? • How did the <i>Constitution</i> regulate the lives of Indigenous peoples? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze women’s status and rights in the Early Republic, and argue the benefits and drawbacks from multiple perspectives (e.g., women, men, society as a whole) Analyze the conditions of enslaved peoples during this time, and argue the benefits and drawbacks from multiple perspectives (e.g., the enslaved, enslavers, society as a whole - socially and economically) Analyze the nature and conditions of voting rights, and argue who benefited Analyze the constitutional implications for Indigenous peoples, and argue the benefits and drawbacks from multiple perspectives (e.g., Indigenous governments, Indigenous individuals, United States government) 											

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?



SSHS.USI.4.2 Economic developments in the Early Republic Era Argue how the United States established its economic independence following the American Revolution	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
										X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What economic problems did the new United States face following the Revolutionary War? • Why did Alexander Hamilton establish the Bank of the United States? • How did the United States expand its trade networks in the Early Republic? • What was the Whiskey Rebellion? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> • Analyze the range of economic issues after the Revolutionary War, and argue how those issues affected different groups differently • Analyze the motivations and outcomes of establishing the Bank of the United States and argue who benefited of that action • Analyze the advantages and disadvantages of expanding trade, and argue who benefited from that action • Analyze the reasons for and outcomes of the Whiskey Rebellion, and argue who benefited from that event 											

We the People

Level 3 curriculum connections

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



SSHS.USI.4.3 Foreign policy developments in the Early Republic Era Argue the short- and long-term impacts of the United States’ involvement in foreign affairs in the Early Republic	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X					
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How was the United States involved in the French and Haitian revolutions? • How did American foreign policy develop from the creation of the Jay Treaty to the War of 1812? • How did the <i>Monroe Doctrine</i> change American foreign policy? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> • Explain the rationale for and analyze the outcomes of U.S. involvement in the French and Haitian revolutions, and argue who benefited from that involvement • Analyze the nature and conditions of U.S. foreign policy (e.g., John Jay’s Treaty, Treaty of San Lorenzo / Pinckney’s Treaty), and argue who benefited from those policies • Analyze the effects of the Monroe Doctrine on U.S. foreign policy and how the doctrine has changed over time 											



SSHS.USI.4.4 The emergence of political parties Argue the reasons for the growth of factionalism and political division in the Early Republic	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X			X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What were the beliefs of the Federalists and the Democratic-Republicans? • How did political parties function? • How did political parties affect the elections of 1796 and 1800? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> • Explain the tenets of the Federalist and Democratic-Republican parties, and analyze who they represented • Explain rationales for and actions of political parties, analyze how those rationales and actions have changed, and argue who benefited from those actions • Analyze the actions of political parties during the 1796 and 1800 elections, and argue their impacts on the elections 											

We the People

Level 3 curriculum connections

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



Inquiry Topic 5: The Market Revolution and American Expansion

Compelling Question: Does economic growth mean freedom?

<p>SSHS.USI.5.1 Territorial expansion of the United States Argue the impact of the tactics used to expand the physical boundaries of the United States in the early 19th century</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X		X				
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • How were Thomas Jefferson’s foreign policy goals related to land acquisition? • How did the First Seminole War and the Adams-Onís Treaty expand the territory of the United States? • What was the impact of the ideology of Manifest Destiny and how is it related to settler colonialism? • How did the Mexican War expand the territory of the United States? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze Jefferson’s views of and actions toward land acquisition, and argue who benefited Analyze the effects of the First Seminole War and Adams-Onís Treaty, and argue who benefited from those actions Explain the rationale for and results of Manifest Destiny, analyze Indigenous response and resistance, and argue who benefited (e.g., the Louisiana Purchase 1803, Spanish Florida 1810-1819, Texas Annexation 1845, Oregon Country from Great Britain 1846, Treaty of Guadalupe-Hidalgo 1848, Gadsden Purchase 1853) Analyze the rationale for and outcomes of the Mexican War (e.g., Mexican freedom from Spain in 1821, Treaty of Guadalupe-Hidalgo 1848, California Constitution 1849), and argue who benefited (e.g., effects on Mexican citizens, Indigenous response) from that action 											



SSHS.USI.5.2 Transformations of the Market Revolution Argue the impacts of technological and financial developments and the expansion of markets in the Early Republic Era	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
											X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What caused the Market Revolution? • How did the American system support the growth of capitalism? • What were the main features of industrialization in the early 19th century? • How did mechanization cause changes in agricultural practices? • How did immigrants participate in the Market Revolution and early industrialization? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the rationale for, conditions of, and results of the Market Revolution, and argue who benefited from that situation Analyze the nature and conditions of capitalism, and argue who benefited from that system Analyze the nature and conditions of industrialization, and argue who benefited from that movement Analyze the nature and conditions of mechanization, and argue who benefited from that movement Explain Rhode Island’s role in industry during this period Analyze the roles, conditions, and outcomes of immigrant participation in the United States economy (i.e., European and Asian immigrants), and argue who benefited 											



<p>SSHS.USI.5.3 Meaning and impact of Jacksonian Democracy Argue the impacts of the redefinition of democracy in the early 19th century</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X			X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What were Andrew Jackson’s political ideologies? • How did Jacksonian Democracy expand political representation? • How did the Second Party System emerge? • What was the relationship between Jackson’s treatment of Indigenous people and democratic ideals? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the nature of Jackson’s political beliefs, and argue who benefited from those beliefs Analyze the nature and outcomes of Jacksonian Democracy, and argue who benefited from those outcomes Explain the rationale for the Second Party System, and argue who benefited from that approach Analyze the nature and outcomes of Jackson’s treatment of Indigenous people, and argue who benefited from those outcomes 											



SSHS.USI.5.4 Effects of early industrialization on workers Argue the impacts of the Industrial Revolution on the ways workers lived	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X					X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How did the Textile Revolution affect the lives of white women, enslaved people, immigrants, and children? • How did events in Europe change the demographics of workers in the United States? • How did the emergence of corporations change economics in the United States? • How did the American labor movement originate in the early 19th century? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the characteristics of the Textile Revolution, and argue the impacts on different groups of people (e.g., women, enslaved people, immigrants, children) and who benefited from that situation Analyze the impetus for European migration to the United States and how that changed the demographics of workers Analyze the nature and conditions leading to corporations, and argue who benefited from that movement Analyze the nature, conditions, and outcomes of the American labor movement and how it has changed over time 											



SSHS.USI.5.5 Westward movement of white Americans Argue the impacts of western expansion on Indigenous peoples, immigration, and reshaping the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X				X	X



<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none">• What motivated white easterners to move west?• How did women experience westward expansion?• How did the Gold Rush affect the development of the United States?• How did the Indian Removal Act of 1830 and Trail of Tears affect Indigenous peoples?• How did the establishment of Indian boarding schools affect families and traditions?• How did Indigenous people resist American encroachment on their lands?• How did Indigenous people re-establish communities in Indian Territory?	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none">a. Analyze the rationale for and outcomes of white migration west, and argue who benefitedb. Analyze the effects of the Gold Rush (e.g., on Indigenous peoples, on immigration of people from China, on the environment, on the economy), and argue who benefitedc. Analyze the impact of governmental actions in removal of Indigenous groups (e.g., Trail of Tears, Indian boarding schools), and argue who benefitedd. Analyze Indigenous resistance to white migratione. Explain Indigenous efforts to preserve and perpetuate their communities (e.g., religious practices, traditions surrounding food, clothing, art, ceremony)
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<p>SSHS.USI.5.6 Expansion of slavery and the lives of enslaved people</p>	<p>Connections to the Rhode Island Anchor Standards</p>
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Argue the effects of the conditions under which enslaved people lived and struggled for freedom in the early 19th century	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • Where was slavery most prominent and what forms of labor did enslaved people perform? • How did the Northwest Ordinance of 1787 and the Missouri Compromise of 1820 affect slavery? • How was slavery a factor in the addition of new states to the union? • How did enslaved people maintain connections to their African heritage and traditions? • How did enslaved people resist slavery? 					X	X	X				X	
<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the nature of slavery (e.g., types of labor, living accommodations, Slave Codes), and argue who benefited from that practice Analyze the relationship between cotton, U.S. expansion, and the expansion of slavery, and argue the impacts and who benefited Analyze governmental actions on expansion of slavery, and argue the impacts Analyze the relationship between slavery and the addition of new states (e.g., California, Missouri, Texas) Analyze the conditions and actions taken that led to the preservation and perpetuation of African traditions and people (e.g., music, clothing, religious beliefs) Analyze the efficacy of efforts to resist slavery (e.g., self-emancipation, slowing down work, destruction of property, Stono Rebellion 1739, Nat Turner’s Rebellion 1831) 												

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?



Inquiry Topic 6: Competing Visions and Regionalism in Antebellum America

Compelling Question: Is reform always the same thing as change?

SSHS.USI.6.1 The Second Great Awakening Argue the impacts of the Second Great Awakening on American thought and behavior	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What caused the Second Great Awakening? • What were the main religious ideas of the Second Great Awakening? • How did the Second Great Awakening foster an interest in social reform and participation by women in social and political issues? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the rationale for and nature of the Second Great Awakening, and argue who benefited from that movement Explain the fundamental tenets of the Second Great Awakening Analyze the goals and outcomes of the Second Great Awakening, and argue who benefited from that movement 											



SSHS.USI.6.2 Antebellum reformers and social issues Argue the impact of attempts by reformers to change American society in the antebellum period	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How did reformers want to change American institutions such as prisons and schools? • Why did antebellum reformers think temperance was important? • What was the connection between the abolitionist and women’s rights movement? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the goals for and outcomes of institutional reform movements (e.g., prisons, schools) and argue who benefited Analyze the goals and outcomes for the temperance movement and argue who benefited Analyze connections between the abolitionist and women’s right movements and argue who benefited 											



<p>SSHS.USI.6.3 Abolitionists and their arguments against slavery Argue the impact of the collaborative efforts of abolitionists to end slavery in the United States</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X					X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What religious arguments did abolitionists use against slavery? • What political arguments did abolitionists use against slavery? • How did free Blacks and white women participate in the abolitionist movement? • What political and economic tactics did abolitionists use against slavery? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the religious and political rationales for abolition Identify the notable leaders and followers of the abolition movement (e.g., Olaudah Equiano, Frederick Douglass, Sojourner Truth, William Lloyd Garrison, Lydia Maria Child, including the role of Elizabeth Buffum Chace in the Underground Railroad in Rhode Island), analyze their contributions, and argue their impacts on the movement Analyze the political and economic approaches to abolishing slavery (e.g., petitions to Congress, literature, protests, boycotts), and argue the impact of those approaches 											

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?



<p>SSHS.USI.6.4 Women’s participation in public life</p> <p>Argue the impact of the increasingly common participation of women in public life in antebellum America</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What was the Cult of True Womanhood? • How did women use benevolent associations to participate in public life? • How did educational opportunities for women expand in the antebellum era? • What were the origins of the women’s suffrage and rights movement? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the assumptions behind the Cult of True Womanhood and argue who benefited from this concept Analyze the value of benevolent associations to increase women’s participation in public life (e.g., The Society for the Relief of Poor Widows and Small Children, Female Humane Association, Ladies Charleston Volunteer Aid Society), and argue the impacts of that participation Explain the increase in women’s educational opportunities and argue who benefited from those opportunities Analyze the growth of women’s suffrage movement and argue its impacts 											

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?



<p>SSHS.USI.6.5 Growing regional differences between the North and South</p> <p>Argue the impacts of the growing regional antagonism in the United States between the North and the South in the antebellum period</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X	X				X	X	X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • How did pro-slavery advocates defend the system of slavery? • How did the Missouri Compromise of 1820 and the Nullification Crisis divide the North and the South? • What was the fear of a slave power conspiracy? • How did economic differences contribute to growing sectional division? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the arguments in favor of slavery and argue who benefited from this practice Analyze the influence of governmental actions on regional differences Analyze white reactions to enslaved people’s uprisings and argue the impacts of those reactions Explain the role of economics in regional divisions 											

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?



Inquiry Topic 7: The Civil War and Reconstruction

Compelling Question: Has the Civil War really ended?

SSHS.USI.7.1 Long-term causes of the Civil War Argue how social, cultural, economic, and political pressures and differences how led to the outbreak of civil war in the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X				X	X				X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What was sectionalism and how did it divide the United States? • How did industrialization contribute to growing sectional differences? • What was the Crisis of the 1850s? • Why was the Republican Party created and why was the Election of 1860 pivotal in U.S. history? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the nature and conditions of antebellum sectionalism and argue who benefited from this situation Analyze the implications of industrialization for sectionalism Analyze the effects of political decisions on sectionalism (e.g., Compromise of 1850, Fugitive Slave Law 1850, Kansas-Nebraska Act 1854, Dred Scott decision 1857, Lincoln- Douglas debates, John Brown’s raid on Harpers Ferry 1859) and argue the impact of those actions Analyze the rationale for and the outcomes of the rise of the Republican party 											



<p>SSHS.USI.7.2 Resources the North and South had at the start of the Civil War</p> <p>Argue how the advantages and disadvantages that the North and South had at the start of the Civil War played a role in the outcome of the War</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X				X	X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What role did industrialization and agriculture have in the Civil War? • What kinds of military training and experience did the leaders of the Union and Confederate armies have? • What is the difference between a war of offense and a war of defense? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze components of industry and agriculture during this time period, and argue their impacts on the development of the Civil War Analyze the relative advantages and disadvantages of Union and Confederate military leadership and argue their impacts to the War Explain the distinctions between a war of offense and a war of defense 											



<p>SSHS.USI.7.3 Roles of various individuals and groups in the Civil War</p> <p>Argue the impact of the roles and experiences of the multitude of individuals and groups during the Civil War</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • How did free and enslaved black Americans experience the Civil War? • How did Indigenous Americans experience the Civil War? • How did women experience the Civil War? • How did immigrants experience the Civil War? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the roles fulfilled by Black Americans during the Civil War(e.g., roles of Black regiments including the 14th Rhode Island Heavy Artillery Unit (Colored)), analyze their experiences and contributions, and argue the impacts of their efforts Explain the roles fulfilled by Indigenous Americans during the Civil War, analyze their experiences and contributions, and argue the impacts of their efforts Explain the roles fulfilled by women during the Civil War (e.g., Kady Brownell, Katharine Prescott Wormeley, Julia Ward Howe), analyze their experiences and contributions, and argue the impacts of their efforts Explain the roles fulfilled by immigrants during the Civil War, analyze their experiences and contributions, and argue the impacts of their efforts 											



<p>SSHS.USI.7.4 The <i>Emancipation Proclamation</i> Argue the effects the <i>Emancipation Proclamation</i> had on the Civil War as policy and propaganda</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> Why did Abraham Lincoln write and deliver the <i>Emancipation Proclamation</i>? What effect did the <i>Emancipation Proclamation</i> have on the Civil War? How did Black Americans respond to the <i>Emancipation Proclamation</i>? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the rationale for and conditions of the <i>Emancipation Proclamation</i> Analyze the scope and outcomes of the <i>Emancipation Proclamation</i>, and argue its impact Analyze Black American responses to the <i>Emancipation Proclamation</i> (e.g., General Order No.3 and Juneteenth) 											

We the People

Level 3 curriculum connections

- Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?



<p>SSHS.USI.7.5 Leaders, decisive battles, and the reasons for Union victory</p> <p>Argue the impact of military components, leaders, and battles, on the course and end of the Civil War</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • How did the events at Fort Sumter start the Civil War? • What roles did military leaders on both sides perform during the War? • What battles led to turning points during the War? • Why is the Battle of Gettysburg an important historical event? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the role and implications of the attack on Fort Sumter for the Civil War, and argue the impacts of the outcome Explain the roles of military leaders during the war (e.g., Abraham Lincoln, Ambrose Burnside, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson), analyze their contributions, and argue their impacts on the War Analyze decisive battles (e.g., Antietam, Vicksburg), and argue their impacts on the course of the War Analyze the relevance of the battle of Gettysburg 											



<p>SSHS.USI.7.6 Management of Reconstruction Argue the impact of the conflict between the Reconstruction plans of Abraham Lincoln, the Radical Republicans, and Andrew Johnson</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● What position did Lincoln favor taking toward the former Confederate states? ● What was the Radical Republican plan for Reconstruction? ● Why did Congress impeach Andrew Johnson? ● What were the components of Reconstruction? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> a. Analyze the rationale for and components of Lincoln’s approach to Reconstruction, and argue who benefited from that approach b. Analyze the rationale for and components of the Radical Republicans’ plan for Reconstruction, and argue who benefited from that plan c. Explain the rationale for and analyze the outcome of the impeachment of Andrew Johnson d. Analyze the components and outcomes of Reconstruction, and argue who benefited from the approach 											



SSHS.USI.7.7 The effects of Reconstruction on Black Americans Argue how Reconstruction affected Black Americans and the establishment of their lives after enslavement	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X					X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What did the 13th, 14th, and 15th amendments do? • Why have Black Americans celebrated Juneteenth and why has it recently become a national holiday? • How important was education to formerly enslaved African Americans? • What was sharecropping and how did it reconstitute the conditions of slavery? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze components and outcomes of the 13th, 14th, and 15th amendments, and argue who benefited from those amendments Argue ways that the 15th Amendment was limited Analyze the reactions of Black Americans to the end of the Civil War Explain the importance of education for Black Americans after the Civil War, including roles of institutions such as the Freedmen’s bureau and Rhode Island Association for Freedmen Analyze the components and outcomes of sharecropping, and argue who benefited from that practice 											

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 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?