



We the People Level III (High School)
2009 Revision



List of Units and Lessons

(visit www.nyscms for related classroom activities)

Unit 1: What are the Philosophical and Historical Foundations of the American Political System?

- Lesson 1 What Did the Founders Think About Constitutional Government?
- Lesson 2 What Ideas About Civic Life Informed the Founding Generation?
- Lesson 3 What Historical Developments Influenced Modern Ideas of Individual Rights?
- Lesson 4 What Were the British Origins of American Constitutionalism?
- Lesson 5 What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Hold??
- Lesson 6 Why Did the American Colonists Want to Free Themselves from Great Britain?
- Lesson 7 What Basic Ideas about Government and Rights Did the State Constitutions Include?

Unit 2: How Did the Framers Create the Constitution?

- Lesson 8 What Were the Articles of Confederation, and Why Did Some Founders Want to Change Them?
- Lesson 9 How Was the Philadelphia Convention Organized?
- Lesson 10 Why Was Representation a Major Issue at the Philadelphia Convention?
- Lesson 11 What Questions Did the Framers Consider in Designing the Three Branches of the National Government?
- Lesson 12 How Did the Delegates Distribute Powers between National and State Governments?
- Lesson 13 What Was the Anti-Federalists' Position in the Debate about Ratification?
- Lesson 14 What Was the Federalists' Position in the Debate about Ratification?

Unit 3: How Has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?

- Lesson 15 How Have Amendments and Judicial Review Changed the Constitution?
- Lesson 16 What is the Role of Political Parties in the Constitutional System?
- Lesson 17 How Did the Civil War Test and Transform the American Constitutional System?
- Lesson 18 How Has the Due Process Clause of the Fourteenth Amendment Changed the Constitution?
- Lesson 19 How has the Equal Protection Clause of the Fourteenth Amendment Changed the Constitution?
- Lesson 20 How Has the Right to Vote Been Expanded Since the Adoption of the Constitution?

Unit 4: How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices??

- Lesson 21 What is the Role of Congress in American Constitutional Democracy?
- Lesson 22 How Does Congress Perform its Functions in the American Constitutional System?
- Lesson 23 What is the Role of the President in the American Constitutional System
- Lesson 24 How are National Laws Administered in the American Constitutional System
- Lesson 25 What is the Role of the Supreme Court in the American Constitutional System
- Lesson 26 How Does American Federalism Work?

Unit 5: What Rights Does the Bill of Rights Protect?

- Lesson 27 What are Bill of Rights and What Kinds of Rights Does the U.S. Bill of Rights Protect?
- Lesson 28 How Does the First Amendment Affect the Establishment and Free Exercise of Religion?
- Lesson 29 How Does the First Amendment Protect Freedom of Expression?
- Lesson 30 How Does the First Amendment Protect Freedom to Assemble, Petition and Associate?
- Lesson 31 How Do the Fourth and Fifth Amendments Protect Against Unreasonable Law Enforcement Procedures?
- Lesson 32 How Do the Fifth, Sixth and Eighth Amendments Protect Rights within the Judicial System?

Unit 6: What Challenges Might Face American Constitutional Democracy in the Twenty-first Century?

- Lesson 33 What Does it Mean to Be a Citizen?
- Lesson 34 What is the Importance of Civic Engagement to American Constitutional Democracy?
- Lesson 35 How Have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States?
- Lesson 36 How Have American Political Ideas and the American Constitutional System Influenced Other Nations?
- Lesson 37 What Key Challenges Does the United States Face in the Future?
- Lesson 38 What are the Challenges of the Participation of the United States in World Affairs?
- Lesson 39 What Is Meant by Returning to Fundamental Principles?

Note: This is the table of contents from the high school level textbook, *We the People*, Level III (Calabasas, CA: Center for Civic Education, 2009). For information on the New York State *We the People* Program, please contact: Law, Youth & Citizenship Program, New York State Bar Association, One Elk Street, Albany, NY, 12207; 518-486-1748 ph; 518-486-1571 fax; lyc@nysba.org www.lycnyc.org

We the People Level III (High School)
Correlated to the NYS Scope and Sequence and Standards for Social Studies
High School Scope and Sequence: "United States History & Government"

Scope and Sequence: Content Outline*	Standards* *	We the People Level III Text
<i>UNIT TWO: CONSTITUTIONAL FOUNDATIONS FOR THE UNITED STATES DEMOCRATIC REPUBLIC</i>		
<i>I. The Constitution: The Foundation of American Society</i>		
A. Historical Foundations		
1. 17 th and 18 th century Enlightenment thought	2,5	Lessons 1-7
2. Colonial experience	1, 5	Lessons 5-7
3. The Revolutionary War and the Declaration of Independence	1, 5	Lesson 6
4. Articles of Confederation	1, 5	Lesson 8
B. Constitutional Convention		
1. Representation and process	1,5	Lesson 9
2. Conflict and compromise	1,5	Lessons 10-12
3. The document: Structure of Government	1,5	Lessons 11-12
4. Ratification		
a. The Federalist Papers	1,5	Lesson 14
b. The Debate		Lessons 13-14
C. The Bill of Rights		
	1,5	Lessons 13-14
D. Basic Structure and Function: Three Branches and their Operation		
	1,5	Lesson 11
E. Basic Constitutional Principles		
National power—limits and potentials	5	Lessons 12; 26
Federalism—the Balance between nation and state	5	Lesson 12
The Judiciary—interpreter of the Constitution or shaper of public policy	5	Lessons 11, 15, 25
Civil Liberties—the balance between government and the individual	1,5	Lessons 18-19; 27-32

Criminal liberties—the balance between the rights of the accused and protection of the community	5	Lessons 31-32
Equality—its definition as a constitutional value	5	Lesson 19
The rights of women under the constitution	1, 5	Lessons 15, 20, 35
The separation of powers and the capacity to govern	5	Lessons 11; 38
Constitutional change and flexibility	5	Lesson 15
F. Implementing the New Constitutional Principles		
1. Creating domestic stability through sound financial policies: Hamilton’s financial plans	1, 4, 5	Lesson 16
2. Development of unwritten Constitutional government under Washington, Adams, and Jefferson	1, 5	Lessons 1, 15, 16
<i>II. The Constitution Tested</i>		
A. Constitutional Stress and Crisis		
1. Developing sectional differences and philosophies of government	1, 5	Lesson 17
2. Equal rights and justice	1, 5	Lessons 18-19
3. The great Constitutional debates	1, 5	Lesson 17
B. The Constitution in Jeopardy: The American Civil War	1, 5	Lesson 17
<i>UNIT THREE: INDUSTRIALIZATION OF THE UNITED STATES</i>		
<i>I. The Reconstructed Nation</i>		
A. Reconstruction Plans		
1. Lincoln plan	1, 5	Lesson 17
3. Post-Civil War amendments (13, 14, and 15)	1, 5	Lessons 17-19
C. The New South		
2. Status of former slaves	1,5	Lessons 17, 19, 20
4. Supreme Court interpretations of the 14 th Amendment	1,5	Lesson 19

D. End of Reconstruction 4. <i>Plessy v. Ferguson</i> (1896), “separate but equal”	1,5	Lesson 19
E. The impact of the Civil War and Reconstruction: Summary	1	Lesson 17
<u><i>III. Adjusting Society to Industrialism: American People and Places</i></u>		
B. The Last Frontier 4. Native Americans: Status since 1607	1,5	Lessons 20, 33, 35
UNIT FOUR: THE PROGRESSIVE MOVEMENT: RESPONSES TO THE CHALLENGES BROUGHT ABOUT BY INDUSTRIALIZATION AND URBANIZATION		
<u><i>I. Reform in America</i></u>		
C. Progress: Social and Economic Reform and consumer protection 2. Other areas of concern b. Women’s rights (suffrage movement)	1, 5	Lessons 20, 35
c. The black movement and reform (formation of NAACP)	1,5	Lessons 20, 35
<u><i>II. Americans Reaching Out</i></u>		
D. Wartime Constitutional Issues 2. Espionage and sedition acts	1, 5	Lesson 29
UNIT FIVE: AT HOME AND ABROAD; PROSPERITY AND DEPRESSION, 1917-1940		
<u><i>I. War and Prosperity: 1917-1929</i></u>		
B. Mass Consumption and the Clash of Cultural Values 2. Constitutional and legal issues a. Threats to civil liberties	1, 5	Lesson 29
3. Shifting cultural values b. Women’s changing roles (19 th Amendment)	1,5	Lesson 20
UNIT SIX: THE UNITED STATES IN AN AGE OF GLOBAL CRISIS: RESPONSIBILITY AND COOPERATION		
<u><i>II. Peace with Problems: 1945-1960</i></u>		
D. The Cold War at Home	1, 5	Lesson 29

UNIT SEVEN: WORLD IN UNCERTAIN TIMES: 1950-PRESENT

<i>II. Containment and Consensus: 1945-1960</i>		
C. Domestic Politics and Constitutional Issues	1, 5	Lesson 19
1. The Eisenhower peace		
d. The Warren Court		
2. Civil rights		
b. <i>Brown v. Topeka Board of Education</i> , 1954	1,5	Lessons 19, 35
c. Beginnings of modern black civil rights movement	1,5	Lesson 35
<i>III. Decade of Change: 1960's</i>		
A. The Kennedy Years		
1. The New Frontier: Dreams and promises	1, 5	Lesson 35
a. Civil rights actions		
B. Johnson and the Great Society		
3. Continued demands for equality: Black civil rights movement	1, 5	Lesson 35
4. Demands for equality: Women	1, 5	Lessons 20, 35
7. Rights of the Accused (<i>Miranda v. Arizona</i> , 1966)	1, 5	Lesson 31

*Only items from the “Scope and Sequence” (Part 1.2 of Social Studies Resource Guide, New York State Education Department) addressed in the *We the People* text are listed.

**New York State Education Department, Learning Standards for Social Studies, Revised Edition (Albany, June 1996.) The Learning Standards are as follows—Standard 1: History of the United States and New York; Standard 2: World History; Standard 3: Geography; Standard 4: Economics; Standard 5: Civics, Citizenship, and Government.

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The NYSBA/LYC Civics Roadmap www.nyscms.org contains standards-related classroom resources by grade level.