

Civic-Learning Compendium for the California History-Social Science Framework

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Endorsed by the California Council for the Social Studies

The development of this resource was supported by a grant from the Los Angeles County Office of Education, administered by the Sacramento Office of Education, and by the California County Superintendent of Schools Educational Services Association

Civic-Learning Compendium for the California History-Social Science Framework
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Civic-Learning Compendium for the 2016 California History-Social Science Framework

Introduction

As any good teacher knows, when you ask students to *apply* what they have learned to real world scenarios, they are internalizing knowledge at a deeper level, developing complex cognitive skills that can be applied in new situations, and strengthening skills and attitudes that will serve them well in their futures. It is important to provide the space, time, and opportunity for students to engage in civic actions, work with policymakers and community members to solve real world problems through responsible, democratic means.

The new History-Social Science Framework provides a number of ideas and strategies for increasing students' civic knowledge and skills. This compendium was designed to provide additional action-oriented instructional practices to strengthen civic knowledge, civic participatory skills, and civic dispositions for all students at all grade levels. In order for students to become fully engaged, responsible citizens, they need to practice being engaged citizens during their K-12 educational experience. They need to “flex their civic muscles” in safe, meaningful settings to operate as engaged citizens once they graduate high school. The updated California History-Social Science Framework includes a great deal of language, information, and ideas for integrating civic learning throughout the curriculum.

The introduction to the Framework (Chapter 1) emphasizes the importance of teaching democratic values in the classroom, in the curriculum, and in daily life outside school. Students should use their communities to gather information regarding public issues and become familiar with individuals and organizations involved in public affairs, and whenever possible, opportunities should be available for participation and for reflection on the responsibilities of citizens in a free society. Students should develop an appreciation of how necessary an informed electorate is in making possible a successful democracy. They should learn that reading informational text in newspapers, articulating similarities and differences between political candidates, making claims supported by evidence, and discerning genres of arguments for example, are all essential virtues that an informed citizenry must possess. We want students to develop a keen sense of ethics and citizenship and respect for all persons as equals regardless of ethnicity, nationality, gender identity, sexual orientation, and beliefs. We want young people to care deeply about the quality of life in their community, the nation, and their world and recognize their responsibility as members of the global community to participate ethically and with humanity in their interactions with members of the world's various nations, cultures and peoples. The strategies for engaging students in civic learning in the Framework and this compendium are tightly aligned to California Common Core Standards and can support English-Language development of English learners in our schools.

Each grade level chapter in the Framework includes ideas for classroom discussion of issues, critical thinking, and linking historical content to civic competencies and capacities. The updated Grade 12 Government course description includes revised content and a greater skill building focus on taking action. Civic-learning skills are added to the Historical and Social Sciences Analysis Skills. The updated framework also includes valuable appendices, *Educating for Democracy: Civic Education in the History-Social Science Curriculum, Religion and History – Social Science Education, and Practicing Civic Engagement: Service Learning in the History-Social Science Framework.*

The democratic principles we cherish most – liberty, justice, equality, freedom of religion, and freedom of expression can only be fully realized for all citizens if our society allows its members to share points of view, deliberate civilly with one another, and work toward finding common ground to peacefully solve problems and meet the challenges of the 21st century. It is our hope that this compendium will provide you with ideas, approaches, and inspiration to meet the challenge of preparing all our students for civic life.

In the words of United States Supreme Court Justice Anthony Kennedy,

We must have a population that knows the meaning of freedom and its history.

Every citizen, not just government officials, has the duty to preserve, protect and defend the Constitution. But you cannot preserve what you have not studied, you cannot protect what you do not comprehend, you cannot defend what you do not know.¹

Social Studies and Civic Learning

History-social science — economics, geography, government, and history — offers teachers many opportunities to help students develop increased civic capacities and competencies. A study of history helps students gain insights into the problems and issues of the past which can be brought to bear when considering contemporary issues and problems. A study of economics, geography, government, and history provides content that students, and indeed adults, need to adequately address political and public policy issues. Moreover, teacher utilization of interactive classroom methods such as structured discussion, simulations of past and present governmental processes and practices, and civic-based service learning can help students develop key abilities necessary for informed, skilled, and engaged participation in local, state, and national civic life.

Connections to the Past

Linking the past to the present has always been a mark of good history instruction at the pre-collegiate level. When teaching about the challenges of drought and flood in ancient river cultures, connections can be made to modern water issues in contemporary California, and students can be encouraged to identify similar issues and examine policies for addressing them. When learning about the framers proposing the Electoral College system as part of Article I of the United States Constitution, students can study the effects it has had on recent national elections and examine policies proposed to reform it. Students can compare ancient and historical justice systems with modern ones and examine the issues and controversies they face. These approaches clearly demonstrate the relevance of the past to the present and motivate students to apply their learning to the real world issues of today.

Interactive Classroom Methods

In addition to knowledge about economics, geography, government, and history, an engaged citizen needs to develop effective participation skills and to apply those skills and knowledge to real problems and issues. To help students develop these skills, we need to actively engage them in the classroom to analyze and evaluate sources of information, use evidence to draw conclusions and make decisions, present and share their ideas in writing and orally, and work with others to address real issues and problems. The social studies teacher can grow these abilities by making sure their students have multiple opportunities to participate in classroom discussion of controversial public policy issues; simulations of governmental processes in which they take the

¹ U.S. Supreme Court Justice Anthony Kennedy, speech at American Bar Association Annual Meeting, San Francisco, 2013.

role of decision makers and advocates; and civic-based service learning where they select and study real community problems and issues; examine public policy; and take action to address them.

Structured Classroom Discussion: With this method, students read and analyze source(s) that provide multiple perspectives on an issue or problem. Then through a series of steps they summarize and share information, ask questions and listen, use evidence to examine positions, and draw conclusions based on the evidence and the arguments shared by the group. Through this process students develop critical thinking, effective listening and presentation skills, and learn how to engage in civil discourse—all critical to the role of citizen.

Simulations: By taking part in simulations of governmental and democratic processes such as mock trials, moot courts, legislative hearings, and town meetings, students learn more about how government works and develop skills necessary to participate in government as public and appointed officials, advocates, and citizens.

Civic-based Service Learning: With this experiential and project-based strategy, students learn civics by doing civic engagement. They are challenged to choose and examine real problems or issues in the school/community or on the wider stage, analyze public policies relating to their issues, interact with policy makers, and propose and conduct projects to address them. Through the process, students learn advocacy skills, how the system works, and how to work collaboratively to address real-world problems. Moreover, they develop self-confidence, a sense of efficacy, and a commitment to goals.

To support teachers in laying a foundation for higher levels of civic-based service learning in the upper grades, consider these elements and identify opportunities throughout the grade spans. Give students an opportunity to identify a public policy issue in their school, community, state, or across the nation, and gather information from a variety of sources to analyze and understand.

Have them identify:

- the cause(s) of the issue;
- conflicting points of view about the issue – why is this a problem and to whom?
- which individuals or groups are affected; which are not affected;
- various solutions that are *constitutional and unconstitutional*;
- pro/con arguments and cost/benefit analysis of various solutions.

Through this process, teachers can engage students in a number of speaking and listening opportunities in a variety of settings and educate students about the importance of engaging in dialogue about controversial and non-controversial issues in a manner that is collegial, respectful, civil, and productive. In doing so students practice active listening, paraphrasing, asking clarifying questions, and supporting claims with relevant, reliable evidence.

Examples of various speaking and listening scenarios may include:

- one-on-one and/or group interviews with community members to gain information and understanding about multiple perspectives about an identified public policy issue.
- small group discussions to share information gathered;
- teacher-led collegial discussions and formal debate that follow specific protocols for civil discourse to analyze research collected by students, pose and respond to relevant questions, reach consensus on a public policy proposal, establish roles and responsibilities of individuals and groups, and determine steps for the public policy to be proposed and adopted by the local governing body.

Students can deliberate the complexities of the issues in structured discussion, while delineating, interpreting, and analyzing arguments from various speakers to draw conclusions based on sound reasoning and evidence.

Structured discussion methods include:

- Socratic Seminar
- Structured Academic Controversy
- Civil Conversation
- Philosophical Chairs

Teachers can help students plan and deliver an oral presentation to propose a public policy solution to the appropriate governing body with relevant evidence, sound valid reasoning, and well-chosen details. Students should also provide the audience with a comprehensive view of the various points of view regarding the causes, consequences, and solutions to the identified issue followed by the claims, evidence, and rationale for public policy being proposed. Students should exhibit speaking skills, such as use of appropriate eye contact, adequate volume, and clear pronunciation, and should include multimedia and visual displays into presentation to clarify information, strengthen claims and evidence, and add interest.

At the conclusion of the project, take time to reflect upon the process:

- What was learned?
- How were challenges addressed?
- What knowledge was gained?
- What skills were developed?
- How did this project inform your role and responsibility as a citizen?

How to Use This Compendium

This compendium parallels the structure of the Framework. It begins with Chapter 2 of the Framework, which outlines the K-5 grade span, and ends with Chapter 17, “Principles of American Government.” In this compendium, selected sections from the Framework are indicated on a course-by-course basis, highlighting content areas particularly suitable for enhanced civic learning approaches. Also described are classroom applications, including structured discussions, simulations, and other interactive methods that provide opportunities for students to develop civic-learning knowledge and skills. At the end of each course is a section that suggests civic-based service-learning approaches in addition to what is described below.

Instructional Practice for Kindergarten through Grade Five

From the Framework: Chapter 2

Civics and Government

When studying civics, students explore how people participate in the governing of society. In elementary school, students begin by examining the roles and responsibilities of people in their immediate community and grow to understand the roles and responsibilities of government at different levels, in different branches, and in different times and places. They also begin to understand how all people in a community or society participate in a democracy and interact with each other responsibly. Students explain the need and purposes, who makes and enforces, and how people can change and improve rules and laws in school, their community, their state, and their nation. Students begin to understand and apply civic virtues, and democratic principles such as equality, fairness, and respect for legitimate authority and rules. They identify how these principles guide government and communities and how people and governments can work together to address public issues and problems. They learn how to participate effectively in discussions and use deliberative processes when making decisions as a group. Additionally, students compare their own point of view with others' perspectives and how beliefs, experiences, perspectives, and values contribute to these perspectives.

These civics-related activities can be woven into a variety of classroom content areas:

- 1. Students identify and explain the origins and purposes of rules, laws, and key U.S. Constitutional provisions and the role they play in addressing public problems and issues.*
- 2. Students use deliberative discussion when making decisions or reaching judgments as a group.*
- 3. Students construct arguments and positions on issues using reasoning and evidence from multiple sources.*
- 4. Students identify and describe ways to take action individually and in groups to address problems and issues.*

Kindergarten – Learning and Working Now and Long Ago

From the Framework: Chapter 3

- *How can we learn and work together?*
- *What does it mean to be an American?*
- *How are our lives different from those who lived in the past? How are they the same?*
- *What is our neighborhood like?*

In kindergarten, students begin the study of history–social science with concepts anchored in the experiences they bring to school from their families and communities. Students explore being a good citizen, national symbols, work now and long ago, geography, time and chronology, and life in the past.

Learning and Working Together

*In Standard K.1, students explore the meaning of good citizenship by learning about rules and working together, as well as the basic idea of government, in response to the question, **How can we learn and work together?** An informational book such as *Rules and Laws* by Ann-Maria Kishel may be used to introduce the topic while teachers use classroom problems that arise as opportunities for critical thinking and problem solving. For example, problems in sharing scarce resources or space with others or in planning ahead and ending one’s activity to be on time for the next activity teach students to function as a community of learners who make choices about how they conduct themselves. Students need help in analyzing problems, considering why the problem arose, considering other alternatives, developing awareness of how alternative behaviors might bring different results, and learning to appreciate behaviors and values that are consistent with a democratic ethic. Students and teachers can dramatize issues and choices that create conflict on the playground, in the classroom, and at home and brainstorm choices that exemplify compromise, cooperation, and respect for rules and laws. Students must have opportunities to discuss these more desirable behaviors, try them out, and examine how they lead to more harmonious and socially satisfying relationships with others. Literature books such as *Kevin Henkes’ Lily’s Purple Plastic Purse* and *David Shannon’s David Goes to School*, and *Laura Vacaaro Seeger’s Bully* may be used to explore these themes.*

Civic Learning Applications

Creating Classroom Rules

Children understand complex concepts of fairness, equality, and justice at very young ages and can begin to develop civic skills by actively participating in rule-making processes in their classrooms, discussion, and decision-making. In this way, students are introduced to civic virtues such as following rules, taking turns, honesty, individual responsibility, and understanding consequences of actions.

1. Ask students to brainstorm, “why are rules important? What would it be like if there were no rules at home? At school? In our neighborhood?”
2. Brainstorm a number of rules for the classroom.
3. Invite students to discuss why each rule is important to assure order, safety and fairness.
4. Reach consensus with students to finalize a list of rules and consequences for breaking the rules.

Civic Learning Application: Civic-Based Service Learning

Problem-solving is a skill that can also be developed at a young age. Helping children address issues by examining and contemplating a number of options is a valuable skill that will serve them well throughout their lives.

1. Ask students, “what do you see as a problem in our classroom or school?”
2. Engage students in a discussion, “why is it a problem and what can be done to correct it?”
3. Brainstorm a number of rules that can be enforced, altered or created to address the problem.
4. Invite students to talk with the principal to address the problem by considering a new rule.

Kindergarten – Learning and Working Now and Long Ago, Chapter 3 - continued

Students also need guidance in understanding the purpose of rules and laws and why a government is necessary. Teachers can discuss rules at home and at school and ask why they are important. What happens when family members choose not to follow rules? Students can help create classroom rules for the purpose of establishing a safe environment where learning can occur. Students can also discuss possible consequences for breaking these rules.

**Kindergarten Classroom Example: Being a Good Citizen
(Integrated ELA and Civics)**

The students in Ms. Miller’s class are familiar with young David’s antics in David Shannon’s picture book, No, David! They have chuckled with Ms. Miller over the story and illustrations many times. Ms. Miller and her kindergarten students explore what it means to be a good citizen and why rules are important. Ms. Miller reads aloud Shannon’s sequel, David Goes to School, in which a young David chooses to break one classroom rule after another. With support, the children identify and discuss the main ideas of the narrative conveyed in the text and illustrations at appropriate points.

Ms. Miller asks text-dependent questions to guide the children’s comprehension and critical analysis of the story. She returns to the story with them to locate specific language in the text that address these questions:

- *What are the school rules in this book?*
- *Who is the author? Do you think the author believes that it is important to have rules at school and in the classroom? Why?*
- *What does David think of the rules? Does he think they are important? How do you know?*
- *What lessons do you think the author wants us to learn about rules that we can apply to our own school?*
- *Let’s compare the rules in our school with the rules in David’s school. Which are similar and which are different?*

To further develop students’ critical thinking, Ms. Miller asks students to reflect on the rules in their own classroom. She refers to the posted list of classroom rules that the children helped develop early in the school year and encourages brief, small group conversations to consider whether any need to be changed or added. What rules in our classroom would you like to add? Why? What rules in our classroom would you like change? Why?

Knowing that some of the children need scaffolding to convey their thoughts, she provides an optional sentence frame: “We should add/change _____ as a rule because _____.” (Ms. Miller considers adding or changing one of the classroom rules so that the children recognize that their input has impact.)

Kindergarten – Learning and Working Now and Long Ago, Chapter 3 - continued

From the Framework

*Students further their study of good citizenship by learning about people who exhibit honesty, courage, determination, individual responsibility, respect for the rights of others, and patriotism in American and world history. Teachers may introduce students to important historical figures who exhibit these characteristics by reading biographies such as *Now and Ben: The Modern Inventions of Benjamin Franklin* by Gene Baretta, *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull, *The Story of Ruby Bridges* by Robert Coles, *Clara and Davie* [a story of Clara Barton] January 28, 2014 by Patricia Polacco (Scholastic Press), and *Malala: A Brave Girl from Pakistan/Iqbal: A Brave Boy from Pakistan* by Jeanette Winter. They can use such biographies to illustrate decisions that these people made.*

*Stories, fairy tales, and nursery rhymes that incorporate conflict and raise value issues that are both interesting and understandable to young students are effective tools for citizenship education. Students deepen their understanding of good citizenship by identifying the behavior of characters in the stories, observe the effect of this behavior on others, examine why characters behaved as they did, and consider whether other choices could have changed the results. These collaborative conversations are intended to help them acquire those values of deliberation, informed decision-making, and individual responsibility that are consistent with being a good citizen in a democratic nation. A few examples of such stories are “Jack and the Beanstalk,” “Goldilocks and the Three Bears,” selections from Aesop’s Fables, *Tortillitas para Mama* (Margot Friedgo), *Helen Lester’s Me First*, Gary Soto’s *Too Many Tamales* and Virginia Hamilton’s *The People Could Fly*.*

Kindergarten – Learning and Working Now and Long Ago, Chapter 3 - continued

National and State Symbols

Kindergarten students explore the strands of national identity and cultural literacy by learning about national and state symbols in Standard K.2, using the question, What does it mean to be American? Students may investigate the importance of national and state symbols such as the national and state flags, the bald eagle, and the Statue of Liberty and how these symbols relate to America’s cultural and national identity. Students can begin to discover the values and principles in these symbols, by examining photographs, artwork, poems, as well as literature and informational texts. The teacher may choose to integrate this standard with Standards K.6.1 and K.6.2 and create a larger unit on national symbols, holidays, and important Americans. Literature, such as America the Beautiful (Katherine Lee Bates); Fireworks, Picnics, and Flags (Jim Griblin); and Purple Mountain Majesties (Barbara Younger), can both engage and develop student understanding of these standards. In addition, songs such as “America the Beautiful,” the “Star Spangled Banner,” and Woody Guthrie’s “This Land Is Your Land,” all support student engagement and learning.

Grade One – A Child’s Place in Time and Space

From the Framework: Chapter 4

- *Who is responsible for enforcing the rules? What are the consequences if people choose to break these rules?*
- *What is our community like?*
- *How is our life different from those who lived in the past and how is it the same?*
- *How do many different people make one nation?*

Students in the first grade are ready to learn more about the world they live in, about the choices they make, and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Students’ expanding sense of place and spatial relationships provides readiness for new geographic learning and a deeper understanding of chronology. Students also are ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore.

The Rights and Responsibilities of Citizenship

*Students learn about the values of fair play and good sportsmanship, respect for the rights and opinions of others, and build on their understanding of respect for rules by which we all must live. Students can discuss the class rules and understand how they developed. They can also consider the questions: **Who is responsible for enforcing the rules? What are the consequences if these rules are broken?** Emphasis should be placed on having the students solve the social problems and decision-making dilemmas that naturally arise in the classroom; for example, problems in sharing scarce supplies, bullying students perceived as different, or in deciding how best to proceed on a group project when a dilemma arises. In using this approach, students will learn that problems are a normal and recurring feature of social life and that they have the capacity to examine and solve problems.*

Civic Learning Applications

Are Rules Fair?

Young children quickly learn that rules are made to keep people and property safe, to solve conflicts, and to make sure people are treated fairly.

1. Divide the class into two groups: one to create rules and one to evaluate the fairness of the rules.
2. Working with students, establish criteria for students use to use to determine what makes a rule fair or unfair.
3. Discuss possible actions to ensure that the rules for the classroom are fair.

Civic Learning Application: Civic-Based Service Learning

Problem-solving is a skill that can also be developed at a young age. Helping children address issues by examining and contemplating a number of options is a valuable skill that will serve them well throughout their lives.

1. Ask students, “what do you see as a problem in our classroom or school?”
2. Engage students in a discussion, “why is it a problem and what can be done to correct it?”
3. Brainstorm a number of rules that can be enforced, altered or created to address the problem.
4. Invite students to talk with the principal to address the problem by considering a new rule.

Scavenger Hunt for Rules

Teachers might also assign a scavenger hunt for rules and laws requiring students to find examples in the community and at school such as traffic signs, playground rules, and rules that exist at parks and beaches. Students might also draw pictures of people in authority who enforce rules in different contexts such as parents, principals, teachers, police officers, librarians, and park and recreational directors.

Grade One – A Child’s Place in Time and Space, Chapter 4 - continued

Teachers can also introduce value-laden problems for discussion through reading stories and fairy tales that pose dilemmas appropriate for young students, such as Paul Galdone’s The Monkey and the Crocodile, Lenny Hort’s The Boy Who Held Back the Sea, and Francisco Jimenez’ La Mariposa. Through listening to these stories and through the discussions and writing activities that follow, students gain deeper understandings of individual rights and responsibility as well as social behavior. Throughout these lessons the teacher’s purpose is to help students develop those civic values that are important in a democratic society. Students can again be given jobs in the classroom. Practicing democratic processes in the classroom helps students learn content and develop social responsibility.

Teachers may illustrate a direct democracy and a representative democracy by demonstrating how these work in the classroom setting. To teach about a direct democracy, all students can vote on classroom decisions such as which game will be played on a rainy day or which type of math manipulative will be used to build patterns. The class may vote using different methods (for example, raising hands or casting secret ballots) then discuss and reflect upon the process and the outcome. Was it important to have everyone vote? The teacher should ensure that students understand that everyone had a direct voice in the decision. Allowing students to select classroom leaders or table leaders who will then make classroom decisions is a way to explicitly model a representative democracy. The advantages and disadvantages of these two models can then be discussed with the students to help them develop a beginning understanding of citizenship and government.

Grade Two – People Who Make a Difference

From the Framework: Chapter 5

Students in the second grade are ready to learn about people who make a difference in their own lives and who have made a difference in the past. They develop their own identities as people who have places in their communities. Students start their study of people who make a difference by studying the families and people they know. Students themselves can make a difference by engaging in service-learning to improve their schools or communities.

Government Institutions and Practices

*In Standard 2.3, students learn about governmental institutions and practices in the United States and other countries. Students continue to develop their understanding of rules and laws, the role of government, and rights and responsibilities by considering the question, **How does government work?** To help students deepen their understanding of these concepts, informational books about government and the three branches of government, such as *Our Government: The Three Branches* by Shelly Buchanan and may be utilized. Teachers may carry out a classroom simulation of the three branches of government to teach this concept as well as use literature books such as *House Mouse Senate Mouse* and other books in the series by Cheryl Shaw Barnes and Peter W. Barnes that explain the branches of government in a developmentally appropriate manner. To learn the ways in which groups and nations interact with one another and resolve their problems, the teacher may relate these concepts to familial and classroom rules and structures and how problems are solved in these more familiar settings.*

Teachers can also discuss situations in which rules are important at home, at school, in the city, in the state, and in the country and then ask students to explain what happens if someone on the playground refuses to play a game by the rules. Students can select one rule and use language arts skills to create a story about why this rule is important and how life would be different without it. Teachers can discuss school rules with students and how school rules are made. Students use analytic skills to consider

Civic Learning Applications

Positive People

Share examples of historic figures who made positive impacts on others. Lead a discussion with students about people they know who have made a positive difference in their own lives, school, and community.

Is This Rule Fair?

Reminding students that the purpose of rules and laws is to keep people and property safe, to make things fair for everyone, and to keep order. Help students understand that a “good rule” is fair, effective, and enforceable by applying the criteria to real world scenarios.

1. Create a chart with three columns labeled *What is the Rule? Why is There a Rule? Is the Rule Fair?*
2. In the first column, list a number of different rules in the classroom, school and community. Examples may include:
 - Wait in line before taking your turn to play tetherball.
 - Raise your hand if you have a question in class?
 - Do not cross the street if the light is red.
3. Ask students to discuss why each rule exists. *Is it to keep people safe? Keep property safe?* Record answers in the second column.
4. Ask students to contemplate the effectiveness of each rule. *Is it fair? Is it effective? Is it enforceable?* Should the rule be altered? Record answers in the third column.
5. If students feel a rule should be altered, invite them to meet with the policymaker responsible for the rule, i.e. the classroom teacher, principal, mayor, or city council.

Grade Two – People Who Make a Difference, Chapter 5 - continued

questions such as: is the school too large for everyone to discuss and vote on a decision? Students can discuss the major things governments do in the school, community, state, and nation and give a basic description of government at the end of the year.

Students can also make a difference. Students can work together in groups to brainstorm problems that exist at their school and in their community, such as litter or bullying. Students can evaluate and vote on a solution, which for litter might include hosting a clean-up day, increasing recycling, or working to change a rule. Students can create a plan and work in teams to carry it out. Together they can then evaluate their effectiveness. For example, is there less litter? Teachers can invite community members who are making a difference on issues important in the students' lives as guest speakers or partners in student projects to make their communities a better place to live. By meeting local "heroes," students will have role models from their own communities who are making a difference.

Make A Difference Day

Work with students to organize a "Make a Difference Day" where students in the school can address real world problems in their community, as described in the Framework example. Help students consider long-term civic solutions to local problems by working with local policymakers.

Grade Three – Continuity and Change

From the Framework: Chapter 6

- *Why did people settle in California?*
- *Who were the first people in my community?*
- *Why did people move to my community?*
- *How has my community changed over time?*
- *What is the US Constitution and why is it important?*
- *How can I help my community?*
- *What issues are important to my community?*

American Citizens, Symbols, and Government

*Third-grade students continue preparing to become active and responsible citizens of their communities, of California, and the United States. In this unit, students focus on developing and understanding citizenship, civic engagement, the basic structure of government, and the lives of famous national and local Americans who took risks to secure freedoms. Through stories and the celebration of local and national holidays, students learn the meaning of holidays, landmarks and the symbols that provide continuity and a sense of community across time. The U.S. Constitution and the Declaration of Independence are reintroduced; students may investigate a question such as **What is the Constitution and why is it important?** using informational books such as *A More Perfect Union: The Story of Our Constitution* by Betsy Maestro and Giulio Maestro or *the U.S. Constitution* by Norman Pearl. Students can discuss the responsibilities of citizens, make a list, or create an illustration of what is considered a “good citizen.” They can also study how this notion has changed over time: for example, how did children living on farms in the 19th century imagine citizenship; how did this change for children in the early twentieth century who worked in factories. What are the similarities and differences?*

*Students learn about the legislative, executive, and judicial branches of government with an emphasis on the local government. Teachers can also use informational texts such as *How the U.S. Government Works* by Syl Sobel well as information from local, state, and United States government Web sites, such as <http://www.Kids.gov>, to help students understand the functions of government and the people who are part of each level and*

Civic Learning Application

Local Government and the Three Branches

Students learn about the legislative, executive, and judicial branches of government with an emphasis on the local government. Students should learn about local officials and the roles that they play in making laws (City Council, Board of Supervisors or other legislative bodies); enforcing laws (Police, District Attorney, and in some jurisdictions the Mayor as Executive Branch); and determining if laws are fair, if a law has been broken, and what the consequences should be (Judicial Branch).

1. Create a list of hypothetical community problems
2. Ask students to sort the problems into the branch of government that would address them. For example, *cars are speeding down Main Street* would be handled by the police (Executive Branch); there should be a law about *people having midnight picnics in the park and making too much noise for neighbors* (Legislative Branch); and it’s not fair that the city made a law that says only cats are allowed as pets and not dogs (Judicial Branch).
3. Invite a public official from one of the branches of government to discuss the role they play in solving community problems.

<p>Grade Three: Continuity and Change, Chapter 6 – continued</p> <p><i>branch. Students can also write a classroom constitution. In a discussion of what to include, teachers can ask questions such as the following: should the constitution protect your rights? Should your responsibilities as citizens be included? To explore the judicial branch of the government, teachers may use literature and role plays by reading The True Story of the Three Little Pigs by Jon Scieszka and holding a mock trial of the Wolf character.</i></p>	
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Grade Three Classroom Example: Classroom Constitution (Integrated ELA and History–Social Science)

Each year, Ms. Barkley begins the school year by welcoming her students and orienting them to the culture and organization of the classroom. In collaboration with the students, she creates a class list of norms everyone would like to observe in the classroom and beyond. These norms include rules and consequences for behavior. This year she decides to use the rule making process as an opportunity to develop students’ civic knowledge, skills, and dispositions. She wants them to understand the democratic principles of our American way of life and to apply those principles, as informed and actively engaged citizens of their classroom, to create a class set of rules they will agree to adhere to. She engages students in a unit of study that begins with a lively class discussion about the importance of rules and laws by asking:

- *What are rules? What are laws?*
- *What would happen if there were no rules or laws?*
- *Who decides what the rules and laws are?*
- *Why are rules and laws important?*
- *Who makes the rules and laws in school, in our city, our state and our nation?*

From there, Ms. Barkley launches students into a close reading of children’s versions of the U.S. Constitution and informational texts about the Founding Fathers. They will learn about and discuss the reasons for the U.S. Constitution; the democratic principles of freedom, justice and equality; and the role and responsibility of government to represent the voice of the people and to protect the rights of individuals. They will also learn about the individual rights of citizens and the responsibility of citizens to be engaged, informed, and respectful of others. Ms. Barkley knows that these ideas and concepts are laying the groundwork for students to understand the foundations of governance and democratic values in a civil society. It will also inform their thinking to create a Classroom Constitution as young, engaged citizens in a way that is relevant to children in the third grade.

As they read and discuss the texts, Ms. Barkley asks the students questions such as the following: Why was it important for the Founding Fathers to write the Constitution? Why is it important to have rules and laws? Ms. Barkley invites students to apply their learning to their real-world classroom setting. She explains that just as the Founding Fathers created a Constitution to establish the law of the land, the students in her class will work together to write a Classroom Constitution to create a safe and supportive environment where everyone can learn. She asks students to begin by working individually to think about the kinds of rules they would like to see observed in their classroom and to write these ideas in a list. She also asks them to think about what they read about the principles of the U.S. Constitution and consider why the rules they are listing are important for upholding the kind of behavior that will create a positive classroom culture and what should happen to that culture if the rules are broken. Afterwards, members of each table group record their individual ideas in the following group graphic organizers.

<i>What is the rule?</i>	<i>Why is it important to have this rule?</i>	<i>Is this rule Constitutional? Does this rule uphold our classroom principles of freedom, justice, and equality?</i>	<i>What should be the consequence of breaking the rule?</i>
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Grade Three: Continuity and Change, Chapter 6 – continued

After a lively discussion in their small groups, during which students revise and add to their individual work as they wish, Ms. Barkley engages the entire class in a discussion to compile and synthesize the rules and create student-friendly statements, which she records on chart paper so that it can be posted in the classroom for future reference. The children are invited to discuss the benefits and challenges of each rule proposed by recounting an experience and/or providing details and evidence to support their position. Ms. Barkley encourages them to ask and answer questions of one another for clarification or elaboration. After sufficient time for deliberation, the list of rules and consequences is finalized through an election process. Ms. Barkley posts the Classroom Constitution in a prominent place in the classroom, as well as on the school Web site.

*Later, Ms. Barkley engages her students in writing an opinion essay in response to this prompt: **Why is it important for the students in our class to follow our Classroom Constitution?** She will provide ongoing guidance and opportunities for students to share, revise, and finalize their work. A rubric for opinion essays developed collaboratively in advance helps guide students as they engage in the writing process. The essays are compiled and published as a book for the classroom library, “Why Rules in our Classroom Democracy are Important.”*

Resources:

The Constitution for Kids: <http://www.usconstitution.net/constkidsK.html>

Preparing Students for College, Career and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, Los Angeles County Office of Education, 2011.

Education for Democracy, California Civic Education Scope & Sequence, Los Angeles County Office of Education, 2003.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, National Council for the Social Studies, 2013.

CA CCSS for ELA/Literacy: RI.3.1; W.3.1, 4, 5, 7, 8, 10; SL.3.1-6; L.3.1-6

CA HSS Standards: 3.4.1, 3.4.2, 3,4,6

CA HSS Analysis Skills (K–5): Historical Interpretation 1, 3

<p style="text-align: center;">From the Framework</p>	<p style="text-align: center;">Civic Learning Application</p>
<p><i>Students also learn about American heroes on the national level, such as Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Clara Barton, Eleanor Roosevelt, and Martin Luther King, Jr., as well as leaders from all walks of life who have helped to solve community problems, worked for better schools, or improved living conditions and lifelong opportunities for workers, families, women, and students. By considering the question, How can I help my community? students can research accounts of local students, as well as adults, who have been honored locally for the special courage, responsibility, and concern they have displayed in contributing to the safety, welfare, and happiness of others. Students may read biographies or engage in an inquiry project focused on these national and local citizens by reading primary sources, informational books, and historical fiction such as <i>Separate is Never Equal: Sylvia Mendez and her Family’s Fight for Desegregation</i> by Duncan Tonatiuh which recounts one family’s involvement in the fight to desegregate schools in California. Teachers can invite a local leader to visit the classroom through the Chamber of Commerce, local government or a local nonprofit organization. Students interview the leader about a local problem (for example homelessness or hunger) and how they are helping the community (for example, a food bank, a soup kitchen, or a new law). The speaker can be asked to describe how students could help and what the leader thinks it means to be a citizen. Students work together to plan a class project to address the problem, such as a food drive, a recycling program, a clothing drive, or writing letters proposing or opposing a law.</i></p>	<p>What Makes a Good Citizen? Students could work in pairs to create a drawing of a good citizen. Provide an outline of a person and have students add traits and characteristics of a good citizen. For example, a big heart, good listening ears, helping hands, etc.</p> <p>Good Citizenship in My Community While learning about the attributes of “good citizenship,” ask students to create a chart to document ways in which people demonstrate good citizenship in their community. Examples may include voting, attending public meetings, serving on juries, and working on community projects.</p> <p>Invite students to work in groups to create “Good Citizenship Brochures.” List a number of “good citizenship” opportunities and contact information where local community members can get more information for each idea. Have students make formal presentations to community groups and distribute the brochures broadly.</p>

Grade Four – California: A Changing State

From the Framework: Chapter 7

Fourth-grade students learn about the daily lives, adventures, accomplishments, cultural traditions, and dynamic energy of the residents who formed the state and shaped its varied landscape. There can be multiple opportunities for students to learn what citizenship means by exploring the people and structures that define their state. This unit will conclude with an examination of some of the unresolved problems facing California today and the efforts of concerned citizens who are seeking to address these issues.

Local, State, and Federal Governments

- *How is the state government organized?*
- *What does the local government do?*
- *What power does the State of California have?*
- *How do ordinary Californians know about their rights and responsibilities in the state and their community?*

Throughout the fourth grade social studies course there are opportunities to introduce and weave in civic learning so that this last unit serves as a culmination rather than simply a stand-alone “civics unit”.

With that as a foundation, students finish their studies in the fourth grade with a review of the structures, functions, and powers of different levels of government. In the fifth grade, they will study the origins of the U.S. Constitution in depth, but they leave the fourth grade with a clear understanding of what the Constitution is and how it defines the shared powers of federal, state, and local governments. They also gain an understanding of how the California Constitution works, including its relationship to the U.S. Constitution, and the similarities and differences between state, federal, and local governments, including the roles and responsibilities of each. Students describe the different kinds of governments in California, including the state government structures in Sacramento, but also the governments of local cities and towns, Indian rancherias and reservations, counties, and school districts.

Civic Learning Application

Native Californian Rules

As students study the major nations of California Indians, they can learn about tribal and village rules and laws, analyzing the purpose of a particular rule through the lens of culture, religion, or safety.

Daily Life and Rulemaking in Early California

As students study the daily life of people living in California during Mexican rule, introduce how the Alcalde system in the various pueblos established and enforced rules and regulations.

Advising the Governor

Conduct a role play activity in which students take the roles of advisors to the Governor. Give small groups of “advisors” issues or problems and have them develop a state law to address them. Issues might be related to the environment, health, public safety, or education.

Laws and the Gold Rush

As students study the Gold Rush era, they could do a simulation of a mining camp where the miners need some structure to govern their everyday lives. Students could think about ways to solve arguments between miners and set up a camp government with a camp council to make rules and laws, a sheriff to enforce them, and a judge to determine if a rule or law has been broken, as examples of legislative, executive, and judicial branches.

Grade Four—California: A Changing State, Chapter 7 - continued

Students’ understanding of state and local government can be enhanced by visiting local courts, city halls, and the State Capitol. This knowledge is an important foundation for the development of the concepts of civic participation and public service that are explored further at later grade levels. To engage children with their local government representatives, students can conclude their study of California with an in-depth examination of one or more current issues that illustrate the role of state or local government in the daily lives of Californians and in particular, members of their own community.

Grade Four Classroom Example: Local, State, and Federal Governments

*Ms. Landeros’ fourth grade class is concluding its study of California history by investigating the local, state, and federal government. To engage her students in a difficult topic, Ms. Landeros asks her class to consider the following question: **Who decides what you learn in school?***

The goal of this activity is to provide students with access to primary source documents; to grapple with different pieces of informational text; and to learn that the state, not the federal government, oversees education. Students begin addressing this question by stating their opinions in small groups. Representatives from each group are asked to first write down and then share their answers with the rest of the class. Ms. Landeros writes down their responses, asks them to highlight any patterns or trends they see and posts the list on the wall.

Next, Ms. Landeros distributes an excerpt (Article 9, Section 1) from the California Constitution and asks them in groups to highlight any words and phrases that offer clues to answer the question (Section 1 highlights the important role of the state legislature in providing for education). Ms. Landeros uses a large chart with three headings: local government (school district, town, city), state (California) government, and federal government (United States). The students are asked to discuss with a partner if there is any information that would help them answer the investigative question. She then charts the students’ answers and evidence from the text under the heading of state government.

The students then read a short excerpt from their local school district board rules, a teacher contract, or other local guiding document and again highlight any text that details any power the board might have over what is taught. Next, the students are prompted to discuss what they found and the information is added to the local section of the chart.

Finally, Ms. Landeros distributes or projects an excerpt from Section 8 of the US Constitution that reads “Section. 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States,” and Amendment 10 of the US Constitution.

Ms. Landeros asks her students once again to find places that could answer the question: “Who decides who you learn in school?” (Ms. Landeros is prepared to point out that the federal constitution does not specifically address education, if her students don’t recognize this, and to guide their discovery of the fact that education is a state and local power, not federal, which also illustrates the concept of federalism. Before the end of class, students are asked to revisit their answer to the question, “Who decides what you learn in school?” and provide evidence from their reading and chart that the class has constructed.

The following day, students turn their attention to the state government and consider how it works by focusing on a current bill under consideration at the state legislature. Ms. Landeros supports this investigation by providing students with a variety of sources, as appropriate and relevant, such as copies of bills currently pending in the state legislature, and any newspaper articles, summaries, or opinion pieces about the bill. Ms. Landeros also invites representatives from local legislative office to her class. As students interact with the written material and visitors to their class, Ms. Landeros continues to pose questions and provide visuals that help students reflect on how the state works including the roles of state officials and representatives and how a bill becomes a law. She also provides differentiated literacy support for students so that all children can access the content and inform their thinking.

Ms. Landeros’ students conclude their study of government in two ways:

- 1. Working in groups or individually, students write an essay, taking a position on a particular bill or issue under consideration by explaining the issue to the class, detailing their position, and giving at least one reason for their position. Significant structure and support are provided for some students to complete this, such as sentence starters, graphic organizers for paragraph development, and suggested vocabulary.*
- 2. The students have a reflective conversation. What did they learn about how the state government works? What questions do they have?*

Grade Five – United States History and Geography: Making a New Nation

From the Framework: Chapter 8

- *Why did different groups of people decide to settle in the territory that would become the United States?*
- *How did the different regions of the area that would become the United States affect the economy, politics, and social organization of the nation?*
- *What did it mean to become an independent United States? And what did it mean to be an American?*

Life in New England.

*New England provided a dramatic contrast with the southern colonies. Two groups of Christians sought to live on the basis of their religious beliefs: the separatist Pilgrims, who broke with the Church of England, and the reformist Puritans, who sought to purify the church from within. The following question can frame students' initial explorations of New England: **Why was New England settled as a religious refuge? How did New England compare to Virginia in terms of economy, political organization, and social groups?***

*The story of the Pilgrims begins with their flight from England and religious dissent from the Church of England, their temporary haven in the Netherlands, and their voyage to the New World aboard the Mayflower. After an arduous trip, 41 male "saints" organized and joined in signing the Mayflower Compact to "covenant and combine our selves together into a civil body politic." Led by William Bradford, the Pilgrims settled Plymouth in 1620. In keeping with the times, they did not ask women to sign. This is a powerful opportunity to discuss the meaning of self-government, gender norms within society and religion, and to reflect on the importance of political rights. Teachers may also lead their students in a discussion of the Pilgrims' religious beliefs, oppression in England, and how they differed from the Puritans. Nathaniel Philbrick's historical fiction, *The Mayflower* and the Pilgrims' New World could supplement students' examination of the Pilgrims.*

Civic Learning Application

Blue Laws

Provide students with a list of colonial "blue laws" and have students make inferences about the values, beliefs, and nature of the colonial society that produced them.

Colonial Civics

As students study the pre-revolutionary period in America, they can examine colonial law-making, governance, and issues of religious toleration and religious freedom in order to compare them to modern civic institutions.

Theocracy or Democracy?

Provide students with definitions of theocracy and democracy. As they learn about Puritan Massachusetts, students can discuss the ways in which the colonial government of Massachusetts reflected aspects of theocratic and democratic governance, and they can evaluate the level of religious freedom residents of Puritan Massachusetts experienced.

Colonial Trials

Have students examine trial procedures used in famous colonial era trials, such as the Salem witch trials, the trial of John Peter Zenger, and the Boston Massacre. Discuss with students what seems fair and unfair about the trials. Later, when students study the Bill of Rights, help students identify due process rights contained in the Constitution and Bill of Rights and discuss how the colonial trials would have been conducted differently.

**Grade Five – United States History and Geography: Making a New Nation,
Chapter 8 - continued**

The Road to War

Students study Thomas Paine’s Common Sense, published in January 1776. Paine galvanized support for independence by persuasively arguing that America needed to break free from a government that violated the natural rights of its citizens. “We have it in our power, to begin the world over again... the birthday of a new world is at hand,” Paine promised. Paine also argued for unification of the colonies and for a historically-unstable system of representative government. Over 120,000 copies of Common Sense sold within its first few months of publication.

*Paine’s arguments became the foundation of the Declaration of Independence, drafted by Thomas Jefferson. Students should consider the following question: **What were the goals of the Declaration of Independence?** Influenced by leading Enlightenment thinkers as well as other revolutionaries, the Declaration of Independence listed grievances against King George, outlined a social contract between the government and the governed, and declared independence from Great Britain. Teachers should help students read and understand the Declaration, given its importance to American history and its relevance today. Although written in the eighteenth century, its discussion of natural rights and the relationship between the governed and the government became pillars of American democracy. To focus student attention on these important concepts, teachers can engage students in structured group projects to consider the implications of selected quotes from the document, including, “created equal,” “inalienable rights,” and “consent of the governed.” In an essay or presentation, students might explain one or two of the major ideas expressed in Declaration of Independence to illustrate the connections to the Enlightenment, or conversely, to investigate how the document condemned Great Britain.*

Are All Men Created Equal Today?

Throughout American history, and even today, the Declaration, particularly the statement that “all men are created equal,” has been held as an ideal for Americans to realize. After studying the context and understanding of this concept in the 18th century, bring the conversation to the present.

1. Ask students to contemplate how and why the key elements of the Declaration of Independence are still important today.
2. Invite students to draw examples from current events to demonstrate how the ideals are realized today.
3. Invite students to create and present posters, public service announcements, dramatizations, and/or media presentations describing why the ideals of the Declaration of Independence are still important today.
4. Decide if there is a civic action students can take to address the issue or problem. If so, engage students in a civic action project to work with the appropriate policymaker to propose a policy change or new policy to address the issue.

CIVIC LEARNING RESOURCES FOR GRADES K-5

The following list of suggested resources can be utilized to support and strengthen civic learning in the K-5 curriculum.

Grades K-2

Digital Chalkboard: Civics, California Department of Education. The California Department of Education's Digital Chalkboard has a page with lesson plans, programs, and resources dedicated to civics, grades K-12.

<https://www.mydigitalchalkboard.org/>

Fair Bears Learn About Justice. Center for Civic Education, 1998. This picture book uses animal characters to explore the concepts of fairness and justice in society. A guide for evaluating the fairness of rules and laws is included.

<http://store.civiced.org/elementary.html>

Orb and Effy Learn About Authority. Center for Civic Education, 1999. This picture book uses cartoon figures to explore the concept of authority in society.

<http://store.civiced.org/elementary.html>

Zookeeper Learns About Responsibility. Center for Civic Education, 1999. This picture book uses animal characters to explore the concepts of personal and social responsibility that are required to make society work.

<http://store.civiced.org/elementary.html>

Grades 3-5

Active Citizenship Today: Field Guide. Constitutional Rights Foundation, 2005. This student handbook of tips, methods, and profiles is designed to help students plan, implement, and evaluate their own service-learning projects.

<http://crf-usa.org/materials-catalog/catalog.html#adventures>

Adventures in Law and History, Volume I: Native Americans, the Spanish Frontier, and the Gold Rush, Constitutional Rights Foundation. Law-related concepts including the purpose and function of law, equal protection, and due process.

<http://www.crf-usa.org/adventures-one/links.html>

Adventures in Law and History II: Coming to America, Colonial America, and the Revolutionary Era, Constitutional Rights Foundation. Interactive lessons focus on law-related concepts and include role-plays, simulations, and reader's theaters that foster critical thinking and cooperative learning skills. Students trace the development of due process, concepts of authority, and the rights and responsibilities of citizenship.

<http://www.crf-usa.org/adventures-two/blog.html>

California On My Honor, Judicial Council of California and California State University San Marcos, 2006. California On My Honor presents institutes, workshops, resources and lesson plans for teachers of grades kindergarten through 12 with a focus on civics education, especially as it relates to the judicial branch.

<http://www.courts.ca.gov/civicslessons.htm>

Celebrate America. Constitutional Rights Foundation. Celebrate America is designed to give classrooms (and families) content and activities for meaningful celebration of American Independence Day with around-the-table readings, holiday theater, explorations of myths and realities of the American Revolution, and portraits of revolutionary heroes and heroines, as well as games, crafts, recipes, and trivia.

<http://www.crfcelebrateamerica.org/>

Democracy in Action. Aarsalyn Program of the Ludwick Family Foundation. *Democracy in Action* lesson plans are designed to bring high school students trained by their teachers into elementary schools to teach students about democracy and voting. The curriculum contains four lessons addressing key aspects of American citizenship and a fifth session devoted to a voting simulation with real voting equipment. The voting simulation is timed to coincide with real elections. Participating students simulate voting on the same candidates/initiatives as qualified voters in their area.

www.aarsalyn.org

“Drawing Your Community,” a free sample lesson from CRF’s *Active Citizenship Today: Field Guide*.

http://www.crf-usa.org/images/pdf/ACT_fieldguide_samp.pdf

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. Upper elementary level. Center for Civic Education, 1997. This set of four books explores the concepts of authority, privacy, responsibility, and justice to help young students understand how society works and their place in it.

<http://store.civiced.org/elementary.html>

Digital Chalkboard: Civics, California Department of Education. The California Department of Education’s Digital Chalkboard has a page with lesson plans, programs, and resources dedicated to civics, grades K-12.

<https://www.mydigitalchalkboard.org/>

My Town, Constitutional Rights Foundation. In this animated series of lessons, students use computers to follow the story of settlers coming west to establish a new town. Through interactive lessons and History Detective homework assignments, students learn their own local history as well as important national landmarks and symbols. *MyTown* is connected to third-grade California history-social science standards.

<http://crf-usa.org/mytown/>

People v. A. Wolf. Constitutional Rights Foundation, 2002. Based on the award-winning children’s book *The True Story of the 3 Little Pigs: by A. Wolf* by Jon Scieszka, this simulation takes students through the process of selecting a jury and conducting a trial. Students take the roles of attorneys, witnesses, judge, and jurors to determine if the wolf is guilty of two counts of murder (one of the pigs survives the wolf’s visit).

<http://www.crf-usa.org/materials-catalog/catalog-people-v-a-wolf.html>

Project LEAD, Constitutional Rights Foundation and the Los Angeles County District Attorney's Office. Project LEAD is a fifth-grade curriculum designed to teach children that the choices they make today can affect their lives forever. The curriculum focuses on the legal and social consequences of juvenile crimes, such as truancy, illicit drug use, shoplifting and graffiti, as well as techniques for resolving conflict, resisting peer pressure, promoting tolerance, and respecting diversity. The program concludes with students performing a scripted mock trial, putting into practice what they have learned about the criminal justice system with the help of volunteer facilitators from the district attorney's office.

<http://projectlead.lacounty.gov/index.php/en/>

Simulated Congressional Hearing, Upper Elementary, Center for Civic Education. The Simulated Congressional Hearing is the culminating activity for the We the People program. The entire class, working in cooperative teams, prepares and presents statements before a panel of community representatives acting as a congressional committee. Students then answer follow-up questions posed by the committee members. The format provides students an opportunity to demonstrate their knowledge and understanding of constitutional principles while providing teachers with an excellent means of evaluation.

<http://civiced.org/wtp-the-program/hearings/upper-elementary>

"The Tired King." Adventures in Law and History II. Constitutional Rights Foundation, 1999. This simulation utilizes a fictional king to demonstrate the concept of separation of powers linked to the views of American colonists about British abuses on the eve of the American Revolution.

http://www.crf-usa.org/images/pdf/tired_king.pdf

We the Civics Kids, National Constitution Center and the Rendell Center for Citizenship and Civics at Arcadia University. A program designed to enhance and build upon current civic education curriculum through children's literature and other famous historical texts. Helps students build their basic civic knowledge and understand their role as active citizens. <http://constitutioncenter.org/learn/educational-resources/we-the-civics-kids/>

We the People: The Citizen and the Constitution, Level 1. Center for Civic Education, 2003. Five units focus on the Founders' basic ideas of government, the Constitution, and the rights and responsibilities of citizens. The curriculum is appropriate for fourth-grade students. Unit One explores the Founders' concepts of government and ideals as expressed in the Declaration of Independence. <http://store.civiced.org/elementary.html>

We the People: Project Citizen. Center for Civic Education, 1996. Project Citizen is a portfolio-based civic education project. Students work in groups to identify a community problem and develop a practical action plan to address the issue. <http://store.civiced.org/projectcitizen.html>

Grades 6-8

The California History-Social Science Standards for grades 6-8 and the content descriptions of the updated framework center on a study of Ancient Civilizations in Grade 6, World History and Geography during Medieval and Early Modern Times in Grade 7, and American History in the 19th and early 20th centuries in Grade 8. There are historic, economic, geographic, and civic perspectives woven throughout the content but much of the narrative is framed in a historic perspective to help students understand the complexities of competing and collaborative forces that shaped the history of the world during these timeframes.

The ideals and principles of our American democracy can be traced back to the ancient civilizations of Greece and Rome, various religions and belief systems and early philosophers. Understanding the evolution of our democratic society provides an important foundation for students to contextualize and apply civic learning to current issues in today's society. To help students understand the relevancy of these important periods of history, it is vital for teachers to intentionally connect the lessons learned, concepts, and ideas of the past to the lives of people around the world today. In other words, how does the past inform our world today?

To achieve the goal of preparing young people to be informed, engaged citizens in today's world, we must provide them with the background knowledge of the events and circumstances that led to our current form of democratic governance. Further, we must also provide opportunities for students to apply their understanding of democratic principles and procedures to "practice" democracy in their schools, their communities, their state and nation.

The following section highlights the historic perspectives and foundations of our American democracy found in the updated California History-Social Science Framework. You will also find suggestions for students to apply their knowledge in order to deepen their understanding of democratic processes, acquire participatory skills to act responsibly and to effectively address real world problems, and embrace civic virtues and dispositions to fulfill the responsibilities of citizenship that include voting, serving on juries, and engaging in other civic practices.

Instructional Practice for Grades Six through Eight

From the Framework: Chapter 9

Civics and Government

When studying civics and government, students explore how people participate in the governing of society. In middle school, these skills include students' abilities to explain and distinguish the powers, roles, and responsibilities of citizens, government, and the media. Students should also be able to explain the relevance of individual perspective, civic virtues, and democratic principles and human rights when people address issues and problems in government and civil society. Students analyze ideas and principles that influence social and political systems as well as the powers and limits of those systems. Additionally, students learn how to assess specific rules and laws (both actual and proposed) as means of addressing public problems. Students develop the ability to apply civic virtues and democratic principles in school and community settings. In addition, these civics-related activities can be woven into a variety of classroom content areas:

- 1. Students analyze rules, laws, and public policies in terms of effectiveness, identified benefits and costs, and weighing and balancing consequences.*
- 2. Students use deliberative discussion including consideration of multiple points of view when making decisions or making judgments about political issues or problems.*
- 3. Students construct arguments and positions on issues using claims and evidence from multiple sources and identify the strengths and weaknesses of the arguments.*
- 4. Students apply a range of deliberative and democratic procedures to evaluate and plan various actions to address issues and problems in school and community.*

Grade Six – World History and Geography: Ancient Civilizations

The Early Civilizations of Mesopotamia, Egypt, and Kush

From the Framework: Chapter 10

Next students explore the development of Mesopotamia society with this question: How did people’s lives change as states and empires took over this area? In the Mesopotamian cities and states, a small elite group of political leaders (officials, warriors, “nobles”) and priests held the most wealth and power, while the majority of people remained poor farmers, artisans, or slaves. Supported by the elites, kings established dynasties and built large palaces. Social groups were increasingly divided into a true social hierarchy. Mesopotamia was a patriarchy and men had more power than women. However, priestesses and noblewomen did have some access to power. For example, Sargon placed his daughter in the powerful position of high priestess of the moon god, starting a tradition that continued in the reigns of subsequent kings. Monarchs’ wives sometimes controlled their own estates. In the Mesopotamian cities (and in all civilizations) the increase in social differences was a dramatic change for humans.

Civic Learning Applications

Ancient Legal Systems

An ongoing civic learning theme in the study of ancient civilizations is the development of legal systems and how they have influenced the structure, processes, and principles of our modern day democracy. Begin to utilize informational texts regarding ancient civilizations, world history and/or United States History to understand the historical development of the rule of law, the role and responsibility of government in a civil society, and how these principles evolved over time.

Law and Government in Mesopotamia

Begin by introducing students to the Mesopotamians’ complex legal system and written laws, of which Hammurabi’s are the best preserved, though not the earliest.

- Engage students in a role play activity to examine how law in ancient Mesopotamian society managed disputes and reflected the culture and geography of the region, e.g., using the text of Hammurabi’s Code for evidence of what it reveals about Babylonian civilization.

Essential for the functioning of the legal system and of the administrative structure of Mesopotamian kingdoms was the cuneiform writing system. The signs were written on clay tablets and could be used to represent phonetically many ancient languages, including Sumerian and Akkadian, the languages of Mesopotamia.

- Have students analyze why the Mesopotamians invented and used a writing system and how this system contributed to the early development of codified law in Western civilization.

Create a graphic organizer or note-taking guide that will allow students to capture information about the various forms of government that evolved over time. As students proceed through the grade 6 course of study, ask them to respond to the following questions:

<p>Grade Six – World History and Geography: Ancient Civilizations, Chapter 10 - continued</p>	<ul style="list-style-type: none"> • What were the key ideas and principles of this form of government? • What was the role and responsibility of government? • What was the role and responsibility of citizens? • Was this form of government influenced by other forms of government? If so, how?
<p>The Ancient Israelites (Hebrews)</p>	
<p style="text-align: center;">From the Framework: Chapter 10</p> <p><i>Judaism was heavily influenced by the environment, the history of the Israelites, and their interactions with other societies. The students return to the question: How did the environment, the history of the Israelites, and their interactions with other societies shape their religion? The many farming metaphors in the Torah show the pastoral/agricultural environment. The fragile position of Canaan in the Fertile Crescent between more powerful neighboring states dramatically affected the history of the Israelites. The Exodus from Egypt was an event of great significance to Jewish law and belief, especially the concept of a special relationship or covenant between the Israelites and God. After the Exodus, Saul, David, and Solomon—three successive kings who probably lived in the eleventh and tenth centuries BCE—united the land of Israel into a state. King David enlarged the Kingdom of Israel, established the capital in Jerusalem, was a poet and musician, and is believed to have written many of the Psalms in the Hebrew Bible. King Solomon extended the Kingdom of Israel through many alliances. He is best known for his wisdom, building the First Temple, and writing parts of the Hebrew Bible. After Solomon’s reign, the unified kingdom split into two: Israel in the north and Judah (from which we get the words Judaism and Jews) in the south.</i></p>	<p style="text-align: center;">Civic Learning Applications</p> <p>The Ancient Israelites and the Law</p> <p>The early traditions of the Jews are reflected in the Hebrew Bible (Tanakh), which includes the Torah, the first five books. Christians refer to the Tanakh as the Old Testament. Jewish scholars continued to write religious texts such as the Mishnah and the Commentaries. One of the principal roots of Western civilization can be found in the enduring contributions of the ancient Israelites to moral and ethical thought and literature. Teachers may introduce students to biblical literature as a part of the literary heritage and ethical teachings of Western civilization as well as the foundation of law as a means of social cohesion. These developments may be seen, for example, in the textual narratives about Abraham, Moses, the Exodus, the Ten Commandments, Naomi, Ruth, and David. The main teachings of Judaism include the belief in one God, weekly day of rest, observance of law, the practice of righteousness and compassion, commitment to study, and an emphasis on justice.</p> <ul style="list-style-type: none"> • To illustrate the emphasis on justice, ask students to participate in close reading and small-group discussion activity to compare and contrast the Ten Commandments (and other selections of Mosaic law) to Hammurabi’s Code, discussed in the previous section. • Invite students to explore the civic implications of the Ten Commandments by determining whether each commandment pertains to criminal justice, family law, religion, or some other legal matter. <p>Invite students to add information to their guide about Hebrew law as set forth by the Torah.</p>

<p>Grade Six – World History and Geography: Ancient Civilizations, Chapter 10 - continued</p>	<ul style="list-style-type: none"> • What were the key ideas and principles of this form of government? • What was the role and responsibility of government? • What was the role and responsibility of citizens? • Was this form of government influenced by other forms of government? If so, how? <p>It is important to consult Appendix E (Religion and History-Social Science Education) in this Framework for essential guidance in appropriately teaching about religion in public schools.</p>
<p>Ancient Greece</p>	
<p style="text-align: center;">From the Framework: Chapter 10</p> <p><i>Because the Greeks experimented with so many different forms of government and wrote so much about politics, this is the ideal point for teachers to focus on government types and citizenship, with the questions: What were the political forms adopted by Greek urban societies? What were the achievements and limitations of Athenian democracy? In contrast to large empires such as the Persian Achaemenids, the Greeks organized the city-state, or polis, with central government authority, control of surrounding farmland, and the concept of citizenship. In most city-states, the earliest rulers were wealthy aristocrats, but they were eventually replaced by tyrants, or personal dictators, and later by oligarchies, that is, small groups of privileged males. A major exception to this pattern was Athens, where a series of reforms in the sixth century broadened the base of civic participation and paved the way for a limited democratic system in the following century. In political and cultural terms, Athens in the fifth century BCE was a highly innovative city. Students may compare its system of direct democracy with modern representative democracy. In Athens, every adult male citizen could vote on legislation, and citizens were chosen for key offices by lot. These principles ensured that decision-making lay mostly in the hands of average citizens. Students may analyze the advantages and limits of this system. For example, women, foreigners, and slaves were excluded from all political participation. In contrast to democratic Athens, Sparta was nearly the equivalent of a permanent army base, its male citizens obligated to full-time military training and rigorous discipline.</i></p>	<p style="text-align: center;">Civic Learning Applications</p> <p>Athenian Democratic Ideas Citizenship was defined in a number of ways by different groups in different countries and regions.</p> <ul style="list-style-type: none"> • Guide students to use Pericles’ <i>Funeral Oration</i> to find evidence for the claim that Athenian democracy helped define basic duties of citizenship. Students may also use selections from Aristotle’s <i>Politics</i> as evidence for the claim that Athenian democracy was incomplete and excluded women, foreigners, and slaves from political participation. • To understand the importance of Athenian democratic ideas in world history, engage students in a simulation of the Athenian tribunal system of justice, developing an inquiry to investigate the Athenian system, and applying it to contemporary disputes of their own choosing for purposes of explaining the need for a justice system. • Follow up by asking students to write an informative/explanatory piece on the development of Athenian government from the early tyrannies through the reforms of Solon and democracy under Pericles, integrating domain-specific vocabulary such as <i>archon</i>, <i>demos</i>, oligarchy, and <i>polis</i>. <p>Invite students to add information to their guide about Athenian democracy.</p> <ul style="list-style-type: none"> • What were the key ideas and principles of this form of government?

<p>Grade Six – World History and Geography: Ancient Civilizations, Chapter 10 - continued</p>	<ul style="list-style-type: none"> • What was the role and responsibility of government? • What was the role and responsibility of citizens? • Was this form of government influenced by other forms of government? If so, how? <p>Sparta and Athens: Differences in Law and Citizenship Have students review the differences between Sparta and Athens in terms of governance, the role of citizens, the rights and status of women, and social classes. Ask the students to deliberate on the question: Would you rather have lived in Sparta or Athens? Students should make evidence-based arguments to support their conclusions.</p>
<p>The Development of Rome</p>	
<p style="text-align: center;">From the Framework: Chapter 10</p> <p><i>Students probe more deeply into Roman politics with this question: How did the Romans advance the concept of citizenship? Citizenship, republican institutions, and the rule of law are major Roman contributions to civics. According to Roman tradition, Vergil’s Aeneid, and the works of the historian Livy, Romulus, a descendant of the Trojan Aeneas, founded the city in 753 BCE. Kings first ruled Rome, but a republic replaced the monarchy in 509 BCE. The Romans adopted a distinct form of democracy, based on the Athenian model, with legislative power resting not with the entire mass of citizens, but with their representatives. Even though the political system experienced many problems as Rome grew in size, Roman culture provided a very stable idea of citizenship. Whereas the ancient Greeks valued competition and individual achievement, the highest virtue to the Romans was duty to their families, to the state, and to the gods. They idealized the virtue of public service, as depicted in the story of Cincinnatus, who according to Roman sources was living on a farm when he was chosen to serve as dictator during a hostile invasion in 458 BCE. Cincinnatus gave up his power after the defeat of the enemy to return to his simple life on the farm. His selfless devotion to public service inspired later leaders such as George Washington. Just as Confucian teachings on the ideal of government service strengthened Chinese government and society, the Roman</i></p>	<p style="text-align: center;">Civic Learning Applications</p> <p>The Roman Way of Governance During the Early Republic (509-264 BCE), the Roman political community was nearly destroyed by social and political conflict between the patricians, a hereditary elite, and the plebeians, who accounted for everyone else. A more stable balance of power finally prevailed when the plebeians demanded legal protections against patrician power and access to high political offices. The Roman Senate wrote, and the citizen assembly ratified, the Twelve Tables, which did not significantly diminish patrician authority but were at least posted publicly for all to see. Jurists were those who became experts in knowing and interpreting the Twelve Tables.</p> <ul style="list-style-type: none"> • Students can create an inquiry about the importance of equality before the law, researching and citing primary and secondary source texts in order to compare the Romans’ concept of equality before the law with our own contemporary understanding. <p>Religious Tolerance and Suppression The Romans granted cities in the empire a high degree of local self-government, including in religious affairs. Religious tolerance, however, did not always extend to Jews or Christians. The Roman authorities regarded Jewish rebellions against the empire as a threat to its integrity. The refusal of the Christians to participate in Roman civic rituals led to charges of disloyalty to the empire. Students learn that both groups suffered from Roman repression. Many Jews were dispersed from their homeland in</p>

Grade Six – World History and Geography: Ancient Civilizations, Chapter 10 - continued

ideal of the duty of a citizen to the state gave considerable stability to the state and social order.

*Returning to the question: **How did the Romans advance the concept of citizenship?** students evaluate the Roman Republic. The Roman republic provided a model for future democratic institutions and the development of civic culture and citizenship, in the early U.S. and other modern nations. Students consider ways in which modern writers, artists, and political leaders have appropriated Greek and Roman ideals, values, and cultural forms as worthy models for civil society. Besides the borrowed words (senate and capitol, for example), architectural styles, and rhetorical models, later democratic states were inspired by the heroic civic models of Cincinnatus, the Horatius brothers, and Cicero, who defended the state and its republican institutions even when it was not in their self-interest. The struggle of Roman groups to widen political participation to the plebeians, to control the growing empire without allowing individuals to grow too wealthy or too powerful, and to harness the power of the military leaders to the service of the state, also offered sobering examples of how republicanism could be undermined by social conflict, individual self-interest, and military power. The teacher asks students why Romans allowed Julius and then Augustus Caesar to take over the republic. Both were successful military leaders who delivered peace after a long period of civil war. **Did the Romans give up freedom for order and peace?***

*However, even after Rome became an empire, the idea of citizenship remained strong. Wealthy Romans regularly contributed their personal assets to build civic structures, fund entertainments for the general public, and improve city life. The teacher has students analyze visuals from Pompeii of dedication plaques and inscriptions that are evidence of Roman civic contributions. **Why did wealthy Romans pay for these public structures and events? What did citizenship mean to them? How did the Romans advance the concept of citizenship?** Students are invited to identify connections between the Roman example to the responsibilities of students as citizens of the U.S. and to opportunities for service learning projects.*

Judea, obliging them to build new communities far and wide. Christians underwent a series of increasingly systematic persecutions. In the fourth century CE, however, Christianity gained acceptance under the rule of Constantine, the first emperor to convert to Christianity, and later gained status as Rome’s state religion under Emperor Theodosius.

- Students can role-play advisors to Theodosius and prepare speeches on the benefits of permitting religious freedom, emphasizing its civic value and reflecting on the history of Roman persecution of Jews and Christians in previous centuries.

The Greeks’ Influence on the Romans

Roman culture absorbed much of the Greek and Hellenistic traditions. Students may use texts and visual sources to compare Roman contributions in art, architecture, engineering, political thought, religion, and philosophy with those of the earlier Greeks. They will discover that Rome’s own innovations included advances in architectural design, technologically sophisticated road building, and a body of laws that has had immense influence on legal systems in Europe, the United States, and other parts of the world. Students may also consider ways in which modern writers, artists, and political leaders have appropriated Greek and Roman ideals, values, and cultural forms as worthy models for civil society.

- Students can closely read excerpts from Roman writers such as Cicero and Tacitus on the development of the concept of civic duty, such as attending citizens’ assembly meetings and voting in elections.
- Students can also develop an inquiry into the development of the jury system for criminal trials from the Late Republic through the Empire and compare and contrast it to our contemporary system of mandatory jury duty for all citizens.

Roman Law

Invite students to add information to their guide about the 12 Tables of Roman Law:

- What were the key ideas and principles of this form of government?

Grade Six – World History and Geography: Ancient Civilizations, Chapter 10 - continued

- What was the role and responsibility of government?
- What was the role and responsibility of citizens?
- Was this form of government influenced by other forms of government? If so, how?
- As a culminating project, ask students to make a presentation about the evolution of our democratic society drawing on the ancient forms of government that influenced the Founders of our U.S. Constitution.

Connections from the Past - Civic Action for Today

As students study the ancient civilizations, they can make connections to current issues that could be addressed through action civics projects. For example:

Egypt: After discussing how the Nile River was both a gift and a challenge to the ancient Egyptians, point out that the modern environment poses similar challenges today. Students could address issues of water conservation, drought, or pollution through service-learning projects.

Greece: Students learned that great orators were an important aspect of Greek democracy. Have students select a current issue and develop a brief oration to persuade others that the issue is important and what should be done to address it using the Aristotelian principles of logos, ethos, or pathos.

China: After a study of ancient China, students will have learned that Confucius believed that elders possessed great wisdom. Students could interview older people in their community to develop a community history to share with elementary students studying their community.

Rome: Students learned that issues of religious freedom and tolerance were important in Rome. Students can develop service-learning projects to address issues of tolerance in their schools and communities.

India: In the study of ancient India, the students learned about the importance of Ashoka’s edicts which brought consistency of law throughout India. Among the edicts were those that protected animals, developing gardens and planting trees, care of aging and poor. Students could develop service-learning projects focused on animal welfare, beautification, or addressing issues related to aging or poverty.

Ancient Hebrews: As students study the ancient Hebrews’ contributions to the foundation of Western law and justice, they can identify current issues related to justice or equality and develop service-learning projects to address those issues.

Grade Seven – World History and Geography: Medieval and Early Modern Times

Rome and Christendom, 300 to 1200

From the Framework: Chapter 11

Roman citizenship was initially given to people from the provinces as a reward for service, for example, to retired auxiliary soldiers. They and their sons then had the right to vote. Gradually, everyone in the provinces gained citizenship, except for slaves. Broadening citizenship was a deliberate policy of certain emperors, who believed it would cause more people to support the empire and help it run smoothly. Roman laws also helped solidify the empire. A body of laws was passed down through the centuries and ultimately influenced legal systems in modern states such as France, Italy, and Spain, as well as Latin American countries.

Medieval Europe

Students learn about the conflict between King John and the great nobles in England, who forced the king to grant the Magna Carta. This document guaranteed trial by jury of one's peers and the concept of no taxation without representation. From this root, other medieval developments in England, such as common law and Parliament, gradually limited the king's power and laid the foundations of English constitutional monarchy.

Around 900, popes began to assert their control over the church hierarchy, which brought them into conflict with secular monarchs. Students learn about the split between the Orthodox Church, which acknowledged the leadership of the patriarch of Constantinople, and the Catholic Church, which recognized the authority of the pope in Rome. Churches in Eastern Europe (Russian, Greek, Serbian) followed the Orthodox or Greek Church, since missionaries led by Constantinople had converted their people to Christianity. Because missionaries led by Rome had converted people in Western, Central and Northern Europe, these remained in "the Church," also called the Latin Church and, later, the Roman Catholic Church.

Civic Learning Applications

Justinian's Code

Students can discuss the importance of Justinian's code in preserving principles of Roman law that became influential on future law codes in France, Italy, Spain, and Latin American countries. Students can analyze excerpts from Justinian's *Corpus Juris Civilis* and compare it to excerpts of the later Napoleonic Code to determine the influence of Roman law on later Europe, noting key discipline-specific terms like *law code*, *civil law*, and *decree*.

- What was the influence of Roman law on the founders of our American democracy?
- Examine democratic practices in today's society by reading current events. What aspects reflect the principles of Roman law?

Medieval Europe

Students can examine the legal reforms of King Henry II, especially the jury system. In a mock-trial simulation, students can role-play jurors deciding a case from 12th century England and compare their experience to our modern jury system in the United States.

To understand the impact of the Church's legal code, or canon law, students can meet in small groups to discuss conflicts drawn from medieval European life and how canon law may have been used to decide them. Students could conduct research projects to determine the influence of canon law in contemporary world cultures, as well.

After studying feudalism, students could participate in a structured discussion focused on the question "Is it worth trading freedom for security?"

Southwestern Asia, 300-1200: Persia and the World of Islam	
<p style="text-align: center;">From the Framework: Chapter 11</p> <p><i>Like Christianity, there is an afterlife in Islam; faithful believers are promised paradise after death. Islamic teachings are set forth principally in the Qur’an and the Hadith, the sayings and actions of Muhammad. These were the foundation for the Shariah, the religious laws governing moral, social, and economic life. Islamic law, for example, rejected the older Arabian view of women as “family property,” declaring that all women and men are entitled to respect and moral self-governance, even though Muslim society, like all agrarian societies of that era, remained patriarchal, that is, dominated politically, socially, and culturally by men.</i></p> <p><i>One of the Turkish leaders, Osman, created the Ottoman Empire in 1326. He and his successors conquered all of Anatolia, Greece, and most of the Balkan peninsula in eastern Europe, before conquering Constantinople in 1453 and bringing the Byzantine Empire to an end.</i></p>	<p style="text-align: center;">Civic Learning Applications</p> <p>Islamic Law in the Tenth Century Students can examine portions of the text of the classic Shari’ah of the 10th century, and in small groups discuss what the text reveals about early Islamic civilization in general. Students can then conduct research on the comparative influence of classic Shari’ah law by investigating the legal systems in use by contemporary Islamic countries, culminating in a display and presentation.</p> <p>Comparing Legal Codes Students can examine the policies of Ottoman Sultan Suleiman, known as the “lawgiver,” who reconciled centuries of existing laws with Islamic Shari’ah law in a single legal code that also fostered religious tolerance of Christians and Jews within the Ottoman Empire. In small group discussions, students can compare elements of Suleiman’s legal code to that of Justinian and the later Napoleonic Code, extending the activity begun in the previous unit on the Byzantine Empire. Students could also create diagrams outlining the common elements of the codes as well as highlighting differences.</p>
East Asia, 300-1300: China and Japan	
<p><i>From 300 to 1300 CE, China had a larger population and economy than any other major region of the world. Students begin their study with the question: How did the Tang and Song dynasties gain and maintain power over people and territories? After a long period of disunity, the Sui (589-618) and Tang dynasties (618-907) reunited China. The Tang rulers rebuilt a government modeled on the Han dynasty. Scholar-officials, trained in Confucianism, advised the emperor and administered the empire. Confucian principles specified that government should operate as a strict hierarchy of authority from the emperor, who enjoyed the “Mandate of Heaven” as long as he ruled justly, down to the local village official.</i></p>	<p>The Great Qing Code Teachers may ask students to compare testing in their school with the Chinese, Korean, and Vietnamese civil service examinations that candidates for imperial office had to take. These exams ensured that holders of power were not just children of wealthy nobles but had Confucian ethical training and advanced literacy.</p> <p>Students can also examine the Great Qing Code to identify both Confucian and legalist elements in its various statutes. The teacher could also create brief hypothetical cases and have students take the role of magistrates or appeal judges to decide each case based on the statutes in the code, justifying their decisions with evidence.</p> <p>Genghis Khan’s Legacy After studying the Mongolian Empire, students could participate in a structured discussion focused on the question “Is Genghis Khan’s reputation as a barbarian justified?”</p>

The Impact of Ideas, 1500-1750	
<p style="text-align: center;">From the Framework: Chapter 11</p> <p><i>The Renaissance</i> <i>The Italian Peninsula witnessed significant urbanization and the formation of prosperous independent city-states such as Venice, Genoa, Florence and Milan. With wealth generated from trade and industry, and inspired by commercial and political rivalry with one another, these city-states experienced a remarkable burst of creativity that produced the artistic and literary advances of the Renaissance. Through extensive contact with Byzantine and Islamic scholars, a considerable body of Greco-Roman knowledge was rediscovered. This revival of classical learning was named humanism. Humanists studied history, moral philosophy, poetry, rhetoric, and grammar, subjects they thought should be the key elements of an enlightened education. Humanism facilitated considerable achievements in literature, such as the works of Dante Alighieri, Machiavelli, and William Shakespeare, and the arts, such the painting and sculpture of Leonardo da Vinci and Michelangelo di Buonarroti Simoni.</i></p> <p><i>The Historical Developments of the Reformation</i> <i>To introduce the Reformation, the teacher reminds students that there was only one Church in Western Europe, headed by the Pope in Rome, but that there were other Christian churches elsewhere, such as the Orthodox churches. In the 1500s, Roman Christianity split into multiple denominations. Students will focus on the question: How did the Reformation divide the Christian Church, millions of people, and European states? By the early sixteenth century, criticism of the clerical and institutional practices of the Catholic Church (e.g., the selling of indulgences and corruption by the clergy) was extensive. Martin Luther not only criticized these practices, but also fundamental doctrines such as the validity of five of the seven sacraments and the need for clergy and good works to achieve salvation. He created a new theology that</i></p>	<p style="text-align: center;">Civic Learning Applications</p> <p>Renaissance Concepts of Leadership Students can closely read selections of the text from Niccolo Machiavelli’s <i>The Prince</i> in order to explain what the text reveals about the politics of the Italian city-state and the nature of power in republican government. Students can then hold a structured discussion on the validity Machiavelli’s statement that “it is far safer to be feared than loved,” using evidence from history or contemporary experiences.</p>

Grade Seven – World History and Geography: Medieval and Early Modern Times, Chapter 11 - Continued

Christian religious practice be strictly guided by knowledge from within the Bible alone and that salvation was justified by 'faith alone. A generation later, John Calvin argued for predestination, whereby those elected by God were certain of salvation. The distinctions between Lutheranism and Calvinism were significant and led to many separate denominations within Protestantism.

The Enlightenment

The students focus on the question: Why were natural rights, the social contract, and other ideas of the Enlightenment revolutionary? Beginning in the late seventeenth century, philosophers began to employ the use of reason and scientific methods to scrutinize previously accepted political and social doctrines. Enlightenment thinkers, such as John Locke, Jean-Jacques Rousseau, Charles-Louis Montesquieu, and Thomas Jefferson, proposed religious toleration, equal rights of all before the law, and the Social Contract. The teacher focuses on the social contract, as it provides the necessary bridge to Grade 8. After explaining its three fundamental concepts, the teacher assigns a choice project: students can either write a story, draw a visual, or act out the three ideas of the social contract. Students work alone on stories or visuals, but form small groups for the acting option. The students can also engage in a service learning project that emphasizes the importance of the responsibility of citizens in a democracy. If the people are the basis of the state, and the state has been upholding the rights of the people, then they must act to protect the state and other citizens, participate in state institutions, such as jury duty and voting, and help insure rights for all.

Enlightenment Philosophers

Students can read excerpts from the writings of Enlightenment thinkers such as John Locke, Charles-Louis Montesquieu, and Thomas Jefferson, and hold a role-play debate on the principles of democratic governance. Students can also gauge these thinkers' impact on later revolutionary and democratic movements and institutions of the late 18th century.

Global Convergence, 1450-1750	
<p style="text-align: center;">From the Framework: Chapter 11</p> <p><i>People, plants, and animals were introduced to places where they had previously been unknown. This “Columbian Exchange” led to profound changes in economies, diets, social organization, and, in the Americas, to a massive devastation of Native American populations because of exposure to new disease microorganisms originating in Afroeurasia. The Columbian Exchange marks the important biological exchange of disease, flora, and fauna between both hemispheres. Students investigate the transfers of American crops such as maize, potatoes, and manioc to Afroeurasia, as well as addictive substances such as tobacco and chocolate. From Afroeurasia, the Americas acquired horses, cows, pigs, and sheep. Introduction of new staple crops helped increase the population in much of Afroeurasia, and the imported animals and plants transformed the landscapes of the Americas. The Colombian Exchange also occurred across the Pacific Ocean: American crops transplanted to China grew the Chinese economy, while the chili pepper sent to Southeast Asia affected food preparation, the economy, and culture. The diffusion of Afroeurasian diseases to the Americas had catastrophic demographic consequences. The mortality of as much as 90% of Native American population allowed European newcomers to conquer territories in the Americas. Migration by Europeans and forced migration of Africans to the Americas led to a radically different population mix and the emergence of new hybrid populations and cultures.</i></p>	<p style="text-align: center;">Civic Learning Application</p> <p>Environmental Effects of Globalization Students can examine modern examples of species introduction into new environments across continents, e.g., Africanized honey bees in Brazil or the Japanese Kudzu vine in the southern United States. After analyzing the purposes of one or more species introductions, students can work in small groups to create a list of policy choices in how to manage environmental challenges stemming from the species introductions before finally evaluating and voting on them in a whole-class discussion.</p>
<p>Culminating Civic Learning Activity: Connections to Past for Civic Action Today</p> <p>Diversity – Students have studied many cultures with diverse traditions. The Roman Empire contained a vast diversity of peoples spreading from northern Europe to North Africa to the Near East. To knit the Empire together, the Romans offered a common culture, law, and a degree of religious tolerance. While successful on many levels, tensions and conflicts did arise. The United States also has very diverse population. Students could learn more about diversity in their own community and develop projects to encourage tolerance and celebrate diversity.</p> <p>Environment and Physical Geography – Students have studied how the environment shaped and challenged many civilizations. Students could study environmental issues in their own community and address them through service-learning projects.</p> <p>Health – Students learned about the spread and effect of the bubonic plague from Central Asia to China to the Middle East and Europe. Students could develop service-learning projects focused on health and well-being such as preventing diseases, exercising and proper nutrition.</p>	

Grade Eight – United States History and Geography: Growth and Conflict

The Development of American Constitutional Democracy

From the Framework: Chapter 12

The eighth grade course of study begins with an intensive review of the major ideas, issues, and events that shaped the founding of the nation. In their study of this era, students will view American history through the lens of a people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Throughout their eighth grade United States history and geography course, students will confront the themes of freedom, equality, and liberty and their changing definitions over time. . . .

Original from Framework:

On July 4, 1776, delegates at the second Constitutional Convention signed the Declaration of Independence, officially asserting the colonies’ separation from Great Britain.

Corrected:

*On July 4, 1776 delegates at the second Continental Congress adopted the Declaration of Independence, officially asserting the colonies’ separation from Great Britain. ...Students might fully explore the [list of] grievances against Great Britain and they should trace the broad principle of natural rights threaded throughout it. They can consider the question: **How did the American Revolution develop the concept of natural rights?** Students can analyze what Thomas Jefferson meant when he wrote that “all men are created equal” and “endowed by their Creator with certain unalienable rights.” To deepen student understanding of these foundational arguments, teachers employ classroom debates and town hall meeting activities where students define and defend the arguments of the framers. . . .*

Legacies of the American Revolution

With the American victory over the British, the new nation struggled to define how the principles upon which the Revolution was fought would become law and be applied to the new nation. The following question can

Civic Learning Applications

Defining Citizenship in a Changing Society

The founders purposely wrote and adopted the Constitution to allow for regular updates to meet the needs of a changing society. Qualifications for political participation of citizens were defined very differently in 1787 than they are today. Create a chart or timeline for students to track the changing qualifications of citizenship over time, beginning in 1787 when only white, land-owning males were allowed to participate in the political process. Be sure students cite specific amendments that reflect the outcomes of the women’s suffrage movement, civil rights movement, and other events that re-defined American citizenship up to the present. For example, in some states it is still illegal for convicted felons to vote in elections. Invite students to explore this topic and address issues of concern in civically responsible ways as described at the end of this section.

Foundations of Self-Government

Have students read and discuss primary sources including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and American Declaration of Independence, Articles of Confederation, and the U.S. Constitution. Ask students to consider how each document contributed to our understanding of liberty and self-government.

What is a “Good” Citizen?

The changing role and responsibility of citizenship over time provides an opportunity for students to deliberate, “What makes a good citizen today?” Ask students to brainstorm

- What skills does a good citizen have?
- What knowledge does a good citizen need?
- What actions does a good citizen take?

Have students study and consider, “Do the attributes of “being a good citizen’ today mean the same as they did in 1787?” Have students contemplate this question as they progress through their study of American history. Chart their responses on a timeline.

Grade Eight – United States History and Geography: Growth and Conflict, Chapter 12 - continued

*frame students' understanding of the aftermath of the Revolution: **What were the legacies of the American Revolution?** Students can learn that many historical documents and ideas influenced the Framers of the Constitution as they attempted to translate the Revolutionary principles to reality. For example, students may review the context by synthesizing the major ideas of the Enlightenment and the origins of constitutional and self-government in the Magna Carta, the English Bill of Rights of 1689, the Mayflower Compact, the Virginia House of Burgesses, and New England town hall meetings.*

In order to understand the process by which the Constitution was created through speeches, discussions, debate, and drafting, students can read a number of different documents and engage in a variety of activities to bring these important conventions to life. For one, students can study the men who attended the Constitutional Conventions. They can select one Framer to study in depth. As part of the study, students can be assigned a biography and/or they can identify two or three primary sources produced by him; collect evidence from the sources; chart information about his background, education, wealth, and values that he brought to the convention; and make claims about how his background influenced the positions he would take at the Constitutional Conventions. In addition to learning about the Constitutional Convention through the eyes of the Framers, students can read, discuss, and analyze excerpts from the document written at the Constitutional Convention in Philadelphia. Students should consider topics that divided the Founding Fathers and examine compromises they adopted to produce a unifying document. Several compromises preserved the institution of slavery, namely, the three-fifths rule of representation, the slave importation clause, and the fugitive slave clause. Students can explore quantitative information about where slaves lived and the work they did to determine: why were slave-holding provisions so important to southern delegates? Students can also wrestle with a question faced by some Founding Fathers: How could the nation's ideals of freedom, liberty, and democracy be adopted alongside slavery? With careful guidance from the teacher, students can speculate about: what were the long-term costs of

How Should We Judge Our Nation's Founders?

As students study the nation's founding, they can participate in a structured discussion to address the question "How should we judge our nation's founders?" Students can weigh their goal of establishing a nation under principles of freedom against the reality of the institution of slavery. Students should use historical thinking skills to distinguish between the norms of today vs. the norms of the time period as they consider the question.

Constitutional Convention Simulation

Students learn about the struggle to ratify the Constitution, arguments made in the Federalist and Anti-Federalist papers, and how some states conditioned their acceptance of the Constitution on the promise that a bill of rights would be added to it. Organize a simulation that requires students to argue and debate the positions of the Founders, citing evidence from sources. Follow up by asking students to write editorials and/or written responses to one of the Federalist or Anti-Federalist papers.

The Bill of Rights: Debate and Defend

After studying the Bill of Rights have students create posters or editorial cartoons on why specific rights are important. In small groups ask students to decide on the three most important rights and debate, defend, and support their position with the whole class.

Our System of Elections

When learning about the framers' proposing the Electoral College students can study effects of it on recent elections and participate in a structured discussion on proposals to modify it.

Grade Eight – United States History and Geography: Growth and Conflict, Chapter 12 - continued

slavery, both to people of African descent and to the nation at large? In addition, students discuss the status of women in this era, particularly with regards to voting and the ownership of property. While political rights for women were not advocated by Founding Fathers, some women, such as Abigail Adams, wrote explicitly about how women’s interests, especially as mothers, needed to be considered by male leaders.

Beyond learning about the process by which the Constitution was created, students recognize the great achievements of the Constitution: (1) it created a republican form of government based on the consent of the governed—a bold new experiment; and (2) it established a government that has survived more than 200 years by a delicate balancing of power and interests through a system of checks and balances based on the separation of powers into three branches of government, and a Bill of Rights designed to protect individual liberties from federal government overreach; and (3) it provided an amendment process to adapt the Constitution to the needs of a changing society. Students study how the Constitution provided for the participation of citizens in the political process. However, teachers should also place special emphasis on who was actually allowed to participate during this period in United States history. Explaining the role of property ownership in voter and office-holding requirements can familiarize students with the limits of republican government during this period and foreshadow efforts to expand citizenship rights in the years to come. Websites such as icivics.org, constitutioncenter.org, or congress.gov contain activities, games, and film clips that appropriately describe the enduring significance of the Constitution and the law-making process.

In addition to their examination of the Constitution itself, students consider the civil liberties outlined in the Bill of Rights, by analyzing both the historical context for their inclusion as well as current implications of their adoption. As Thomas Jefferson noted in a letter to James Madison in 1787, "[A] bill of rights is what the people are entitled to against every government on earth, general or particular, and what no just government should refuse." Students first consider why the Bill of Rights were added to

<p>Grade Eight – United States History and Geography: Growth and Conflict, Chapter 12 - continued</p> <p><i>the Constitution, studying the debate between the Federalists (who believed the protections were already included in the Constitution itself), and the Anti-Federalists (who opposed ratification of the Constitution without inclusion of a specific list of guaranteed protections of individual rights). Students then study the impact of the colonial experience on the drafting of the Bill of Rights in order to understand why these freedoms were so important to citizens of the new republic, from its broad emphasis on religious and political freedom, to more specific protections, such as the prohibition against quartering of troops. Finally, students consider how these liberties have come to be defined in practice over time, starting with Marbury v. Madison’s establishment of the judiciary’s role in their protection, and in more current decisions on a variety of topics that reinforce student understanding of the individual rights, engage them in topics of real interest, and deepen their appreciation for the Bill of Rights’ relevance in modern day.</i></p>		
<p>Testing Democracy: Then and Now</p> <p>The ideals and principles of the new nation were put to the test from the onset. Throughout the 19th and 20th centuries, and even today, the definition of American, citizen, and citizenship have been, and continue to be hotly debated and scrutinized by the public, the press, Constitutional scholars, and Supreme Court justices. As students in grade 8 study 19th and early 20th century history, intentionally draw their attention to how the impact of the processes and outcomes of historic events have shaped their role and responsibilities as citizens today. Below are a few examples on how to make the lessons of the past relevant to students today.</p>		
<p style="text-align: center;">Freedom of the Press: The Alien and Sedition Acts</p> <p>The founders believed in the importance of a free press, which is protected by the First Amendment. One of the first challenges to a free press came in 1798 when President Adams signed the Alien and Sedition Acts into law. Among other things, these acts made it illegal for anyone to express “any false, scandalous and</p>	<p style="text-align: center;">Supreme Court Decisions: Then and Now</p> <p>A number of Supreme Court decisions have changed the nature of democracy and the role and responsibility of government. As students study different cases, ask them to consider</p> <ul style="list-style-type: none"> • Why were they important then? • Why are they important now? <p>Cases to consider:</p>	<p style="text-align: center;">Slavery: The Great Debate</p> <p>The institution of slavery was a highly divisive issue in the 19th century. Proponents and opponents cited social, humanistic, economic, and political evidence to support their claim. Even within the abolitionist ranks, disagreement existed regarding the most effective means to end slavery.</p>

<p>malicious writing” against Congress or the president. Opposed by Republicans, these laws expired when Republican Thomas Jefferson became president in 1801. In his inaugural address, Jefferson stated it was a basic right of Americans “to think freely and to speak and write what they think.” As a deliberation, students can inquire into what is the most important reason for having a free press in a democratic society today.</p>	<ul style="list-style-type: none"> • <i>Marbury v. Madison</i> (1803), which enshrined the principle of judicial review. • <i>McCulloch v. Maryland</i> (1819), which upheld Congress’ power to create a national bank. • <i>Gibbons v. Ogden</i>, which gave an expansive reading of the interstate commerce clause. • <i>Fletcher v. Peck</i> 1810), <i>Dartmouth College v. Woodward</i> (1819), and <i>Johnson v. M’Intosh</i> (1823), all dealing with contract and property rights. 	<p>Engage students in role-play debate between abolitionists who argued that ending slavery required insurrection and violence, such as John Brown and William Lloyd Garrison, and those who advocated ending slavery more gradually within the constitutional framework.</p>
<p>Tocqueville’s <i>Democracy in America</i> and Today</p> <p>During the early 1800’s Alexis de Tocqueville visited the United States to identify the general principles of American democracy. Students can analyze a number of statements from de Tocqueville’s <i>Democracy in America</i> describing the national character in the 1830s with contemporary descriptions of American life and politics to decide which of his statements are still accurate, and which are not.</p>	<p>The Impact of the Mexican American War</p> <p>The Treaty of Guadalupe Hidalgo at the conclusion of the United States’ War with Mexico had a tremendous impact on the geography, economies, foreign relations, and lives of both Mexicans and Americans.</p> <p>Engage students in a simulation to role-play supporters and opponents of that war, analyzing early territorial settlements, the political ambitions of James K. Polk’s and other pro-slavery politicians, and the war’s effects on the lives of the Mexican families who first lived in the region.</p> <p>Students also study the Treaty of Guadalupe Hidalgo and the California Constitution of 1849 and their effects on the lives of Mexicans living within the new United States borders.</p>	<p>Compromising Slavery</p> <p>A number of compromises over the issue of slavery revealed the complexities, competing forces, and political power struggles that forestalled the separation of the union. As students examine the compromises and events listed below, ask them to discuss the importance of each. Are there issues today that should be open to compromise? Are there issues today that should NOT be open to compromise?</p> <ul style="list-style-type: none"> • Missouri Compromise, • Wilmot Proviso, • Compromise of 1850, • Kansas-Nebraska Act, • Ostend Manifesto, • Dred Scott case, • Lincoln-Douglas debates • John Brown’s raid on Harper’s Ferry

Grade Eight – United States History and Geography: Growth and Conflict, Chapter 12 - continued

**Racial Segregation:
Plessy v. Ferguson and Brown v. Board of Education**

In the *Plessy v. Ferguson* case, the Supreme Court ruled that “separate but equal” did not violate the Fourteenth Amendment, hence justifying segregated accommodations for blacks and whites in railways in Louisiana. The *Brown v. Board of Education* Supreme Court Case in 1954 overruled this interpretation by declaring that de jure racial segregation in schools did indeed violate the Fourteenth Amendment.

These two cases are critically important for students to analyze, compare, and draw conclusions.

- How did these decisions impact the treatment of blacks in America?
- How did they impact race relations?
- How do they impact the lives of black Americans today?
- Are there racial equality issues that need to be addressed today?
- Are there other equality issues that need to be addressed today?
- What can you do to address these issues in civically responsible ways?

From the Framework

Leading industrialists of this period, such as Andrew Carnegie and John D. Rockefeller, became the wealthiest men in history and gave back some of that wealth to the nation through their philanthropic activities. Governments promoted the wealth consolidated by these men and supported business expansion and prosperity through favorable economic policies such as tariffs and land grants.

The rapid growth of the country in this period had important consequences for how people lived their lives. Beneath the surface of the Gilded Age, there was a dark side, seen in the activities of corrupt political bosses, in the ruthless practices of businesses, in the depths of poverty, disease, and unemployment experienced in the teeming cities, in the grinding labor of women and children in sweatshops, mills, and factories, in the prejudice and discrimination against African Americans, Hispanics, Catholics, Jews, Asians, and other newcomers, and in the violent repression of labor organizing, such as the Homestead Steel Strike in Pennsylvania and the Pullman Railway Strike.

The Common Good

After students study Carnegie, Rockefeller and other industrialists, they can participate in a structured discussion focused on the question of whether the industrialists were helpful or harmful to “the common good”?

A Transcontinental Railroad for Today?

After studying industrial growth and expansion post-civil war, particularly the federal government’s investment in the transcontinental railroad, students could discuss the contemporary question “Should the United States invest in high-speed rail?”

Grade Eight – United States History and Geography: Growth and Conflict, Chapter 12 - continued

*Part of the reason the nation became as productive as it did in the last decades of the nineteenth century was because of a flood of immigrants from southern and eastern Europe. Students can identify who migrated, why they came, how people found work, where they lived, and how they encountered this foreign country. Students can address the questions: **Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived?** They can also learn about the long hours, poor wages, unhealthy work environments, and lack of regulation on child labor, which according to author Upton Sinclair, amounted to *The Jungle* for the working-class. This system of labor and social organization was justified by leading social scientists, who advocated Social Darwinism, or eugenics as scientific explanation and rationalization for treating workers poorly. Students examine the importance of social Darwinism as a justification for child labor, unregulated working conditions, and laissez-faire policies toward big business.*

The plight of labor and immigrants was not ignored by everyone at the turn of the century: Progressives, or American reformers who sought to provide a safety net for the most vulnerable of Americans, started to advocate for the poor through opening settlement houses like Hull House in Chicago, or working as muckraking journalists like Ida Tarbell, exposing poor working conditions. Progressives eventually advocated broader reforms in urban areas by encouraging the government to establish minimum working age requirements and passing the Pure Food and Drug Act, for example. Reformers also aligned themselves with workers themselves. Students can study the rise of the labor movement and understand the changing role of government in confronting social and economic challenges of the Gilded Age and Progressive Era.

Defining American Citizenship

To understand the sweeping changes that are covered in this period of American history, students consider the ways in which the quests for liberty and freedom have transformed the American populace. The course pays close attention to the opportunities and challenges that have confronted

The Progressive Era

As students study the progressive era, have them analyze policies of that era (such as child labor laws) and the problems those policies were meant to address. Then, have students think about modern-day problems and propose and evaluate policies they think would address them.

The Muckrakers

After learning about working conditions and the lack of regulation in industries at the end of the 19th century and beginning of the 20th, have students take the role of “muckraking” journalists to research a problem of the time or a contemporary problem and write an editorial urging government action to address the problem.

Grade Eight – United States History and Geography: Growth and Conflict, Chapter 12 - continued

our diverse society. Teachers weave in the recurrent theme of citizenship and voting by emphasizing how these rights and privileges have been contested and reshaped over time. Starting with the freedoms outlined by the framers, students examine the many contributions of Americans seeking to expand civil rights across the country—to move forward in our continuing struggle to become a more perfect union.

Students learn what it means to be a good citizen (obeying laws), a participatory citizen (voting, jury duty, advocating causes) and a socially just citizen (community service, standing up for rights of others). Students will also learn about the process by which people not born in the United States can become citizens, the history of immigration in the United States, and the contributions of immigrants in our country. This analysis of the naturalization process will provide an understanding of the immigration process, enhance students' tolerance of and respect for others, help students develop an appreciation for the diversity of our country, and reinforce lessons of citizenship. Finally, students can participate in service-learning projects that engage them in the democratic process such as planning and participating in such activities as mock elections, associated student body elections and meetings, the naturalization process, voter registration, community service, and National History Day.

Connections from the Past - Civic Action for Today

Education – As students study the progressive era, they can discuss the role that public education plays in society and develop service-learning projects to improve education or to encourage students to succeed and stay in school.

Students have studied a variety of public policies including the Constitution and Bill of Rights, the Reconstruction Amendments, and policies of the progressive era. Help students identify a public policy issue in their school, community, state, or nation. Gather information from a variety of sources to analyze and understand:

- the cause(s) of the issue;
- conflicting points of view about the issue – why is this a problem?
- which individuals or groups are affected; which are not affected;
- various solutions that are *constitutional and unconstitutional*;
- pro/con arguments and cost/benefit analysis of various solutions.

CIVIC LEARNING RESOURCES FOR GRADES 6-8

The following list of suggested resources can be utilized to support and strengthen civic learning in the Grade 6-8 curriculum.

American Legacy: The United States Constitution and other Essential Documents of American Democracy. Center for Civic Education, 1997. This 80-page pocket-sized (3.5" x 6.5") booklet comprises the U.S. Constitution and the Declaration of Independence together with passages from other documents that encompass essential ideas of American democracy. The documents are arranged chronologically beginning with the Mayflower Compact.

<http://civiced.org/civitas-program-resources/reference-materials/american-legacy>

Bill of Rights Institute. Online resources, programming, and lessons to educate young people about the Constitution.

<http://billofrightsinstitute.org/>

The Big Eras, National Center for History in the Schools. [Compact History of Humankind](#) (grades 6-10) and [World History: The Big Eras](#) (grades 11-college) present a brief history of humankind written to encourage teachers and students to think about the past on big scales. Presenting world history in panoramic view, it puts forward the idea that students will achieve deeper understanding of world history, and find their studies more engaging, if they are guided to relate particular subject matter to large patterns of historical change.

<http://www.nchs.ucla.edu/catalog/world-history-the-big-eras>

California Three Rs Project – Rights, Responsibility, and Respect, Constitutional Rights Foundation. For over two decades, the California Three Rs Project (CA3Rs) has been a program for finding common ground on issues related to religious liberty and the First Amendment in public schools. The CA3Rs' approach is based on the principles of American democracy and citizenship, reflected in the First Amendment of the Bill of Rights and applied in a public school setting. The CA3Rs' website features lessons, resources, and professional development opportunities for teachers and education professionals on essential information for teaching about religious liberty and the history of religion in America.

<http://ca3rsproject.org/>

California Democracy School Civic Learning Initiative, Los Angeles County Office of Education. The California Democracy School Project is designed to institutionalize civic learning in middle and high schools to prepare ALL students for college, career, and citizenship in the 21st century. The program offers resources, face-to-face and online professional development.

<http://www.lacoe.edu/CurriculumInstruction/HistorySocialScience/CaliforniaDemocracySchool.aspx>

California On My Honor, Judicial Council of California and California State University San Marcos, 2006. California On My Honor presents institutes, workshops, resources and lesson plans for teachers of grades kindergarten through 12 with a focus on civics education, especially as it relates to the judicial branch.

<http://www.courts.ca.gov/civicslessons.htm>

Civics-Learning Resources for Grades 6-8

CityWorks, Constitutional Rights Foundation. CityWorks provides interactive lessons in which students become citizens of the fictional city of Central Heights to learn about issues of state and local government and practice critical-thinking skills. Along the way they take on the role of local political leaders and active citizens to address political and social issues facing the community.

<http://www.crf-usa.org/materials-catalog/cityworks-textbook.html>

CityYouth: Ancient History, Constitutional Rights Foundation. Students visit ancient Greece and Rome. Service-learning opportunities are included.

<http://www.crf-usa.org/materials-catalog/cityyouth-ancient-history.html>

CityYouth: U.S. History, Constitutional Rights Foundation, This four-unit version of CityYouth is designed to support a U.S. history course of study. Multidisciplinary lessons provide depth and contemporization of the theme and guide students toward applying what they learn through service-learning projects. Unit topics include the American Revolution, Old West/Reconstruction, Youth & Education at Turn of the 20th Century, and Contemporary Media.

<http://www.crf-usa.org/materials-catalog/catalog-cityyouth-u-s-history.html>

Civic Action Project CAP is a free project-based learning program for civics and government from Constitutional Rights Foundation. CAP students identify an issue or problem that matters to them, connect it to public policy, then take “civic actions” to make an impact on their selected issue/problem.

<http://www.crfcap.org/>

Civics on Call, Constitutional Rights Foundation. This is a one-stop updated list of classroom-ready lessons on issues of the day, including immigration; government surveillance; protest and petitioning the government; and the use of force by police. CRF posts new lessons and updated lessons from its publications *Bill of Rights in Action*, *Criminal Justice in America*, and *Youth and Police*.

<http://www.crf-usa.org/civics-on-call>

Deliberating in a Democracy, Constitutional Rights Foundation. DID is an international initiative designed to increase students’ understanding of democratic principles through engaging in civic deliberation on controversial issues. *Deliberating in a Democracy in the Americas* provides deliberations in English and Spanish. It is a joint effort of CRF, Constitutional Rights Foundation Chicago, and Street Law, Inc.

<http://www.deliberating.org/>

Democracy in Action. Arsalyn Program of the Ludwick Family Foundation. *Democracy in Action. Your Vote is Your Voice*, is designed to present the importance of voting and to discuss the nuts and bolts of the American political system. Like the elementary school booklet, *Your Vote is Your Voice* contains step by step guidelines describing how you can run a simulation election on your campus.

www.arsalyn.org.

Democracy in Action, Mikva Challenge. Mikva’s Democracy in Action (DIA) curriculum is a comprehensive step-by-step guide that empowers students with the skills, knowledge, and dispositions to be “superstar citizens.” At the core is the idea that students explore their communities from an asset based perspective, identify issues that are important to them and their community, research the issue, analyze power, and ultimately develop an action plan and take action.

<http://www.mikvachallenge.org/programs/community-problem-solving/>

Educating About Immigration, Constitutional Rights Foundation. This website to provide teachers and students in America's classrooms with the means to address these issues productively and critically. Educating About Immigration is a one-stop informational and interactive clearinghouse on topics of U.S. immigration. It is primarily intended as a source for curriculum, but the general public is also invited to use it to learn more about immigration, its history, and current controversies.

<http://www.crfimmigrationed.org/>

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice, Middle School. Center for Civic Education, 1993. The middle school edition of *Foundations of Democracy* explores four concepts (Authority, Privacy, Responsibility, and Justice) using illustrations, handouts, open-ended discussion questions, and calls for students to apply situations to their own lives. © 1993, suggested for grades 6–9.

<http://civiced.org/resources/publications/student-texts/foundations-of-democracy-authority-privacy-responsibility-and-justice-2>

iCivics iCivics teaches students how government works by having them experience it directly through online gaming. Through the games, the player steps into any role – a judge, a member of Congress, a community activist fighting for local change, even the President of the United States – and does the job they do.

<https://icivics.org>

It's Yours: The Bill of Rights, Shelia Brady, Carolyn Pereira, and Diana Hess, Steck-Vaughn and Constitutional Rights Foundation. This collection of activities on the Bill of Rights is appropriate for English-language learners.

<http://www.crf-usa.org/materials-catalog/catalog-its-yours-the-bill-of-rights.html>

Judges, Courts, and the Law, Constitutional Rights Foundation and the Judicial Branch of California. This website features stories, games, and educational animations to help students better understand the role that courts play in our democracy.

<http://www.courtsed.org/>

Landmarks: Historic U.S. Supreme Court Cases, Constitutional Rights Foundation. The student text of this publication focuses on landmark cases, giving historical background, outlining each decision, and explaining its significance. A separate teacher's guide contains lesson plans for each reading, including focus activities, discussion questions with suggested answers, step-by-step instructions for interactive activities, and debriefing questions and suggestions on cases such as *Marbury v. Madison* (1803), *Dred Scott v. Sandford* (1857), *Brown v. Board of Education* (1954), *Gideon v. Wainwright* (1963), *Miranda v. Arizona* (1966), and *Bush v. Gore* (2000).

<http://www.crf-usa.org/materials-catalog/landmarks-historic-u-s-supreme-court-decisions.html>

Living with Our Deepest Differences: Religious Liberty in a Pluralistic Society, Charles Haynes, Williamsburg Carter Foundation, 1989. The curriculum focuses on the place of religious liberty in society. The lessons are designed to provide the teacher with maximum flexibility so that they may be used either as a unit or infused separately into a course as needed. Everything that the teacher will need — lesson plans, source documents, extension activities, bibliographical materials and suggestions for evaluation — is included.

http://www.firstamendmentcenter.org/madison/wp-content/uploads/2011/03/LWODDcomplete_low_res.pdf

Civics-Learning Resources for Grades 6-8

Mikva Challenge Mikva Challenge develops youth to be informed, empowered, and active citizens and community leaders. We do this by engaging youth in action civics, an authentic and transformative learning process built on youth voice and youth expertise.

Digital Chalkboard: Civics, California Department of Education. The California Department of Education's Digital Chalkboard has a page with lesson plans, programs, and resources dedicated to civics, grades K-12.

<https://www.mydigitalchalkboard.org/>

National Constitution Center. The Constitution Center offers innovative, standards-based lesson plans, activities, and other resources connect the Constitution with **curriculum** and bring American history **to life** for students.

<http://constitutioncenter.org/learn/educational-resources/>

NewseumED. Online resources to cultivate the skills to authenticate, analyze and evaluate information from a variety of sources and to provide historical context to current events.

<https://newseumed.org/>

Of Codes & Crowns: From the Ancient World to the Renaissance, Constitutional Rights Foundation. This book contains short, high-interest readings with discussion questions and interactive activities to foster critical thinking on topics including Hammurabi's Code, the Greek tribunal system, Jewish law, Roman law, Islamic law, the English jury system, Magna Carta, and the Trial of Galileo. All lessons are linked to California world history standards.

<http://www.crf-usa.org/materials-catalog/of-codes-and-crowns-textbook.html>

ProCon.org ProCon.org, a 501(c)(3) nonprofit nonpartisan public charity, provides professionally-researched pro, con, and related information on more than 50 controversial issues from gun control and death penalty to illegal immigration and alternative energy. Using the fair, FREE, and unbiased resources at ProCon.org, millions of people each year learn new facts, think critically about both sides of important issues, and strengthen their minds and opinions.

www.procon.org

Project Citizen, Level I. Center for Civic Education, 1996. Project Citizen is a civic education program for middle, secondary, and post-secondary students and youth or adult groups. Project Citizen promotes competent and responsible participation in state, local, and federal government. It actively engages people in learning how to monitor and influence public policy. Participants work together as a class or extracurricular group to identify and study a public policy issue. The final product is a portfolio that may be presented before other classes, groups, community organizations, or policymakers. The Level 1 text (suggested for grades 5–8) enhances instruction by providing tips from Project Citizen teachers and emphasizes the fundamentals of the public policymaking process.

<http://civiced.org/resources/publications/student-texts/project-citizen-level-1>

Project History, Middle School U.S. History, Constitutional Rights Foundation. Six interactive lessons include questions to engage students in a discussion and product-based activities that help students delve more deeply into the reading and develop critical thinking skills.

<http://www.crf-usa.org/materials-catalog/catalog-project-history.html>

Project Soapbox, Mikva Challenge. Project Soapbox is a public speaking competition facilitated by Mikva Challenge that calls young people to speak out on issues that affect them and their communities. These powerful speeches have lasting, transformative impacts on classrooms, schools, and communities.

<http://www.mikvachallenge.org/educators/online-resources/issues/project-soapbox/>

Simulated Congressional Hearing, Middle School, Center for Civic Education. The Simulated Congressional Hearing provides students an opportunity to demonstrate their knowledge and understanding of constitutional principles while providing teachers with an excellent means of assessing student learning. The entire class, working in cooperative teams, prepares and presents statements before a panel of community member judges acting as a congressional committee. Students then answer follow-up questions posed by judges.

<http://civiced.org/wtp-the-program/hearings/middle-school>

The Walter and Leonore Annenberg Presidential Learning Center, Ronald Reagan Presidential Foundation. The Walter and Leonore Annenberg Presidential Learning Center (APLC) hosts a variety of programs designed to develop informed and engaged citizens. Programs include Student Speaker Series, Educator Programming, and Civics-based Educator Workshops. A variety of curricula is available to educators for use in the classroom or to supplement a class visit to the Ronald Reagan Presidential Museum.

<https://www.reaganfoundation.org/education/lesson-plans-and-resources/annenberg-presidential-learning-center/>

We the People, Level 2. Center for Civic Education, Reprint 2007. The *We the People: The Citizen & the Constitution* textbook teaches middle school students about government and active citizenship. The textbook, composed of 6 units and 30 lessons uses critical-thinking exercises, cooperative-learning and a simulated congressional hearing culminating activity to teach the history and principles of constitutional democracy.

<http://civiced.org/resources/publications/student-texts/middle-school-level-2>

World History for Us All, San Diego State University in cooperation with the National Center for History in the Schools at UCLA. The program offers a unified chronology. That is, it organizes the human past into nine Big Eras, each of them encompassing changes around the globe. The curriculum does not use civilizations and their exclusive chronologies as the main units of history, even though developments within major societies are richly explored. It permits teachers and students to investigate the global past from its beginnings to today without leaving out major periods or world regions.

<http://worldhistoryforusall.sdsu.edu/>

GRADES 9-12

Course descriptions for grades 9-12 offer a number of opportunities to strengthen civic learning knowledge and skills for students. The updated framework describes a variety of course offerings that can be utilized as elective or required coursework in grade nine. As stated in the framework, “Electives provide an excellent opportunity for teachers to prepare students for advanced course work and to integrate research-based practices in civic education, including simulations of the democratic process, service-learning, and current events.” Elective courses described in the framework include World and Regional Geography, Modern California (Twentieth and Twenty-First Centuries), Physical Geography, Survey of World Religions, the Humanities, Anthropology, Psychology, Sociology, Women in United States History, Ethnic Studies, Law-Related Education, and Financial Literacy. As students study the content, concepts, and ideas in these courses, it is important to include the civic dimension of each in making the learning relevant to issues in today’s world.

The California History-Social Science Standards for grades 10-12 and the content descriptions of the updated framework center on a study of world history, culture, and geography in the modern world in grade 10, United States history and Geography in the modern world in grade 11 followed by a one semester course in economics and a one semester course in American government in grade 12.

There are historic, economic, geographic, and civic perspectives woven throughout the content but much of the narrative is framed in a historic perspective to help students understand the complexities of competing and collaborative forces that shaped the history of the world during these timeframes. To help students understand the relevancy of these important periods of history, it is vital for teachers to intentionally connect the lessons learned, concepts, and ideas of the past to the lives of people around the world today. In other words, how does the past inform our world today?

To achieve the goal of preparing young people to be informed, engaged citizens in today’s world, we must provide them with the background knowledge of the events and circumstances that led to our current form of democratic governance. Even more importantly, we must also provide opportunities for students to apply their understanding of democratic principles and procedures to “practice” democracy in their schools, their communities, their state and nation.

Instructional Practice for Grades Nine through Twelve

From the Framework: Chapter 13

Civics and Government

When studying civics and government, students explore how people participate in the governing of society. In high school, these skills include students' abilities to explain and distinguish the powers, roles, and responsibilities of citizens and governments, and how those have changed over time and are still contested. Students should also analyze the impact and appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. Students analyze ideas and principles that influence social and political systems as well as the powers and limits of those systems. Additionally, students should evaluate the effectiveness of efforts to address social and political problems as well as the intended and unintended outcomes and consequences of these efforts. Students analyze historical and contemporary means of changing societies, promoting the common good, and protecting individual rights from the will of the majority. Students deepen their appreciation for civic virtues, democratic principles, and deliberative processes when working with others. In addition, these civics-related activities can be woven into a variety of classroom content areas:

- 1. Students evaluate rules, laws, and public policy in terms of effectiveness, fairness, costs, and consequences and propose modifications or new rules to address deficiencies.*
- 2. Students use deliberative discussion including consideration of multiple points of view in making decisions or judgments on controversial political and social issues.*
- 3. Students construct and evaluate arguments and counter arguments and positions on issues using appropriate discipline-specific claims and evidence from multiple sources.*
- 4. Students analyze a specific school or community school problem or issue using appropriate disciplinary lenses from civics, economics, geography and history; propose and evaluate strategies and options to address it; and take and evaluate individual or collaborative actions and/or make presentations on the issue to a range of venues outside the classroom.*

Grade Nine – Elective Courses in History–Social Science

From the Framework: Chapter 14

Law-Related Education

- *How can the legal system protect civil rights and promote justice in American society?*

In this course students should gain a practical understanding of the law and the legal system that have been developed under the United States Constitution and Bill of Rights. They should become aware of current issues and controversies relating to law and the legal system and be encouraged to participate as citizens in the legal process. Students should be given opportunities to consider their attitudes toward the roles that lawyers, law enforcement officers, and others in the legal system play in our society. In addition, students should be exposed to the many career opportunities that exist within the legal system.

The course includes a study of concepts underlying the law as well as an introduction to the origin and development of our legal system, including civil and criminal law. In a unit on civic rights and responsibilities, students should learn about the rights guaranteed by the first, fourth, fifth, sixth, eighth, and fourteenth amendments. In a unit on education law, students should study the growing role of the courts in influencing school policy and practice. Mock trials and other simulated legal procedures together with the use of resource experts should help students understand this area.

Grade Ten – World History, Culture, and Geography: The Modern World

From the Framework: Chapter 15

The content covered in grade ten is expansive, and the discipline-specific skills that are to be taught are equally demanding. In order to highlight significant developments, trends, and events, teachers should use framing questions around which their curriculum may be organized. Organizing content around questions of historical significance allows students to develop certain content areas in great depth. Framing questions also allow teachers the leeway to prioritize their content and highlight particular skills through students' investigations of the past. Moreover, through an in-depth study of individual events and people, students can trace the development of even larger themes, such as the quest for liberty and justice, the influence and redefinition of national identity, and the rights and responsibilities of individual citizens.

Democratic Revolutions

The eighteenth century witnessed the development of two revolutionary trends that ultimately influenced the world in ways that are still felt today: political and industrial revolutions. Before students learn about the on-the-ground experiences and consequences of these two revolutions, they should learn about the ideas that gave rise to them. Political revolutionary ideals were rooted in notions of Athenian democracy, English constitutional laws, the Enlightenment, and other traditions of European political thought, and they emphasize the rule of law, reason, individual rights, republicanism, and citizenship. These concepts are abstract, and the primary sources that illustrate these concepts are dense and challenging for students to navigate. When possible, teachers should try to introduce brief excerpted primary sources or secondary sources that convey meaning in a direct way. Even though principles of political revolutions are challenging to navigate, students should learn the ideas that guided much of modern history before they proceed to learn about the reality and put them into a comparative context.

The eighteenth-century revolutionary ideas, which influenced much of the world in the modern period, had its origins in Judeo-Christian culture and

Civic Learning Applications

The Role of Religion

In several places, students will encounter cultural, political, and social developments and changes related to religion in different cultures in history. It is important to consult Appendix E (Religion and History-Social Science Education) in this Framework for essential guidance in appropriately teaching about religion in public schools.

Civic Humanists: Yesterday and Today

Civic humanists emphasized a quest for virtue and knowledge as ancient philosophers had, and they often used Christian and Jewish moral and ethical principles as the basis of virtuous behavior.

- Students can engage in close reading of excerpts of the letters of Petrarch, for example, in order to explain the reliance of civic humanists on the ideas of philosophers of classical antiquity.

Civic humanist ideals continued to influence political philosophers during the Enlightenment. Philosophers' concern for personal liberty and their suspicions about the dangers of tyranny led them to argue for a separation of powers and embrace representative governments of limited power as the ideal form of political organization. American, European, and Latin American revolutionaries defended their actions using these ideas. Their post-revolutionary constitutions were explicitly written to limit executive power and protect the rights of citizens.

- Engage students in study and deliberation to identify the influences of civic humanist ideals in American democratic process and practices today.

Grade Ten – World History, Culture, and Geography: The Modern World, Chapter 15 – continued

Greco-Roman philosophy. Both Jewish and Christian scriptures informed ethical beliefs, while Greek philosophers like Plato and Aristotle were concerned with the establishment of the rule of law to prevent tyranny. Roman legal philosophy built on Greek ideas of citizenship—defined as the exercise of one’s talents in the service of the civic community— as necessary to protect the authority of the state. However, authoritarian ideas, such as divine right of kings, the privileged status of nobles and clergy, and rule by elite groups, were also traditional concepts drawing on ancient ideas and practices. In the 1700s, authoritarian institutions and ideas governed every state and empire, and to Europeans in that time, the revolutionary ideas were quite new. This question can frame students’ understanding of political revolutionary ideas: How were enlightened ideas a break from the past? In order for students to understand the significance of concepts like “the rule of law,” “citizenship,” “reason,” “liberty,” and “property,” for example, teachers should present them as a dramatic break from the past. As students have just finished learning about the seeming divine power of monarchs, they can begin to see how sharply the new ways of learning and thinking were substantially different. Thus, there is a key tension for teachers: emphasizing what a big break from the past these ideas are, but reminding students that the ideas are rooted in ancient societies. The ideas of equality, representation, and rights were so inspiring to people because they emerged in a world dominated by hierarchy, inequality, and lack of representation and rights.

Political revolutionary ideas were advocated by civic reformers. Some of the most noted civic reformers were John Locke, Thomas Hobbes, Jean-Jacques Rousseau, Charles-Louis Montesquieu and Adam Smith. These men and other enlightenment thinkers developed the notion of the social contract. Students can consider this question as they investigate the abstract ideas of political revolutionaries: How did the “social contract” affect ordinary people? The social contract was an idea that stated there should be an agreement among members of a society to cooperate for mutual social benefits in pursuit of an ordered society. Key components of the social contract that students should learn about are that men have natural rights to life, liberty, and property. Although some of these natural rights were not entirely new, before they had

Protection from Tyranny: Then and Now

Students can examine the use of the term tyranny as it appears in Plato’s Republic and Aristotle’s Politics.

- Using guiding questions to interpret the use of the term in the texts, look for evidence of these texts’ influence on Western political thought about tyranny, and evaluate the extent to which the American democratic-republican system is designed to control tyrannical impulses and movements through the rule of law.
- Students can also explore the arguments for individual rights in this era, engaging in deliberation on the question of the exclusion of groups like women from full access to these rights. In particular, they could consider the paradox of slavery in a society that values individual rights through an examination of Enlightenment writings and images, including evidence both from abolitionist campaigns and from defenses of enslavement.
- Facilitate a deliberation about tyranny in today’s society – does it exist? What can be done to prevent tyrannical behavior?

Role Play – Revolutionary Thinkers and Leaders

Students can take the roles of John Locke, Thomas Hobbes, Jean-Jacques Rousseau, Charles-Louis Montesquieu and other important political thinkers and leaders to debate questions around the value of representative democracy then, and why it is necessary today.

Grade Ten – World History, Culture, and Geography: The Modern World, Chapter 15 – continued

been applied to only certain privileged classes; civic reformers, however, advocated that all citizens have rights such as equality before law. Students can investigate the questions What are individual or natural rights? Who received those rights in the eighteenth century? as they trace political revolutionary ideas In addition, by comparing the language employed by leading revolutionary writers, such as John Locke (whose Two Treatises of Government will help students understand the connection between the enlightenment and revolutions), Thomas Jefferson (whose words from the American Declaration of Independence will prove useful), James Madison (whose Virginia Plan at the Constitutional Convention will be useful in teaching students about distribution of power), Mary Wollstonecraft (whose A Vindication of the Rights of Woman will provide powerful arguments about women’s rights), and Adam Smith whose Wealth of Nations provided the foundation for a market economy and the rights or individuals in that economy, students can compare the proposals that each contributed to these crucial philosophical and political developments. Once students have been introduced to these principles and understand how dramatically different they were from most Europeans’ recent past, teachers might have students creatively explain their understanding of the social contract by creating political cartoons, performing an original skit, or writing a short fictional story to illustrate the main components of the contract.

Students also learn that the social contract, and especially the notion of natural rights, gave rise to newer ideas about the purpose of government. This question can frame students’ understanding about the relationship between natural rights and government: Why did civic reformers argue for representative governments? Civic reformers argued that the people should be the basis of government, and that men create governments to protect natural rights. They argued that these rights were inherent in human beings and that it was through the social contract that individuals ceded certain of their inherent rights to the government in return for common benefits such as security, economic regulation, accomplishment of common purposes, etc. Civic reformers’ concern for personal liberty and their suspicions about the

Civic Duties and Civil Rights

Review the text of the English Bill of Rights (1689), U.S. Constitution (1789), the Declaration of the Rights of Man and the Citizen (1789), the U.S. Bill of Rights (1791), and other key historical documents that inform contemporary notions of civic duty and civil rights.

Students can create projects, or write informative/ explanatory essays on the nature of rights and responsibilities of citizenship - what it meant in the past and what it means today. Students can use domain-specific terms like liberty, common law, and public policy.

Grade Ten – World History, Culture, and Geography: The Modern World, Chapter 15 – continued

dangers of tyranny led them to argue for a separation of powers and embrace representative governments of limited power as the ideal form of political organization. As a foreshadowing of the consequences of these ideas, an extension of this new purpose of government is the notion that if this new republican form of government does not protect individuals’ natural rights, then the people have a right to overthrow that government and create a new one in its place.

Atlantic revolutions and the subsequent Napoleonic Wars resulted in the establishment of a new type of political structure, the nation-state. Through the growth of popular print media, the centralization of the state, and the increasing connections facilitated by transportation networks, people began to imagine themselves as part of a larger national community. Students can consider the question: How is national identity constructed? In order to learn about these developments, as well as to serve as a bridge to the next unit on the industrial revolution. Shared language, religion, literacy, and culture created connections between people that served as a foundation for the development of a national identity. Arguments over the definition of citizenship, who was included and excluded, in the nation-state continue into the contemporary period and therefore provide opportunities for students to develop further their own understanding of the rights and responsibilities of citizens.

Industrial Revolutions

Students learn about the relationship between the Industrial Revolution and the growth of urban centers which resulted in, depopulation of rural areas and migration to urban areas; a shift from agrarian-based society to manufacturing-based society; and a change in the pressures society places on natural resources. Students can consider the multiple ways in which industrialization transformed people’s daily lives, in terms of providing many more merchantable goods in the marketplace, to standardizing time and work schedules. Students can also learn about the negative consequences of industrialization: overcrowded cities and housing, poor sanitation, unsafe working conditions, for example.

Industrialization and Automation

When students are studying the reactions of peoples and individuals to industrialization, have students compare the Luddite movement to modern reactions to automation. Students can hold a structured discussion around the question “How should societies respond when workers are displaced by technology?”

Grade Ten – World History, Culture, and Geography: The Modern World, Chapter 15 – continued

Causes and Course of World War I

The Great War, later called World War I, began in 1914 as a result of nationalist tensions in Europe and the subsequent militarization that resulted from clashes between these states over colonial resources and markets. The question Why did The Great War become a World War? can guide students' initial investigation into the conflict. This insecurity led these powers to form alliances, which embroiled the great powers of Europe in a multi-year conflict that included soldiers from many parts of the world. The gradual disintegration of the Ottoman Empire, alongside a growing militarization of the European powers, created a climate of distrust that eroded the balance of power. At the advent of the war, political leaders who faced social unrest at home saw the war effort as a way to divert popular criticism and stoke patriotism in support of a war effort. Students should learn about the complexity of why and how each state justified its entry into the war. To this end, European governments created propaganda aimed at encouraging the civilian population to support total war. To deepen student understanding of the causes of World War I, teachers can divide the class into groups representing the major participants on both sides in the war. In their groups, students examine a collection of wartime propaganda and political cartoons by utilizing one of the many primary-source analysis tools available online to develop a visual analysis of the imagery to understand the link between claim and evidence in these texts. Based on wartime propaganda, students can make find similarities and differences in terms of how nations portrayed their enemy states, through dehumanizing their enemy or highlighting threats to their own liberty, for example.

Effects of World War I

*In 1919, the victors of World War I—France, Britain, and the United States—turned toward settling the war, organizing peace, and punishing the losers. Students can address the following question as they study the short-term consequences of The Great War: **How did World War I end? What were the consequences of the postwar agreement?** President Woodrow Wilson offered a vision of a peaceful postwar world order based on the principles of national self-determination and free trade in his Fourteen Points.*

Crises of Nationalism Before WWI

Have students take the roles of diplomats at an international conference to propose a plan to resolve the Bosnian and Herzegovinian annexation crisis of 1908. Have students discuss and evaluate the various proposals and select the best proposal. As a conclusion, ask students to consider whether or not the proposal would have had the potential to head off World War I.

WWI Propaganda

Using primary sources, have students examine political cartoons created before and during World War I to determine their meaning and point-of-view and evaluate their persuasiveness as propaganda. As an extension activity, students could compare and contrast the World War I-era cartoons to examples of modern political cartoons.

Wilson's Fourteen Points

Have students examine selected points from Woodrow Wilson's Fourteen Points and determine their relevance to today's world and whether they should be made a part of international law.

Grade Ten – World History, Culture, and Geography: The Modern World, chapter 15 – continued

Rise of Totalitarian Governments after World War I

*One way that some historians have compared transformations in Europe during the interwar years is through the concept of totalitarianism, or a centralized state that aims to control all aspects of life through authoritarian use of violence. This question about totalitarianism can help frame students' comparative explorations of governments and social systems during these years: **What was totalitarianism and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union?** Using this strategy, students can examine the similarities and differences between the political structures of the Soviet Union, Germany, and Italy in the 1930s.*

Causes and Consequences of World War II

*Before and during the worldwide conflict, the Nazis implemented racial policies across the portions of Europe they controlled. The question: **How was the Holocaust enacted?** can guide students' exploration into the magnitude, terror, and loss of life caused by Nazi policies. These policies drew upon racial and eugenicist ideologies. Jehovah's Witnesses, Poles, Gypsies, homosexuals, and political activists faced harassment, imprisonment, and death. Jews were the particular targets of Nazi violence. Nazi policies and actions evolved over time through initial stripping of rights through the passage of the Nuremberg Laws, an escalation of persecution through events like Kristallnacht, from the establishment of concentration camps, and then genocide. Germans and their allies ultimately murdered six million Jews and millions of others through starvation, forced labor, and by shooting and gassing victims. Sensitivity and careful planning are needed to bring the history of this period to life for students in a thoughtful and responsible way. The sheer scope, the action (or inaction) of civilians, and the inhumanity of the Holocaust can be overwhelming to some students.) ... Immediately following the war, genocide, the systematic killing of members of an ethnic or religious group, was established as a crime under international law through the development of the United Nations. Emboldened by this lack of accountability, Adolf Hitler said to his generals on the eve of their invasion of Poland, "Who, after all, speaks today of the*

Totalitarianism Then and Now

After studying the rise of totalitarianism in Europe, have students review the defining characteristics of totalitarian governments. Then students can apply those characteristics to hypothetical contemporary governments and in a structured discussion, decide if those hypothetical governments meet the definition of totalitarianism.

Totalitarianism vs. Democracy

Have students compare and contrast the elements of totalitarianism with liberal democracy. Have students discuss whether individual rights and freedoms are essential for a just society, and whether they are essential for a livable society?

The Problem of Genocide

After studying controversies relating to U.S. responses to Nazi policies of mass extermination of Jews in World War II, students examine current examples of genocide and discuss what U.S. policy should be in response.

Grade Ten – World History, Culture, and Geography: The Modern World, Chapter 15 - continued

annihilation of the Armenians?” numerous German military officers who had been stationed in Turkey during WWI, were aware of the Ottoman regime’s plan to destroy the Armenians, and some of them even issued orders for the deportation of Armenians. Without penalty, some later became leaders within the Nazi military apparatus that carried out the Holocaust. Teachers can introduce the history of the Near East Relief organization established by the former U.S. ambassador to the Ottoman Empire, Henry Morgenthau. Near East Relief came to the aid of hundreds of thousands of Armenian Genocide survivors through the establishment of orphanages, food and vocational programs, etc. Teachers can also use the example of the first international aid project of the Red Cross in helping Armenian Genocide survivors, and the phrase, “Remember the starving Armenians!” as a means to demonstrate to students the profound effect the Armenian Genocide had on the American public.

International Developments in the Post-World War II World

The United States became involved in supporting the re-establishment of liberal democratic states in Western Europe. It developed the Marshall Plan, a massive American economic recovery project for Western Europe, and the Truman Doctrine, which affirmed American support for people fighting against communist insurgents. The Soviet Union viewed these plans as an effort to protect American hegemony in Europe. In response to the formation of the North Atlantic Treaty Organization (NATO), a 1949 military alliance between the United States, western European nations, and Canada, the Soviet Union initiated the Warsaw Pact of 1955, which aimed to protect its eastern European territory and broader sphere of influence. Uprisings in Poland and Hungary (1956), and Czechoslovakia (1968) exposed fractures within the Soviet sphere of influence by revealing insurgent sentiment from those presenting what they considered a purer and less repressive form of communism, as well as by anti-communists.

The Marshall Plan

After students learn about the Marshall Plan, hold a structured discussion in which students deliberate the question whether the Plan’s motivation was primarily altruistic or to promote the U.S. national interest.

Grade Ten – World History, Culture, and Geography: The Modern World, Chapter 15 – continued

Nation-Building in the Contemporary World

*Stretching from the World War II years through the contemporary period, former colonies and dependent nations have embraced different political and economic systems in an effort to provide stability and security. Students can study the past thirty years of global history in a comparative context by addressing the question: **How have nations organized in the post-Cold War world?** Through the study of diverse regions and peoples, students learn in this unit that many nations share similar challenges in attempting to unite. This question can help guide students as they explore common challenges faced by nations: **How have nations struggled in similar and different ways to achieve economic, political, and social stability?** For example, as in some European countries, the presence of multiple ethnic, linguistic, and cultural groups within the borders of an individual state influenced nation-building efforts in developing regions. Further, many places have experienced civil wars or regional disputes that led to civilian casualties. Dictators continue to rule several nation-states. At the same time, other countries have shifted to civilian governments and popular, free, multiparty elections. In this unit, students can engage in a comparative analysis of postcolonial developments in at least three of the following regions: Africa, the Middle East, Latin America, or China. Students can demonstrate their understanding of the contemporary world through multimedia projects, written reports, or structured oral presentations. Teachers may also want to add a civics component to this unit, in which students are asked to participate in a virtual or real life situation that connects them to the region or topic of study.*

In their study of the two world wars, students examined the origins and consequences of the Armenian Genocide and the Holocaust. Students should understand that genocide is a phenomenon that has continued throughout the twentieth and into the twenty-first century. Students examine the root causes of the genocides in Cambodia, Rwanda, and Darfur. They should be able to engage in discussions about how genocides can be prevented by the international community, and be able to examine arguments and evidence for and against intervention, the role of public support for the intervention, and the possible consequences of such interventions.

Grade Ten – World History, Culture, and Geography: The Modern World, Chapter 15 – continued

Economic Integration and Contemporary Revolutions in Information, Technology, and Communications

- *How has globalization affected people, nations, and capital?*
- *How has the post-Cold War world and globalization facilitated extremist and terrorist organizations?*

*World War II accelerated the trend of globalization, the freer and faster movement of people, ideas, capital, and resources across borders. The question: **How has globalization affected people, nations, and capital?** can guide students' investigation through this last unit. This was seen in transnational developments such as the formation of international organizations like the United Nations, which attempted to create a forum for nations to resolve their differences and to work collaboratively on global issues. For example, the United Nations established universal standards for human rights and became a forum for women's and civil rights activists. Knowledge of scientific and medical breakthroughs has spread worldwide, with international efforts to address problems of disease, natural disasters, and environmental degradation.*

Economic globalization took the form of multinational corporations and international financial institutions such as the International Monetary Fund (IMF), World Bank, and the General Agreement on Tariffs and Trade (GATT), which supported loans for development and endorsed the principle of free trade. The World Trade Organization (WTO) replaced GATT in 1995. Regional trading blocs also developed, most notably in Europe and later in North America. Key to economic globalization was the development of communications technology that enabled financial information and funds to move easily. New technologies also facilitated the spread of consumer products and popular film, television, advertising, and other media around the globe. New economic opportunities and liberalized immigration laws prompted the revival of global migration beginning in the 1960s and accelerated global economic exchange. Global consumption patterns created homogenized cultural experiences in the global cities that sprang up around the world; for example, critics assert that the "McDonaldization" of the world effectively Americanizes diverse cities. In addition, critics point out

Grade Ten – World History, Culture, and Geography: The Modern World, Chapter 15 – continued

negative aspects of globalization, pointing to environmental concerns, the impact on child labor, women’s rights and other issues.

Globalization also contributed to breakthroughs in medical and scientific technology, which have improved average health and longevity worldwide. Health problems did not disappear, however. Disease and mortality worldwide remained a function of location and financial resources, with the poorest people—typically in Africa and parts of Asia—facing the most intractable problems. Ironically, other health problems, such as obesity and heart disease, were greatest in the most prosperous nations, where overabundance of food rather than scarcity was the greater challenge. As the twenty-first century began, researchers, international aid organizations and intergovernmental groups continued to work to address a variety of health challenges worldwide. Advances from a green revolution in agriculture as well as inexpensive and efficient methods of accessing water and energy have offered hope to confront the enduring problems of accessing resources.

*Globalization and its critics have contributed to the rise and spreading popularity of extremist movements. Students can learn about twenty-first century developments related to globalization by addressing the question: **How has the post-Cold War world and globalization facilitated extremist and terrorist organizations?** Students should address this question and related topics with the complexity that it deserves. One way to explore these most recent world-wide developments is by investigating themes that characterize recent history and world affairs. Students should be encouraged to bring their studies up-to-date; to read and view primary sources that represent a wide variety of perspectives from people around the globe; and to analyze the historical roots of these recent developments.*

Connections from the Past - Civic Action for Today

Have students select a global issue (e.g., climate change, terrorism, immigration, refugees, or free trade) and discuss how that issue might affect their own community. Students then could research the problem or issue and develop a project to address it locally.

Grade Eleven – United States History and Geography: Continuity and Change in Modern United States History

Connecting with Past Studies: The Nation’s Beginnings

From the Framework: Chapter 16

Connecting with Past Studies: The Nation’s Beginnings

- *What are key tenets of American democracy?*
- *How did the country change because of the Civil War and Reconstruction in the nineteenth century?*

*The course begins with a selective review of United States history, with an emphasis on two major topics—the nation’s beginnings, linked to the tenth-grade retrospective on the Enlightenment and the rise of democratic ideas; and the industrial transformation of the new nation, linked to the students’ tenth-grade studies of the global spread of industrialism during the nineteenth century. Special attention is given to the ideological origins of the American Revolution and its grounding in the democratic political tradition and the natural rights philosophy of the Founding Fathers with an emphasis on ideas including liberty, equality, and individual pursuit of happiness. This framing of the Constitution provides a background for understanding the contemporary constitutional issues raised throughout this course. Students may wish to participate in any number of Constitution Day activities on September 17. Students can address the question: **What are key tenets of American democracy?** Teachers may want to highlight the emergence of a free democratic system of government alongside an entrenched system of chattel slavery that lasted for nearly a century. The question **How have American freedom and slavery co-existed in the nation’s past?** reminds students of the parallel – and seemingly paradoxical – relationship.*

*Students can continue with a selective review of American government by considering this question: **How did the country change because of the Civil War and Reconstruction in the nineteenth century?** The events leading up to the Civil War, the successes and failures of Reconstruction, and informal and formal segregation brought on by Jim Crow laws also provides context*

Chapter 16: Grade Eleven – United States History and Geography: Continuity and

Civic Learning Application

American Civic Heroes

As students continue their studies in this course, have students select and research an individual who, through civic action and participation, made a significant contribution to promoting equality, liberty, and justice. This could be the topic for a research paper or a historical role-play in which students take the role of their subject and discuss the challenges they faced and how they overcame them.

Development of Democracy Review

Analyze, compare and contrast texts from various time periods and regions to determine the following central themes and enduring understandings:

- How did belief systems, geographic, political, economic, religious, and social structures impact the rule of law and government institutions?
- How did the fundamental ideas of democracy evolve over time?
- How did the development of democratic ideas in classical Greece, political institutions during the Roman Republic and Roman concepts of citizenship and representative government influence the American political system?
- How did the emergence of classical republicanism and concern for the common good influence American democratic institutions?
- How did the idea of constitutional government influence the Founders of the United States?

Continuity and Change in Modern United States History, Chapter 16 - continued

*for understanding racial inequities in late-nineteenth-century America. To help students understand the history of the Constitution after 1787, teachers pay particular attention to the post-Civil War amendments (Thirteenth, Fourteenth, and Fifteenth), which laid the foundation for the legal phase of the twentieth-century civil rights movement. The amended Constitution gave the federal government increased power over the states, especially for the extension of equal rights and an inclusive definition of citizenship. Focusing on these topics allows later on in the course for a comparative study of the civil rights movement over time as ethnic and racial minorities experienced it. In addition to the civil rights groundwork laid by the Reconstruction-era Constitutional Amendments, students should read closely the 14th Amendment as it has been continually reinterpreted and applied to different contexts by the courts; for example, sometimes it has been employed as a protection for workers and other times as a protection for corporations. In the context of the late nineteenth century, civil right advocates such as Booker T. Washington, the founder of Tuskegee Institute and author of the 1895 Atlanta Exposition address, and W.E.B. Du Bois, a founder of the NAACP and author of *The Souls of Black Folk*, had different perspectives on the means of achieving greater progress and equality for African Americans. Racial violence, discrimination, and segregation inhibited African Americans' economic mobility, opportunity, and political participation. As background for their later studies about challenges to Jim Crow segregation, students understand the meaning of "separate but equal," both as a legal term and as a reality that effectively limited the life chances of African Americans by denying them equal opportunity for jobs, housing, education, health care, and voting rights.*

The Scope of Federal Power

Students should understand two important points about the history of the Constitution after 1787. First, the question of federal versus state authority was raised many times, especially as the nation fragmented on its way to the Civil War. The U.S. Supreme Court under Chief Justice John Marshall made a number of decisions in favor of federal power. The 1819 case of *McCulloch v. Maryland* (1819), which challenged the constitutionality of a congressionally chartered national bank, found that Congress had the power to create such a bank because the Constitution gives it the power "to make all Laws which shall be necessary and proper" to carry out its delegated powers.

- In a class project, invite students to identify and discuss contemporary examples of issues relating to the scope and limits of federal power and due process that are drawn from newscasts, newspapers, and online news sources like blogs.
- Engage students in deliberation to reveal the pro and con arguments for limiting federal power and due process.
- Have students draw conclusions based on evidence and propose a policy solution if one is needed.

Grade Eleven – United States History and Geography: Continuity and Change in Modern United States History, Chapter 16 - continued

Testing Democracy: Then and Now

Throughout the 19th and 20th centuries, and even today, the definition of American, citizen, and citizenship have been, and continue to be hotly debated and scrutinized by the public, the press, Constitutional scholars, and Supreme Court justices. As students in grade 11 study 20th and early 21st century history, intentionally draw their attention to how the impact of the processes and outcomes of historic events have shaped their role and responsibilities as citizens today. Below are a few examples on how to make the lessons of the past relevant to students today.

The Progressive Movement

The rise of industrialization ushered in a booming economy for many but also created the need for social and education reforms, particularly for working class Americans, notably minorities, women, and children. Progressive legislation led to an expansion of the role of the federal government in regulating business and commerce during the administrations of Theodore Roosevelt and Woodrow Wilson, , including the passage of the Pure Food and Drug Act (1906/1911), which required the labeling of ingredients in processed food; the Meat Inspection Act (1906), which required inspection of meat-processing plants following the public’s response to Upton Sinclair’s *The Jungle*; the Hepburn Act (1906), which strengthened the Interstate Commerce Commission; the Federal Reserve Act (1913), which created the federal reserve system for banking; the Clayton Antitrust Act (1914), which strengthened the Sherman Antitrust Act; and the Federal Trade Act (1914), which set up the Federal Trade Commission to deal with unfair business practices, monopolies, and product labeling. In addition, progressives pushed through the Sixteenth Amendment (allowing a federal income tax) and Seventeenth Amendment (mandating the direct election of U.S. senators), both ratified in 1913.

- Invite students to study, “Are there social reforms that need to be addressed today?”
- Engage students in a civic action project to identify issues, research multiple causes and solutions, deliberate, reach a conclusion, and propose a public policy solution to the appropriate governing body.

The Women’s Suffrage Movement

The Nineteenth Amendment, granting women the right to vote. It was the product of the women’s suffrage movement, which began in the early 19th century. Teachers can begin the study of the women’s suffragette movement by examining a number of primary sources to respond to the inquiry, “Why did women want the right to vote?” Extend the discussion to the present day by asking, “Why is it important for women to vote today?”

Students can research examples of the movement for women’s rights continuing into the modern day in order to write comparative informational essays on contemporary concerns and those of the historic movements.

Consider a civic action orientation to the issue.

- Invite students to explore, “Are there unresolved equity issues for women today?”
- Engage students in a civic action project to identify issues, research multiple causes and solutions, deliberate, reach a conclusion, and propose a public policy solution to the appropriate governing body.

<p style="text-align: center;">Immigration</p> <p>The influx of immigrants in the early 20th century resulted in a labor boom for industry and a rich, diverse landscape to the nation. It also prompted the Ku Klux Klan, nativist groups and others to launch hate crimes, raids, and policies such as immigration quotas to intimidate immigrants and limit access to civil liberties in America. Immigration continues to be a contentious issue in America that directly impacts large numbers of students across California.</p> <ul style="list-style-type: none"> • Provide opportunities for students to study immigration policies of today to understand their impact on families, local, state, and federal economies, and general society. • Engage students in a civic action project to identify issues, research multiple causes and solutions, deliberate, reach a conclusion, and propose a public policy solution to the appropriate governing body. 	<p style="text-align: center;">Terrorism and the Right to Privacy</p> <p>Fears of communism and anarchism associated with the Russian Revolution and World War I provoked attacks on civil liberties and industrial unionists, including the Palmer Raids, the “Red Scare,” the Sacco-Vanzetti case, and legislation restraining individual expression and privacy.</p> <ul style="list-style-type: none"> • Students might research and conduct a mock trial of the Sacco-Vanzetti case or review the verdict in the case from the perspective of a “court of historical inquiry.” Legal challenges to these activities produced major Supreme Court decisions defining the right to dissent and freedom of speech. By reading some of the extraordinary opinions of Justices Louis Brandeis and Oliver Wendell Holmes (<i>Schenck v. U.S.</i>, <i>Abrams v. U.S.</i>, and <i>Whitney v. California</i>), students will understand the continuing tension between the rights of the individual and the power of government. • Students can look at contemporary issues such as the need to protect against terrorism versus the right to privacy and write arguments for why one or the other should be the primary concern of United States policy.
<p style="text-align: center;">The Civil Rights Movement</p> <p>As students examine the civil rights movement and other social justice movements, they should be challenged to consider the roles citizens and our governmental institutions played in changing laws and policies to promote the expansion of rights or to redress past wrongs.</p> <ul style="list-style-type: none"> • Using case studies, students could be asked to identify how those seeking change built coalitions and influenced public opinion; how court cases were initiated and decided using constitutional principles to test existing laws; and how new legislation was promoted and passed. • Provide opportunities for students to consider the civil rights of Americans today, “Was the civil rights movement a success for all groups?” • Allow students to research the civil liberties available today to African Americans, Latinos, immigrants, women, non-Christians, members of the LGBTQ community, and other under-represented groups. 	<p style="text-align: center;">Freedom of Religion</p> <p>Students should recognize that many groups came to America seeking freedom to practice their religion. The importance of freedom of religion is enshrined in the U.S. Constitution. The First Amendment begins with two religious clauses. One is the establishment clause, which bans government from establishing a state religion. The other is the free-exercise clause, which prohibits government from interfering with people’s religious beliefs.</p> <p>A number of notable Supreme Court cases have ruled on issues related to the establishment and free-exercise clauses, including</p> <ul style="list-style-type: none"> • <i>Reynolds v. U.S.</i> (1879) on outlawing the practice of polygamy, • <i>West Virginia State Board of Education v. Barnette</i> (1943) on the refusal to salute the flag, • <i>Everson v. Board of Education</i> (1947) on a state’s reimbursing students taking public transportation to private school, • <i>McCollum v. Board of Education</i> (1948) on religious instruction in public schools,

<ul style="list-style-type: none"> Engage students in a civic action project to identify issues, research multiple causes and solutions, deliberate, reach a conclusion, and propose a public policy solution to the appropriate governing body. 	<ul style="list-style-type: none"> <i>Engel v. Vitale</i> (1962), and <i>Abington School District v. Schempp</i> (1963) on mandatory prayer in school, <i>Wisconsin v. Yoder</i> (1972) on the refusal to comply with compulsory education laws and send children to school. <p>Court decisions are primary-source documents that typically have opposing arguments constructed in a compelling manner (in the opinion of the court and the dissenting opinion). They offer rich opportunities to be used in activities such as debates and moot courts that give students practice in close reading, examining arguments, citing evidence, and creating arguments.</p> <p>Since establishment and free-exercise clauses deal with religion, see Appendix E: Religion and History–Social Science Education for guidelines on appropriately teaching about religion.</p> <p>Consider a civic action orientation to the issue.</p> <ul style="list-style-type: none"> Invite students to explore, “Are there examples in today’s society where the Establishment Clause and/or the Free Exercise Clause of the First Amendment are in question?” Engage students in a civic action project to identify issues, research multiple causes and solutions, deliberate, reach a conclusion, and propose a public policy solution to the appropriate governing body.
<p style="text-align: center;">Civil Liberties in Times of War</p> <p>Fred Korematsu, an American citizen, challenged the order, with the help of the American Civil Liberties Union. Korematsu had been arrested, convicted of refusing to comply with the order, and sent to an internment camp. In <i>Korematsu v. U.S.</i>, a 6–3 majority of the U.S. Supreme Court upheld Korematsu’s conviction, ruling Korematsu had not been forced from his home because of his race, but because of “the military urgency of the situation.”</p> <p>The Japanese internment offers an opportunity for whole-class and small-group discussion on the protection of civil liberties in wartime, including the modern day, when terrorism poses a threat to the safety of Americans. Students might conduct research and write an explanatory essay comparing the governmental response in World War II to that after the 911 terrorist attacks.</p>	<p style="text-align: center;">Environmental Issues Today</p> <p>Students learn about the beginning of the modern environmental movement in the 1960s, can read excerpts from biologist Rachel Carson’s best-selling book, <i>Silent Spring</i>, which helped spark the movement, and find out about the environmental protection laws that were passed as a result.</p> <ul style="list-style-type: none"> Allow students to link those early achievements with a student-led debate over issues such as the appropriate role of government in dealing with climate change today. Engage students in a civic action project to identify environmental issues that exist today, research multiple causes and solutions, deliberate, reach a conclusion, and propose a public policy solution to the appropriate governing body.

Grade Eleven – United States History and Geography: Continuity and Change in Modern United States History - continued

From the Framework: Chapter 16

Contemporary American Society

- *How has the role of the federal government (and especially the presidency) changed from the 1970s through more recent times?*
- *What does globalization mean and how has it affected the United States?*
- *How did the Cold War end and what foreign policy developments came out of it?*
- *Why is the United States more diverse now than it was in the middle of the twentieth century?*
- *In what ways have issues such as education; civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans, and disabled Americans; economic policy; recognition of economic, social and cultural rights; the environment; and the status of women remained unchanged over time? In what ways have they changed?*

*In the last decades of the twentieth century and first decades of the twenty-first century America's economy, political system, and social structure became more global and inter-connected. This unit attempts to distill complicated changes related to de-industrialization, globalization, changing patterns of immigration, political scandals and realignments, and the age of terror into a coherent course of study. The following framing questions can help students make sense of the recent past: **How has the role of the federal government (and especially the presidency) changed from the 1970s through recent times? What does globalization mean and how has it affected the United States? How did the Cold War end and what foreign policy developments came out of it? Why is the United States more diverse now than it was in the middle of the twentieth century? In what ways have issues such as education; civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans, and disabled Americans; economic policy; recognition of economic, social and cultural rights; the environment; and the status of women remained***

Chapter 16: Grade Eleven – United States History and Geography: Continuity and

The Cold War Legacy

Have students compare and contrast the Cold War period with the United States today in terms of national security, individual freedom, and the economy. Students can then participate in a structured discussion of the question whether the health of American democracy is better today than during the Cold War.

Change in Modern United States History - continued

unchanged over time? In what ways have they changed? How did the wealth gap between top earners and the majority of Americans grow between the 1970s and 2010s?

*Finally, consideration should be given to the major social and political challenges of contemporary America. Issues inherent in contemporary challenges can be debated, and experts from the community can be invited as speakers. This question can guide students' explorations of these varied topics: **In what ways have issues such as education; civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans, and disabled Americans; economic policy; the environment; and the status of women remained unchanged over time? In what ways have they changed?** The growth of the lesbian, gay, bisexual, and transgender rights movement, for example, led to the pioneering role of gay politicians such as Elaine Noble, who was elected to the Massachusetts House of Representatives in 1974, and Harvey Milk, elected in 1977 to the San Francisco Board of Supervisors. Students can learn about how such activism informed the history of the AIDS epidemic in the United States. California students are particularly poised to tap local history resources on the epidemic related to a retreat from some areas of the civil rights, women's liberation and sexual liberation movements. By talking about the nation's AIDS hysteria, educators may be able to connect the early response to the epidemic to previous alarmist reactions in American history and the activism that confronted them.*

Students recognize that under our democratic political system the United States has achieved a level of freedom, political stability, and economic prosperity that has made it a model for other nations, the leader of the world's democratic societies, and a magnet for people all over the world who yearn for a life of freedom and opportunity. Students understand that Americans' rights and freedoms are the result of a carefully defined set of political principles that are embodied in the Constitution. Yet these freedoms are imperfect: for example, even though Americans elected the nation's first black president in 2008, poverty, incarceration, and lower life-

Grade Eleven – United States History and Geography: Continuity and Change in Modern United States History, Chapter 16 - continued

expectancy rates continue to afflict communities of color at rates that are far higher than that of white communities. Nevertheless, students see that the enduring significance of the United States' lies its free political system, its pluralistic nature, and its promise of opportunity. The United States has demonstrated the strength and dynamism of a racially, religiously, and culturally diverse people. Students recognize that our democratic political system depends on them—as educated citizens—to survive and prosper.

Promoting Civic Engagement

To promote civic engagement at this grade level, students can participate in mock trials that recreate some of the landmark cases of the twentieth century detailed in this chapter. They can participate in debates for and against significant governmental policy decisions, such as Prohibition, the creation of the New Deal, efforts to integrate the schools through busing, considerations of racial or gender restrictions on the right to marry, or the question of women, people of color, and lesbian, gay, bisexual, and transgender people serving in the military. They can also conduct oral histories with their family or community members in order to deepen their understanding of national historical trends through the lens of local participation. Students can interview people who served in the military, who participated in the struggle for civil rights, worked in industries transformed by rapid economic or technological change, or simply lived ordinary lives and came of age at different historical moments to learn about how communities change and stay the same.

Moot Courts

As students study landmark Supreme Court decisions, they can research judicial opinions and the arguments made by opposing sides and use them to conduct moot court hearings by taking the roles of advocates and justices.

Connections from the Past - Civic Action for Today

Early 20th Century African Americans – After students learn about the ideas of Booker T. Washington, W.E.B. Dubois, and Marcus Garvey, they can identify and research contemporary African American leaders. Students can compare and contrast contemporary visions for furthering equality with historical examples.

Immigration in the 20th and 21st Centuries - Students research current and proposed immigration policies and evaluate them. Students can then engage in civic writing to policymakers (e.g., the president and members of Congress) stating and supporting their viewpoints.

Chapter 17: Grade Twelve – Principles of American Democracy (One Semester)

- *What are the key elements of representative democracy and how did they develop over time?*
- *What are the trade-offs between majority rule and individual rights?*
- *How much power should government have over its citizens?*
- *What rights and responsibilities does a citizen have in a democracy?*
- *How do people get elected?*
- *Why does the government work sometimes and not others?*
- *What problems are posed by representative government and how can they be addressed?*

*In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of American government. Although this course is traditionally taught for a semester, given the importance and breadth of this content area, teachers may want to expand it into a year-long course. They consider the role of and necessity for government as they think about **How much power should government have over its citizens?** They'll consider how government can accomplish goals sanctioned by the majority while protecting its citizens from the abuse of power by asking, **What are the trade-offs between majority rule and the protection of individual rights?** They will review and expand their knowledge of the key elements of our representative form of democracy, such as the idea that the authority to govern resides in its citizens.*

*Their study will be grounded in the understanding that all citizens have certain inalienable rights such as due process, what to believe, and where and how to live. This course is the culmination of the civic literacy strand of history-social studies that prepares students to vote, and to be informed, skilled, and engaged participants in civic life. As this course progresses, students will learn about the responsibilities they have or will soon have as voting members of an informed electorate as they consider the question, **What rights and responsibilities does a citizen have in a democracy?** They'll learn about the benefits to democracy of an electorate willing to compromise, practice genuine tolerance and respect of others, and actively engage in an ethical and civil society. They'll discover that all citizens have the power to elect and change their representatives—a power protected by free speech, thought, and assembly guarantees. They'll learn that all citizens deserve equal treatment under the law, safe-guarded from arbitrary or discriminatory treatment by the government. Students will review how these elements developed over our history, such as the broadening of the franchise from white males with property, to all white males, then men and women of color, and finally, 18-21 year olds.*

*Students will learn how our government works and how it is different from other systems of governance. Students will examine both the constitutional basis for and current examples of the fact that members of the government are themselves subject to the law and they'll learn about the vital importance of an independent judiciary. As they study about the electoral process they will consider the question, **How do people get elected?** As they examine the institutions of state, local, and federal government they ask **Why does the government work sometimes and not others?** They will compare our democratic system with authoritarian regimes of the past and today to understand the unique nature of our Constitutional democracy.*

Finally, students will conclude their study of American government with a study of both historical and modern problems of American democracy. In this final unit, students can investigate a variety of topics, such as the fight against corruption by monopolies or moneyed elites during the Progressive Era, the

tension between national security and civil liberties - especially after 9/11, the battle over healthcare reform in the Clinton and Obama administrations, and efforts to promote environmental protection and combat climate change.

Fundamental Principles of American Democracy

- *Why do we need a government?*
- *How much power should government have over its citizens?*
- *What do the terms liberty and equality mean and how do they relate to each other?*
- *What are the dangers of a democratic system?*
- *What are the trade-offs between majority rule and individual rights?*

*The semester begins with an examination of the ideas that have shaped the American democratic system. Students can start their studies by reviewing early experiments in democracy, such as the contributions of ancient Greek philosophers, direct but limited democracy in ancient Athens, and representative democracy in the Roman republic (and why it eventually failed). They explore the influence of Enlightenment ideas upon the Constitutional framers' support of republicanism, content that was first introduced to students in the seventh grade and continued throughout the tenth- and eleventh-grade curriculum, focusing on key ideas such as John Locke's social contract and his concept of liberty and Charles-Louis Montesquieu's separation of powers. To organize their study of this topic, students can consider questions that seek to determine the role of government: **Why do we need a government? How much power should government have over its citizens? What do the terms liberty and equality mean and how do they relate to each other? What are the dangers of a democratic system?** Through close reading and analysis of the Declaration of Independence, the Federalist Papers and the anti-Federalist response, the Constitution, and the Bill of Rights, students analyze the tension and balance between promotion of the public good and the protection of individual liberties. The Federalist Papers explicate major constitutional concepts such as separation of powers, checks and balances, and enumerated powers as well as the framers' understanding of human nature and the political process. In particular, Federalist Paper Number 10 explains the role of organized interest, Federalist Paper Number 51 outlines the rationale for checks and balances and separation of powers, and Federalist Paper Number 78 centers on the role of the judiciary. Students should understand how these ideas shaped the American constitutional system and democratic behavior. Alexis de Toqueville wrote observations about these topics that students might find relevant and engaging. Students should be encouraged to construct compelling questions about these ideas and their application using both historical and contemporary issues. In so doing, students should use deliberative processes and evidence-based reasoning in making judgments and drawing conclusions. Similarly, students might participate in a mock ratification debates and construct writings or classroom presentations articulating arguments, claims and evidence from multiple sources or make classroom presentations.*

Rights and Responsibilities of Citizens in a Democracy

- *What rights and responsibilities does a citizen have in a democracy?*
- *What does it mean to be a citizen?*
- *How can citizens improve a democracy?*

*After reviewing the fundamental principles of American democratic thought and how democratic ideas and practices have developed historically, students focus their study on the question, **What rights and responsibilities does a citizen have in a democracy?** Using the principles addressed in the first unit – the tension between public good and individual liberty - students examine the individual liberties outlined in the Bill of Rights. Teachers review the origins*

*of each of the individual freedoms and then prompt their students to consider how certain liberties, such as the freedom of speech, religion, or privacy, has been and can be restricted in a democratic system. In addition to political liberties, students explore individual and societal economic, social, and cultural freedoms including property rights, labor rights, children’s rights, patents, and copyright, as well as rights necessary to basic wellbeing, such as rights to subsistence, education and health, and they identify those rights which pertain to all persons in a democracy, citizen and non-citizen alike. After studying the freedoms citizens enjoy in American democracy, students then consider the path to becoming a citizen, and the obligations of citizenship, such as serving on a jury, paying taxes and obeying the law in an attempt to answer the question, **What does it mean to be a citizen?** Students learn that democracies depend upon an actively engaged citizenry – individuals who fully participate in the responsibilities of citizenship (such as voting, serving in the military, or regular public service) – for their long-term survival. To promote civic engagement and deepen student understanding of the rights and responsibilities of citizenship in this unit, teachers might employ structured group discussion techniques, simulations, classroom debates, and civics-based serving learning activities, designed to provide students with concrete answers to the question, **How can citizens improve a democracy?***

These activities can help students explore the multiple ways citizens engage with in their communities. Students can also participate in classroom mock trials, visit court rooms, serve as poll workers, participate in voter registration, simulate or visit city council meetings, conduct projects to identify, analyze and address a community problem, and participate in service learning at a local hospital, shelter, arts organization, library, or environmental project to study how they are addressing community needs. When students engage with the community in these sorts of projects, teachers should be sure to have students connect their community service activity with their government classroom curriculum. They should answer questions like where in the Constitution, for example, does it connect to the courtroom or voting booth experience? Where in the Constitution does it connect to rights guaranteed to all persons? What is the citizen’s role in assuring these basic rights and protections to all? In addition, students may gain a better understanding of the importance of citizenship by observing a naturalization ceremony, interviewing or speaking to a recently naturalized student or parent, or by speaking with legislators or other public officials concerning issues and public policy concerns.

Fundamental Principles of Civil Society

- *What is a civil society and why do we want to have one?*
- *What are the limits of individual liberty?*
- *What are the dangers of majority rule?*
- *What is the role of religion in a democracy?*
- *How do government actions impact civil society?*

*The rights that students learned about in the first two units can only exist in a system dedicated to their preservation. After considering the rights and responsibilities of citizens in the United States, students next explore the core principles and values of a civil society by asking **What is a civil society and why do we want to have one?** Once again, they return to the tension between majority rule and individual freedom, by considering the importance of free association in a democratic society and the power that such associations can have in fostering a civil society and in influencing the U.S. government. Students consider **What are the limits of individual liberty and the dangers of majority rule?** Students review the historical relationship between religion and government, seeking connections between the free exercise of religion outlined in the First Amendment and how that has fostered diversity in response to the question, **What is the role of religion in a democracy?** They also explore the responsibility of the government to protect its citizens and promote social order.*

The Three Branches of Government as Established by the U.S. Constitution

- *Why does the Constitution both grant power and take it away?*
- *What is the most powerful branch of government?*
- *Why does it take so long for government to act?*

*Deriving its power from the governed and grounded in the principles of a civil society, the U.S. Constitution delineates the unique roles and responsibilities of the three branches of the federal government and the relationship between the federal government and the states. Students begin their in-depth study of the legislative, executive, and judicial branches by considering the question, **Why does the Constitution both grant power and take it away?** Students focus their study on Articles I, II, and III of the Constitution to both clarify the individual responsibilities of each branch and, at the same time, detail the connections between branches and the system of separation of powers and checks and balances in order to highlight the Constitution’s dual purpose—to enumerate power and to limit the abuse of that power. As students investigate the individual powers of each branch (and the checks upon those powers), they develop their own answer to the question **What is the most powerful branch of government?** using both historical and current evidence to support their interpretation. Throughout their study, students should be encouraged to investigate the issue of government gridlock, using the question, **Why does it take so long for government to act?***

Article I: The Legislative Branch

*In this unit students examine the work of Congress. Article I of the Constitution has the longest enumerated list of powers of all of the three branches of government. Students can construct a pie chart of the major responsibilities designated to this branch of government, filling in the other two branches as they get to that branch of government. They might also explore how this balance of power has shifted over time. After providing an overview of the mechanics of legislation, specific powers, eligibility and length of terms of members of Congress, and an introduction to current legislative leaders and students’ current representatives, students consider case studies of recent issues. Students research topics like health care or labor law reform, economic stabilization policies, immigration policy, environmental protection laws, and anti-terrorism legislation in order to answer a variety of questions, such as **What can Congress do? Why is it so hard to get a law passed? Who gets elected to Congress and who doesn’t? Who has power in Congress? Besides members of the House and Senate, who else can affect the legislative process? Which house of Congress is the most democratic? Which house is the most effective? How can individual citizens actually participate in the legislative process?** They might consider how any one topic is affected through the committee system, lobbying, the media, and special interests. Students can examine the complex, important, and at times, controversial relationship between legislators (and other government officials) and professional lobbyists who advocate for their clients’ interests. Students can research the different types of organizations and individuals who hire lobbyists (including corporations, unions, non-profit organizations, and private citizens), the benefits of an active and engaged lobbying effort (such as protection of the interests of views not in the majority, and access to experts in a given field), and the potential for corruption (such as those clients willing to buy access and influence, clients whose interests are directly opposed to the public interest, or lobbyists who represent their own needs over their clients).*

Finally, students can study about how individual citizens can inform, access, and influence the legislative policy making process. Students conduct research, evaluate resources, and weigh and balance predicted outcomes and consequences to create position papers on proposed legislation, present oral arguments in favor of or in opposition to specific federal legislation, write letters or emails stating and supporting positions on pending legislation, engage in a simulated congressional hearing or session, or design campaigns for virtual candidates for office.

Article II: The Executive Branch

In this unit students document the evolution of the presidency and the growth of executive powers in modern history. Like their study of Article I, students first develop a basic understanding of how the president gets elected, the requirements for the office, how a president can be removed, and the specific executive powers enumerated in Article II. Teachers then turn to case studies to give students the opportunity to analyze presidential campaigns, the handling of international crises, and the scope and limits of presidential power (both foreign and domestic) in depth. Close reading of and comparing State of the Union Addresses across administrations, analyzing factors influencing presidential public approval ratings as well as the successes and failures of presidential policies, and using role play, simulation, and interactive learning can illuminate the process of presidential decision making.

Grade Twelve Classroom Example: The Executive Branch

Ms. Costa’s 12th grade government class targets its study of the executive branch by constructing a multi-media museum exhibit on presidential powers. Ms. Costa divides the class into groups of three and four, assigning each group a different president to research. Using resources in the library, US history texts, and recommended Internet sites (such as the National Archives and Presidential Libraries, the Library of Congress, federal agencies, such as the Department of State and the CIA), students briefly review the administration of their assigned president in order to select what they believe to be the most important event or act of the presidency – the one thing that best defines the president’s use (or abuse) of executive power.

Once they’ve selected the event or act, each group designs a virtual museum exhibit on the president, using the event or act as the organizing feature of the display. Students use historical images, documents, artifacts, and if available, film clips, media reports from the era, historical accounts describing the event and the role of the individual president. Each group posts their display in the class’ online museum on the Executive Branch, with bibliographic citations, original content describing each artifact, and a written argument explaining why this event or act best symbolizes the presidency of their assigned leader, citing specific evidence from their research to support their claims. Students also provide oral presentations about their research at a special open house for parents and school leaders, which are recorded for inclusion with the online museum exhibit.

CA HSS Content Standards: PAD 12.4

CA HSS Analysis Skills (9–12): Historical Research, Evidence, and Point of View 4, Historical Interpretation 1

CA CCSS for ELA/Literacy: RH.11–12.7, 9, WHST.11–12.1, 6, SL.11–12.1b, 4

CA ELD Standards: ELD.PI.11–12.1, 6a, 9, 10a, 11a

*As students study the executive, certain overarching questions can connect case studies and discrete examples: **How has the role of the presidency expanded? What are the factors that seem to help presidents win election? How does the president interact with the other branches of government and how has that changed over time?***

Article III: The Judiciary

*To begin their study of the judiciary, students consider the powers of this branch as outlined in Article III, the eligibility and length of service of judges, and the process of selection and confirmation of Supreme Court justices. Exclusive to the U.S. Supreme Court is the sole authority to definitively interpret the Constitution and the ability to use the supremacy clause. Unlike the other two branches, members of the federal judiciary are not elected, leading some students to ask **How are Supreme Court justices selected? Why do they have unlimited terms? Is an unelected Supreme Court really democratic?***

Students can examine controversies over the selection and confirmation of Supreme Court justices and federal judges and the nature of an independent judiciary through classroom structured discussions and deliberations. The Constitutional explanation of the judiciary will provide the context for the high court’s more notable rulings and shifts in the next unit.

Interpreting the Constitution: The Work of the U.S. Supreme Court

- *What is judicial review and how does it work?*
- *What makes a law or an action unconstitutional and does that determination ever change?*

*The courts play a unique role among the three branches in that the framers intended the courts to be insulated from public opinion in order to independently interpret the laws. Students begin their study of the work of the Court by reviewing in *Marbury v. Madison* (1803), to answer the question, **What is judicial review and how does it work?** Students concentrate on how the courts have interpreted the Bill of Rights over time, especially themes such as due process of law and equal protection as guaranteed by the Fourteenth Amendment, by answering the question, **What makes a law or an action unconstitutional and does that determination ever change?***

*Whenever possible, students should learn through illustrations of the kinds of controversies that have arisen because of challenges or differing interpretations of the Bill of Rights. For example, the unit can be organized around case studies of specific issues, such as the First Amendment’s cases on free speech, free press, religious liberty, separation of church and state, academic freedom, and the right of assembly or the Fourth Amendment’s warrant requirements and protections against unreasonable search and seizure. Supreme Court and other federal court decisions may be debated or simulated in the classroom, following readings of original source materials, including excerpts from the specific cases of *Texas v. Johnson* (flag burning), *West Virginia v. Barnette* (flag salute in schools), *Tinker v. Des Moines* (symbolic speech in schools), *New York Times Co. v. United States* (press prior restraint), *Engel v. Vitale* (school prayer), and *Mapp v. Ohio* (search and seizure). These cases once again reflect tensions between individual rights and societal interests; they also illustrate how each case involved real people and how the present laws resulted from the debates, trials, and sacrifices of ordinary people.*

Grade Twelve Classroom Example: Judicial Review

*Mr. Singh’s 12th grade government class is learning about landmark Supreme Court case law through a structured discussion strategy. After explaining the concepts of judicial review and precedent and reviewing the Bill of Rights and the 14th Amendment, students are divided into pairs and told that their task will be to engage in judicial review – to analyze historical case law using precedent to make a decision based upon evidence. Mr. Singh has organized a select group of important cases by the appropriate freedom, grouping cases related to free speech together (such as *Texas v. Johnson* and *Tinker v. Des Moines*), others related to freedom of religion (such as *Engel v. Vitale*), search and seizure (including *Mapp v. Ohio* and *New Jersey v. TLO*), and equal protection (such as *Brown v. Board of Education* or *Obergefell v. Hodges*).*

As Mr. Singh introduces each case, he provides a short overview of the dispute, which students summarize in their notes. He then directs students to first silently write their decision, based upon their interpretation of the relevant amendment to the Constitution and, as their study continues, language from previous decisions. After both partners have written their initial decisions, they discuss their reasoning with each other and Mr. Singh randomly asks students to explain the decision and reasoning of their partners. Once Mr. Singh has collected responses from a handful of pairs, he shares a short excerpt from the actual decision with language from both the actual decision and the dissent. Students take note of this language, as it is used as precedent in subsequent case analysis.

As a culminating assessment, Mr. Singh asks his students to decide three fictional cases, using excerpts from relevant precedent from their collection of Supreme Court decisions.

CA HSS Content Standards: PAD 12.5

CA HSS Analysis Skills (9–12): Historical Research, Evidence, and Point of View 4

CA CCSS for ELA/Literacy: RH.11–12.1, 2, 3, 8, WHST.11–12.2, 9, SL.11–12.1

CA ELD Standards: ELD.PI.11–12.1, 3, 6b, 10a, 10b

In examining the evolution of civil rights under the equal protection clause of the Fourteenth Amendment, students can draw upon their knowledge of the Civil War and the passage of the Reconstruction-era amendments. Students may examine the changing interpretation of civil rights law from the Plessy v. Ferguson decision of 1896 to the Brown v. Board of Education decision of 1954. Although it is not possible to analyze every decision that marked the shift of the Supreme Court from 1896 to 1954, critical reading of the Yick Wo, Korematsu v. United States, and Mendez v. Westminster School District (U.S. Circuit Court of Appeals, 1947), and Sweatt v. Painter decisions remind students that racial discrimination affected not only African Americans but other groups as well, including Asian-Americans and Hispanics. Subsequent Court cases addressed the rights of women (Reed v. Reed, 1971), American Indians (Morton v. Mancari, 1974) and the LGBT community (Lawrence v. Texas, 2003, and Obergefell v. Hodges, 2015). The Brown decision and the cases of and Bakke v. Regents of the University of California, and Grutter v. Bollinger provide students the opportunity to deliberate and debate whether affirmative action is an appropriate way to address inequality. School-related cases of Tinker v. Des Moines (1969), Frick v. Lynch (1980), New Jersey v. T.L.O (1985), Henkle v. Gregory (2001), or the 2013 Resolution Agreement announced by the United States Department of Education in Student v. Arcadia Unified School District offer additional perspectives relevant to students on free speech, privacy, nondiscrimination, and civil rights for students in schools. Students can use materials from these and other cases to analyze majority and minority opinions, participate in classroom courts, and write simple briefs extracting the facts, decisions, arguments, reasoning and holding of the case or editorial pieces stating their and using evidence to support their conclusions about the decision.

The Electoral Process

- *How do you get elected?*
- *Who gets elected and who doesn't?*
- *What impact do polls, political parties, and PACs have upon elections?*
- *How can I get involved in a campaign?*
- *Why should I vote?*

*In today's society, individuals participate as citizens by voting, jury service, volunteerism, serving as members of advisory bodies, military service, involvement in community organizations, and by engagement in the electoral and political process. In this unit, students study the role of political parties, the nomination process for presidential candidates, including the primary system and, the role of polls, campaign advertising and financing, the Electoral College, and methods of direct democracy utilized in California and various states, by considering the questions: **How do you get elected? Who gets elected and who doesn't?** and **What impact do polls, political parties, and PACs have upon elections?***

Students also learn about how citizens participate in the political process through including voting, campaigning, lobbying, filing legal challenges, demonstrating, petitioning, picketing and running for office. Given the fact that most students will be eligible to vote for the first time within a year of taking this course, questions like **Why should I vote?** and **How can I get involved in a campaign?** seem particularly relevant. This unit lends itself to utilizing real world examples, case studies, and debates while students address the material. Students can study current elections and campaigns, take part in the Secretary of State's Poll Worker program, and serve as campaign volunteers during an election. Students can also analyze proposed initiatives, controversial issues surrounding campaign financing, voter identification laws, redistricting, and negative campaign ads. To learn more about how the election process affects them and their education, students might be encouraged to study a school board race, candidate positions on education, or a local school bond or parcel tax campaign.

As a practical matter, students should know how to register to vote, both online and by mail, what the requirements are for registration, how to request, fill out, and return an absentee ballot, what to expect on election day, how to find a polling place, and where and how to access and understand the voter information pamphlet and other materials to become an informed voter. While this information may vary from county to county, students preparing to vote can go to the Secretary of State's Web page at <http://www.sos.ca.gov/elections/> as well as to their local registrar of voters to explore these topics. Teachers may want to consider an activity where students go through the above steps in order to help prepare them for the exercise of their rights as voting adults. Students should explore the effect of voter turnout on the democratic process. What difference does it make how large and diverse a proportion of the potential electorate actually participate in any given election?

Federalism: Different Levels of Government

- Why are powers divided between different levels of government?
- What level of government is the most important to me – local, state, tribal, or federal?
- What level of government is the most powerful – local, state, tribal, or federal?

In this unit students analyze the principles of federalism. With reference to the U.S. Constitution students should identify key provisions that established the federal system including enumerated powers, Article 1 restrictions on states' powers, and the Ninth and Tenth Amendments. Teachers can emphasize how power and responsibilities are divided among national, state, local, and tribal governments and ask students to consider why this division was made; **Why are powers divided between different levels of government?** Students should understand that local governments are established by the states and tribal governments are recognized by Constitutional provisions and federal law. The following questions help students consider the central principles: What are the major responsibilities of the various levels and what are their revenue sources? What kinds of issues does each level of government handle? At the federal level, examples might include regulation of interstate commerce and international trade, national defense, foreign policy, and anti-terrorism, especially with the expansion of presidential and vice-presidential powers after the 9/11 attacks. Students can come to understand the scope of presidential power and decision making through the use of case studies such as the Cuban Missile Crisis, the Bosnian intervention, the formulation and passage of the Great Society legislative program, the War Powers Act, and congressional authorizations of force in the Gulf War and the Wars in Iraq and Afghanistan.

Students should also identify typical responsibilities of state government including education, infrastructure such as roads and bridges, criminal and civil law, and regulation of business. The state also oversees and regulates local governments and the services they provide such as fire and police protection, sanitation, local public schools, public transportation, housing, and zoning and land use. But, what happens when there is overlapping jurisdiction?

Matters such as education, healthcare, transportation and housing often have multiple government agencies regulating and funding them. Students can explore questions like how is public policy made at these various levels? How do regulatory departments and agencies function and how do state and local regulatory agencies differ from those at the federal level? Students should examine the important realms of law and the courts (for example, criminal justice, family law, environmental protection, and education) that remain largely under state and county control.

*Finally, students should explore ways people interact with and influence state and local government by considering, **What level of government is the most important to me – local, state, tribal, or federal?** and **What level of government is the most powerful – local, state, tribal, or federal?** Lawyers, judges, public officials, can be invited into the classroom to participate in simulations and activities concerning the justice and court systems or municipal government. Examples of local government can be school board, city council, county supervisors, superior courts and besides just focusing on simulation other options with more relevance can be achieved by participating in democracy by campaigning, voter registrations, voting drives as well as assisting in writing policy for local and state agencies. Students can attend and participate in public hearings. Students can be assigned project-based learning in which they identify and analyze a community problem in terms of its causes, effects and policy implications, propose approaches to address it, and take civic actions to address it, including evidence-based and multi-media presentations.*

The Fourth Estate: The Role of the Media on American Public Life

- *To what extent are the press and the media fulfilling a watchdog role?*
- *Do media outlets provide enough relevant information about government and politics to allow citizens to vote and participate in a well-informed way?*
- *How has the Internet revolution impacted journalism and what are its effects on the coverage of public affairs and current issues?*

*Students also scrutinize the current role of the press in American democracy. Students might be presented with a series of compelling questions about the press (and its changing role in American political life over time) and be encouraged to form their own questions. **To what extent are the press and the media fulfilling a watchdog role? Do media outlets provide enough relevant information about government and politics to allow citizens to vote and participate in a well-informed way? How has the Internet revolution impacted journalism and what are its effects on the coverage of public affairs and current issues?** How do elected officials and candidates for public office utilize the mass media to further their goals? Students might begin to answer these questions with a brief review of the First Amendment’s freedom of speech and of the press clauses and key U.S. Supreme Court press cases such as *Near v. Minnesota (1931)*, *New York Times Co. v. Sullivan (1964)* and *Hazelwood v. Kuhlmeier (1988)*. Students should also discuss the responsibility of citizens to be informed about public issues by using the various media wisely. Students can engage in current-event and multimedia projects that would enable them to explore these issues. For example, students might select a current issue of interest and research it using multiple print and electronic media sources and analyze factual differences, bias, point of view and conclusions of each source. Based on their research, students could then write an evidence-based opinion piece on the issue.*

Comparative Governments and the Challenges of Democracy

- *Do citizens have rights that the state must respect, and if so what are they?*
- *What is the role of civil dissent and when is it necessary?*
- *Why have some revolutions been followed by purges of dissidents, mass arrests of political opponents, murder of “class enemies,” suppression of free speech, abolition of private property, and attacks on religious groups?*
- *Why do authoritarian governments spy on their citizens and prevent them from emigrating? Why do they jail or harass critics of their government? Why is only one party allowed in an authoritarian state? Why do ordinary people risk their lives to flee or transform authoritarian states?*
- *How do individual countries combat terrorist organizations that don’t recognize international norms or boundaries? How can individual citizens or non-governmental organizations improve civil society? How can multi-national alliances work together to combat climate change?*

This unit begins with a review of the major political and economic systems encountered by students during their previous years’ studies (particularly in seventh, eighth, tenth, and eleventh grades): feudalism, mercantilism, socialism, fascism, communism, capitalism, monarchy, and parliamentary and constitutional liberal democracies in order to understand the historical context for both democratic and autocratic systems. Students can study the philosophies of these systems and the ways in which they influence economic policies, social welfare policies, and human rights practices. Teachers may emphasize that most nations combine aspects of different philosophies. When studying the variety of forms that democracies take, students can compare systems of shared powers, such as the United States where power is shared among the executive, legislative, and judicial branches of government with parliamentary systems. Students should also discuss the advantages and disadvantages of federal, co-federal, and unitary systems of government. Students can also examine how some Western democracies have “mixed” systems of capitalism and state socialism and that contemporary politics has been marked by movements toward more market-based systems in the developing world and democratic socialism in the industrialized world.

*Students examine non-democratic and tyrannical forms of government, the factors that gave rise to them in certain historical contexts, and the ways in which they functioned in countries like Italy, Japan, Haiti, Nigeria, Cambodia and Iraq. Students might also define and identify illegitimate power and explore how dictators have gained and held onto office. The fundamental components that typically distinguish democracies from dictatorships include control of the media, lack of political and personal freedoms, corruption of public officials, lack of governmental transparency, and the lack of citizens’ access to changing the government. Case studies should be included in this unit in order to consider the economic, social, and political conditions that often give rise to tyranny. Does such a government rest on the consent of the governed? **Do citizens have rights that the state must respect, and if so what are they? What is the role of civil dissent and when is it necessary?***

To answer these questions, students refer to aspects of democracy, such as tolerance for dissent, political equality, engaged participation, majority rule with protection of minority rights, the underpinnings of civil society, and individual freedom. They can also explore the importance of the rule of law and the unique role of an independent judiciary in a democracy, the need for civilian control of military and police, and the desirability of popular petitions, rallies, and other forms of participation. Current and recent events can be incorporated in analytical projects and group debates and discussions and deliberations. For example, students might develop analysis papers on the success of democratic movements based on the above criteria in various countries such as Afghanistan, China, Zimbabwe, or Argentina. Learning about different forms of non-elected governments can help students understand their antithesis, democracy, and the relative success of democratic reforms in places like Botswana and Costa Rica. Further analysis into the characteristics of non-democratic systems could highlight the dangers of concentrating power within a small group of elites, widespread governmental

corruption, a lack of due process, and demagoguery, traits that can be seen in both official nation-states (such as Syria under Assad) or in non-governmental terrorist groups (such as the self-proclaimed Islamic State).

Students can use what they learned in grade ten about communism, the Russian Revolution, the dictatorship of Joseph Stalin, and the expansion of Soviet power after World War II to recall the components of non-elected government in twentieth-century Russia. Alternatively, students can review what they learned in grade ten about the development of fascist dictatorships in Germany and Italy and how they systematically eliminated civil liberties, subverted the role of the military, and quashed political dissent. Students can also address authoritarian regimes in recent times places like Cuba, Laos, Vietnam, North Korea, Sudan, Syria, and China, with attention to similarities and differences from one another, such as the need for control of information, and the difficulties such regimes face in maintaining control of information given modern technology, such as the Internet and cell phones. Authoritarian governments in these contexts often come to power because they are supported by groups that believe that revolution or radical change can reform their societies. Through this, students can study the concept of the total state where the government, the military, the educational system, all social organizations, the media, and the economy are controlled by the regime. They may also consider the challenges of sustaining these kinds of governments – both within from dissidents and without from the internet. Students should come away with an understanding of the contexts that give rise to different kinds of governments, and also with a sense of the value of a free press, open educational institutions, free labor unions, and free speech in democratic regimes as a contrast.

*To deepen their understanding of authoritarian regimes, students should also examine the condition of human rights: **Why have some revolutions been followed by purges of dissidents, mass arrests of political opponents, murder of “class enemies,” suppression of free speech, abolition of private property, and attacks on religious groups? What are the fundamental human rights that are widely recognized throughout the world community? Why does denial of human rights so often accompany a violent change of government? Why do many artists and intellectuals defect to non-authoritarian nations? Why do authoritarian governments spy on their citizens and prevent them from emigrating? Why do they jail or harass critics of their government? Why is only one party allowed in an authoritarian state? Why do ordinary people risk their lives to flee or transform authoritarian states?** Students can analyze why communism collapsed and study the governments that arose in the former Soviet Union and Eastern Europe. Students should also examine international efforts to protect human rights (e.g., the Universal Declaration of Human Rights, jurisdiction of the World Court and International Criminal Court) and current relevant issues such as protection of civilian populations during wartime, oppression of minority groups, and forced removal or genocide. Students can read and analyze the 1948 Universal Declaration of Human Rights and compare it to the 1776 Bill of Rights, noting similarities and differences for additional discussion. (e.g., group rights v. individual rights).*

*Attention also should be given to historical and contemporary movements that overthrew tyrannical governments and/or movements toward democratic government in countries such as Spain, Poland, Mexico, Argentina, Chile, the Philippines, South Korea, Guatemala, El Salvador, South Africa, Turkey, and Egypt. However, as each case illustrates, democracy is a process and must be understood on a spectrum and in its own geopolitical and temporal context. Using questions like **How do government actions impact civil society?** to engage students in this unit, teachers can conduct structured discussions in which students deliberate on issues that might impact our vision of a civil society, such as globalization, international and internal migrations, environmental change, or technological innovation. They can consider the degree to which given movements were successful in establishing democratic governments. Students can also be assigned multi-media or writing projects on specific movements and draw evidence-based conclusions on their success.*

Finally, students should understand the range of actors beyond the nation-state that influence today's world including non-governmental organizations, multinational corporations, and international and regional alliances, economic bodies, and associations. Contemporary problems like the environment, economics, and terrorism cross state borders and demand a different kind of national and international community than the world of the twentieth century. Students can consider questions such as **How do individual countries combat terrorist organizations that don't recognize international norms or boundaries? What challenges do efforts to combat non-state terrorist organizations create for the operation of international humanitarian law? How can individual citizens or non-governmental organizations improve civil society? How can multi-national alliances work together to combat climate change?**

Compelling Questions and Contemporary Issues

This course provides multiple opportunities for students to formulate compelling and supporting questions and analyze tensions within our constitutional democracy between key concepts and ideals such as majority rule and individual rights, liberty and equality, state and national authority in a federal system, civil disobedience and the rule of law, freedom of the press and the right to a fair trial, and the relationship of religion and government. This course also provides multiple opportunities for students to discuss, analyze, and construct writings on contemporary local, national, and international issues; participate in simulations of governmental processes; and apply what they have learned in addressing real-world problems. These opportunities may be offered inside and outside the classroom. Structured classroom discussions and writing activities challenge students to discuss current events and issues of their choosing by analyzing various perspectives, researching causes and effects, evaluating policy options, and stating and supporting reasoned and evidence-based opinions. These activities can also focus on the significance of elections and the roles that they might play as voters and engaged in electoral politics.

Topics for discussion might include technology (such as nuclear proliferation or the effect of the Internet on the political process or on intellectual property), the environment (such as global warming, preservation of wildlife, or alternative energies), human rights (such as the use of torture, or immigration and refugee policies), politics (such as tax policy, voting and representation, campaign financing, the fight against government corruption and efforts to improve government competence), foreign policy (such as responses to terrorism, or standards for foreign intervention), health (such as childhood obesity, healthcare reform, or responses to the spread of AIDS), the law (such as the constitutional scope and limits of presidential power, relations between law enforcement and the communities they protect, judicial independence, racism and sexism, discrimination against members of the LGBT community, or protection of civil rights in times of war or national crisis) and economic issues (such as government regulation of markets, labor laws, free trade and fair trade, or debt relief to developing countries). In debating, discussing, or writing about these issues, encourage students to consider the local, national, and global aspects. Also encourage students to consider multiple perspectives that stretch across political, geographic, and class divides. Throughout the course, incorporating a range of activities and simulations of governmental processes will help students understand that being an active citizen means applying their knowledge beyond the textbook. They will have an opportunity to practice participating in community issues and civic dialogue. For example, when studying the role of Congress or a city council, students can participate in mock legislative hearings and debates; when studying the courts, they may take part in mock trials, moot-court simulations, or conflict-resolution mediations; or when studying international issues they can take part in model United Nations activities. In addition, participating in elections, volunteering as poll workers, taking part in school governance and extra-curricular activities, competing in civic-writing activities, and conducting service-learning projects with civic outcomes provide students with hands-on experiences with the political process and government.

Among the persistent issues facing the United States, and California in particular, is how to balance individual rights and liberties with the common good in matters related to land as well as water, air, and other natural resources. Students examine case studies that embody the struggle to find this balance and consider the spectrum of factors that influence and negotiate policy decisions about natural resources and natural systems (California Environmental Principle V). Students learn that many conflicts over environmental issues result from competing perspectives involving individual rights and the common good, an illustrative example of the reciprocity between rights and obligations. (See EEI Curriculum Unit 12.2 – This Land is our Land).

The course might culminate in an activity in which students analyze a local, state, national, or international political or social problem or issue. Students could be assigned a research paper or a multi-media project in which they analyze a problem or issue, consider its civic, economic, geographical and/or historical dimensions, research it by examining multiple sources and point of view, evaluate the sources, critique and construct claims and conclusions based on the evidence, and present and defend their conclusions. Alternately, the activity might be a civics-based service-learning project in which students identify local problems or issues of concern; research and analyze them in terms of causes and effects and multiple points of view; identify, discuss, and evaluate public policies relating to the issues, including interacting with public officials; and construct a project to address it or a multimedia presentation to educate about it.

CIVIC LEARNING RESOURCES FOR GRADES 9-12

The following list of suggested resources can be utilized to support and strengthen civic learning in the Grade 6-8 curriculum.

Active Citizenship Today: Field Guide. Constitutional Rights Foundation, 1994. This student handbook of tips, methods, and profiles is designed to help students plan, implement, and evaluate their own service-learning projects.

<http://crf-usa.org/materials-catalog/catalog.html#adventures>

American Legacy: The United States Constitution and other Essential Documents of American Democracy. Center for Civic Education, 1997. This 80-page pocket-sized (3.5" x 6.5") booklet comprises the U.S. Constitution and the Declaration of Independence together with passages from other documents that encompass essential ideas of American democracy. The documents are arranged chronologically beginning with the Mayflower Compact.

<http://civiced.org/civitas-program-resources/reference-materials/american-legacy>

Bill of Rights Institute. Online resources, programming, and lessons to educate young people about the Constitution.

<http://billofrightsinstitute.org/>

The Big Eras, National Center for History in the Schools. [Compact History of Humankind](#) (grades 6-10) and [World History: The Big Eras](#) (grades 11-college) present a brief history of humankind written to encourage teachers and students to think about the past on big scales. Presenting world history in panoramic view, it puts forward the idea that students will achieve deeper understanding of world history, and find their studies more engaging, if they are guided to relate particular subject matter to large patterns of historical change.

<http://www.nchs.ucla.edu/catalog/world-history-the-big-eras>

California Three Rs Project – Rights, Responsibility, and Respect, Constitutional Rights Foundation. For over two decades, the California Three Rs Project (CA3Rs) has been a program for finding common ground on issues related to religious liberty and the First Amendment in public schools. The CA3Rs' approach is based on the principles of American democracy and citizenship, reflected in the First Amendment of the Bill of Rights and applied in a public school setting. The CA3Rs' website features lessons, resources, and professional-development opportunities for teachers and education professionals on essential information for teaching about religious liberty and the history of religion in America.

<http://ca3rsproject.org/>

California Democracy School Civic Learning Initiative, Los Angeles County Office of Education. The California Democracy School Project is designed to institutionalize civic learning in middle and high schools to prepare ALL students for college, career, and citizenship in the 21st century. The program offers resources, face-to-face and online professional development.

<http://www.lacoe.edu/CurriculumInstruction/HistorySocialScience/CaliforniaDemocracySchool.aspx>

California Mock Trial, Constitutional Rights Foundation. The program was created to help students acquire a working knowledge of our judicial system, develop analytical abilities and communication skills, and gain an understanding of their obligations and responsibilities as participating members of our society. The program currently involves 36 California counties.

<http://www.crf-usa.org/mock-trial-program/mock-trial-program.html>

California On My Honor, Judicial Council of California and California State University San Marcos, 2006. California On My Honor presents institutes, workshops, resources and lesson plans for teachers of grades kindergarten through 12 with a focus on civics education, especially as it relates to the judicial branch.

<http://www.courts.ca.gov/civicslessons.htm>

The Challenge Series, Constitutional Rights Foundation. The Challenge Series consists of four different books focusing on the topics of Diversity, Violence, Governance, and Information. Each is designed to help students gain proficiency in meeting U.S. history and government standards using interactive methods including role play, simulation, and CRF's "civil conversation" discussion strategy.

<http://www.crf-usa.org/slc/additional-curriculum>

City Works, Constitutional Rights Foundation. CityWorks provides interactive lessons in which students become citizens of the fictional city of Central Heights to learn about issues of state and local government and practice critical-thinking skills. Along the way they take on the role of local political leaders and active citizens to address political and social issues facing the community.

<http://www.crf-usa.org/materials-catalog/cityworks-textbook.html>

City Youth: Ancient History. Constitutional Rights Foundation, 2003. Students visit ancient Greece and Rome. Service-learning opportunities are included.

<http://www.crf-usa.org/materials-catalog/cityyouth-ancient-history.html>

City Youth: U.S. History, Constitutional Rights Foundation, This four-unit version of CityYouth is designed to support a U.S. history course of study. Multidisciplinary lessons provide depth and contemporization of the theme and guide students toward applying what they learn through service-learning projects. Unit topics include the American Revolution, Old West/Reconstruction, Youth & Education at Turn of the 20th Century, and Contemporary Media.

<http://www.crf-usa.org/materials-catalog/catalog-cityyouth-u-s-history.html>

Civic Action Project CAP is a free project-based learning program for civics and government from Constitutional Rights Foundation. CAP students identify an issue or problem that matters to them, connect it to public policy, then take "civic actions" to make an impact on their selected issue/problem.

<http://www.crfcap.org/>

Civics on Call, Constitutional Rights Foundation. This is a one-stop updated list of classroom-ready lessons on issues of the day, including immigration; government surveillance; protest and petitioning the government; and the use of force by police. CRF posts new lessons and updated lessons from its publications *Bill of Rights in Action*, *Criminal Justice in America*, and *Youth and Police*.

<http://www.crf-usa.org/civics-on-call>

Close Up. Close Up’s High School Programs are designed to give students and educators an inside look at their democracy in action. Using the nation’s capital as a living classroom, participants get a “close up” view of government - interacting with the people, processes, and places that make this federal city so unique. We also offer exciting add-on options that include additional days in Washington, and opportunities to visit Williamsburg, Gettysburg, Mt. Vernon, Philadelphia, or New York City. <http://www.closeup.org/#>

Deliberating in a Democracy, Constitutional Rights Foundation. DID is an international initiative designed to increase students’ understanding of democratic principles through engaging in civic deliberation on controversial issues. *Deliberating in a Democracy in the Americas* provides deliberations in English and Spanish. It is a joint effort of CRF, Constitutional Rights Foundation Chicago, and Street Law, Inc. <http://www.deliberating.org/>

Democracy in Action. Arsalyn Program of the Ludwick Family Foundation. *Democracy in Action. Your Vote is Your Voice,* is designed to present the importance of voting and to discuss the nuts and bolts of the American political system. Like the elementary school booklet, *Your Vote is Your Voice* contains step by step guidelines describing how you can run a simulation election on your campus. www.arsalyn.org.

Democracy in Action, Mikva Challenge. Mikva’s Democracy in Action (DIA) curriculum is a comprehensive step-by-step guide that empowers students with the skills, knowledge, and dispositions to be “superstar citizens.” At the core is the idea that students explore their communities from an asset based perspective, identify issues that are important to them and their community, research the issue, analyze power, and ultimately develop an action plan and take action. <http://www.mikvachallenge.org/programs/community-problem-solving/>

Digital Chalkboard: Civics, California Department of Education. The California Department of Education’s Digital Chalkboard has a page with lesson plans, programs, and resources dedicated to civics, grades K-12. <https://www.mydigitalchalkboard.org/>

Educating About Immigration, Constitutional Rights Foundation. This website to provide teachers and students in America's classrooms with the means to address issues around immigration policy and history productively and critically. *Educating About Immigration* is a one-stop informational and interactive clearinghouse on topics of U.S. immigration. It is primarily intended as a source for curriculum, but the general public is also invited to use it to learn more about immigration, its history, and current controversies. <http://www.crfimmigrationed.org/>

Facing History and Ourselves The mission of Facing History and Ourselves is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of genocide, students make the essential connection between history and the moral choices they confront in their own lives. <https://www.facinghistory.org/>

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice, Middle School. Center for Civic Education, 1993. The high school edition of *Foundations of Democracy* explores four concepts (Authority, Privacy, Responsibility, and Justice) using illustrations, handouts, open-ended discussion questions, and calls for students to apply situations to their own lives. © 1993, suggested for grades 10-12.

<http://civiced.org/resources/publications/student-texts/foundations-of-democracy-authority-privacy-responsibility-and-justice>

iCivics iCivics teaches students how government works by having them experience it directly through online gaming. Through the games, the player steps into any role – a judge, a member of Congress, a community activist fighting for local change, even the President of the United States – and does the job they do.

<https://icivics.org>

Judges, Courts, and the Law, Constitutional Rights Foundation and the Judicial Branch of California. This website features stories, games, and educational animations to help students better understand the role that courts play in our democracy.

<http://www.courtsed.org/>

Junior State of America. In the student-run Junior State and at JSA summer schools and summer institutes, participants learn statesmanship as they engage in political discourse. They cultivate democratic leadership skills, challenge one another to think critically, advocate their own opinions, develop respect for opposing views and learn to rise above self-interest to promote the public good.

<http://jsa.org/>

Landmarks: Historic U.S. Supreme Court Cases, Constitutional Rights Foundation. The student text of this publication focuses on landmark cases, giving historical background, outlining each decision, and explaining its significance. A separate teacher's guide contains lesson plans for each reading, including focus activities, discussion questions with suggested answers, step-by-step instructions for interactive activities, and debriefing questions and suggestions on cases such as *Marbury v. Madison* (1803), *Dred Scott v. Sandford* (1857), *Brown v. Board of Education* (1954), *Gideon v. Wainwright* (1963), *Miranda v. Arizona* (1966), and *Bush v. Gore* (2000).

<http://www.crf-usa.org/materials-catalog/landmarks-historic-u-s-supreme-court-decisions.html>

Living with Our Deepest Differences: Religious Liberty in a Pluralistic Society, Charles Haynes, Williamsburg Carter Foundation, 1989. The curriculum focuses on the place of religious liberty in society. The lessons are designed to provide the teacher with maximum flexibility so that they may be used either as a unit or infused separately into a course as needed. Everything that the teacher will need — lesson plans, source documents, extension activities, bibliographical materials and suggestions for evaluation — is included.

http://www.firstamendmentcenter.org/madison/wp-content/uploads/2011/03/LWODDcomplete_low_res.pdf

Law Day, American Bar Association. Law Day is held on May 1st every year to celebrate the role of law in our society and to cultivate a deeper understanding of the legal profession.

http://www.americanbar.org/groups/public_education/initiatives_awards/law-day.html

Mikva Challenge Mikva Challenge develops youth to be informed, empowered, and active citizens and community leaders. We do this by engaging youth in action civics, an authentic and transformative learning process built on youth voice and youth expertise.

Of Codes & Crowns: From the Ancient World to the Renaissance, Constitutional Rights Foundation. This book contains short, high-interest readings with discussion questions and interactive activities to foster critical thinking on topics including Hammurabi’s Code, the Greek tribunal system, Jewish law, Roman law, Islamic law, the English jury system, Magna Carta, and the Trial of Galileo. All lessons are linked to California world history standards.
<http://www.crf-usa.org/materials-catalog/of-codes-and-crowns-textbook.html>

National Constitution Center. The Constitution Center offers innovative, standards-based lesson plans, activities, and other resources connect the Constitution with **curriculum** and bring American history **to life** for students.
<http://constitutioncenter.org/learn/educational-resources/>

NewseumED. Online resources to cultivate the skills to authenticate, analyze and evaluate information from a variety of sources and to provide historical context to current events.
<https://newseumed.org/>

ProCon.org ProCon.org, a 501(c)(3) nonprofit nonpartisan public charity, provides professionally-researched pro, con, and related information on more than 50 controversial issues from gun control and death penalty to illegal immigration and alternative energy. Using the fair, FREE, and unbiased resources at ProCon.org, millions of people each year learn new facts, think critically about both sides of important issues, and strengthen their minds and opinions.
www.procon.org

Project Citizen, Level 2. Center for Civic Education, 1996. Project Citizen is a civic education program for middle, secondary, and post-secondary students and youth or adult groups. Project Citizen promotes competent and responsible participation in state, local, and federal government. It actively engages people in learning how to monitor and influence public policy. Participants work together as a class or extracurricular group to identify and study a public policy issue. The final product is a portfolio that may be presented before other classes, groups, community organizations, or policymakers. The Level 2 text (suggested for grades 9-12) enhances instruction by providing tips from Project Citizen teachers and emphasizes the fundamentals of the public policymaking process.
<http://civiced.org/resources/publications/student-texts/project-citizen-level-2>

Project Soapbox, Mikva Challenge. Project Soapbox is a public speaking competition facilitated by Mikva Challenge that calls young people to speak out on issues that affect them and their communities. These powerful speeches have lasting, transformative impacts on classrooms, schools, and communities.
<http://www.mikvachallenge.org/educators/online-resources/issues/project-soapbox/>

Simulated Congressional Hearing, High School, Center for Civic Education. The Simulated Congressional Hearing provides students an opportunity to demonstrate their knowledge and understanding of constitutional principles and ideas while providing teachers an excellent means of assessing student learning. The entire class, working in cooperative teams, prepares and presents four minute statements before a panel of community representatives acting as a congressional committee. Students then answer follow-up questions posed by the committee members.

<http://civiced.org/wtp-the-program/hearings/high-school>

Street Law. Street Law's professional development programs and teaching materials help social studies teachers improve the way they teach about law and government.

<http://www.streetlaw.org/en/home>

The Walter and Leonore Annenberg Presidential Learning Center, Ronald Reagan Presidential Foundation. The Walter and Leonore Annenberg Presidential Learning Center (APLC) hosts a variety of programs designed to develop informed and engaged citizens. Programs include Student Speaker Series, Educator Programming, and Civics-based Educator Workshops. A variety of curricula is available to educators for use in the classroom or to supplement a class visit to the Ronald Reagan Presidential Museum.

<https://www.reaganfoundation.org/education/lesson-plans-and-resources/annenberg-presidential-learning-center/>

We the People, Level 3. Center for Civic Education, 2016. The revised and updated fourth print edition of *We the People: The Citizen & the Constitution* features new text, images, exercises, and Supreme Court cases to ensure that the next generation of Americans has the intellectual tools they need to become informed and engaged citizens. *We the People* gives high school students a firm understanding of government and citizenship. Students explore the history and principles of constitutional democracy through critical-thinking exercises, cooperative-learning and participation in a simulated congressional hearing. The *We the People* student textbook contains six units and 39 lessons. The updated teacher's guide contains a step-by-step walkthrough of the student book as well as reproducible handouts and the end-of-course assessment.

<http://civiced.org/resources/publications/student-texts/high-school-level-3>

World History for Us All, San Diego State University in cooperation with the National Center for History in the Schools at UCLA. The program offers a unified chronology. That is, it organizes the human past into nine Big Eras, each of them encompassing changes around the globe. The curriculum does not use civilizations and their exclusive chronologies as the main units of history, even though developments within major societies are richly explored. It permits teachers and students to investigate the global past from its beginnings to today without leaving out major periods or world regions.

<http://worldhistoryforusall.sdsu.edu/>

Appendix D

Educating for Democracy: Civic Education in the History–Social Science Curriculum

“A Republic, if you can keep it.”

Benjamin Franklin, in response to the question, “Well Doctor, what have we got, a republic or a monarchy?” at the Constitutional Convention (1787)

“The qualifications for self-government in society are not innate. They are the result of habit and long training.”

Thomas Jefferson (1824)

“I know of no safe depository of the ultimate powers of society but the people themselves, and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them but to inform their discretion.”

Thomas Jefferson (1820)

Why is Civic Learning Important?

Preparing students for informed, skilled, and engaged participation in civic life is a key goal of social studies education and is addressed throughout the California History/Social Science Framework and Standards. Our constitutional democracy and its institutions depend on citizens who are knowledgeable about how government works, understand and abide by the rule of law, vote, serve as jurors, stay informed about and make evidence-based decisions about public issues, respect the rights of others, participate in public affairs, and seek the betterment of their communities, state, and country.

In twenty-first century California, civic learning is also important for a healthy economy and workplace. To succeed and thrive, the economy and business need stable and law-abiding communities, a populace that understands and embraces fundamental Constitutional principles such as free expression, the rule of law and the legitimate protections of property rights. They need an educated workforce. Business and the professions need leaders and individuals who can think critically, solve problems, make good decisions, respect the rights of coworkers, and work in heterogeneous environments.

Schools that support high-quality civic education programs provide students with opportunities to be engaged, motivated, and committed to their educational progress. In a high-quality civic education program, students have the opportunity to discuss and deliberate current issues, participate in simulations and activities that model governmental process and explore public policy making, engage in civic-based service learning, and develop participatory skills through school governance and extra-curricular activities that encourage civil discourse, working together, and consensus-building. Civic education addresses real-life issues and helps students understand the connections between the past and the present and between the present and the future.

What Are the Components of Civic Education?

The components of civic education include knowledge and foundational content, cognitive skills, participatory skills, and dispositions that enable citizens to engage effectively in political and civil society. A high-quality civic education systematically addresses all four components at all grade levels and builds upon skills and knowledge from one grade level to the next.

Knowledge and foundational content provide the basis for understanding constitutional democracy, including its historical and contemporary institutions, representative government, the functions and processes of the three branches of government, constitutional principles and concepts, federalism, the justice system, current issues and their historical, economic, and geographical contexts, public policy making at various levels of government, and international and global awareness. Students with a strong foundation in civic education will have learned the significance of landmark Supreme Court cases, how Congress works, the divisions and levels of government, citizenship roles and responsibilities, and national interests and their relationship to international relations, and human rights. Students will gain understanding of constitutional and democratic principles and concepts such as liberty, freedom, rule of law, individual rights and the rights of property, human rights, justice, equal protection, due process, representation, privacy, civic responsibilities, and “the common good.” Civic education would be ineffective without specific attention to the development of cognitive skills that help students engage in effective decision-making and problem-solving processes, evaluate sources of information, consider multiple viewpoints, construct and defend a position based upon reasoning and factual support, and develop intellectual skills that allow students to understand the interrelatedness of social, political, and economic issues. These cognitive skills are similar to and supplement the Historical and Social Science Analysis Skills that students learn to apply throughout the standards-based history–social science curriculum. With effective civic education, students will recall, recognize, and remember facts and information and understand democratic principles and concepts and be able to apply them to real-life social, political, and economic issues.

High-quality civic education develops critically important participatory skills that include listening and speaking, working together, encouraging and analyzing various points of view, engaging in civil discourse, deliberation, and debate, team-building, consensus-building, compromise, and effective communication and presentation. Activities that develop proficient participatory skills include structured discussions and deliberations, simulations of institutional processes such as mock trials, mock congressional hearings, or models United Nations activities, service-learning projects, debate, project-based civic actions, and project presentations. Dispositions and attitudes fostered through high-quality civic education include respect for legitimate authority, opposition to tyranny, tolerance, respect for diversity and different points of view, adherence to law, respect for and support of the rights of others, responsibility, equity and inclusiveness, being informed and interested in political and community issues, and active participation in civic life.

High-quality civic learning connects students to real civic life. Students can learn positive involvement through participation in actual governmental processes, such as working at the polls or volunteering in an election campaign, attending and analyzing legislative or administrative public meetings and hearings, visiting courts and attending trials, and communication and interaction with policymakers. Students should be presented with opportunities for school and community involvement through service-learning aligned to the curriculum, action civics projects, class discussion and debate, and participation in school governance.

How Is Civic Learning Integrated into the History–Social Science Curriculum?

Civic-learning content and activities are contained throughout the Framework course descriptions for kindergarten through grade twelve. In addition, the Standards contain a rich array of civic learning content and opportunities to address civic issues. Through expository reading, writing prompts, class projects, discussion of current events, service-learning, and inter-district student events such as mock trial, civic education can be a part of instruction at every grade level. Thinking and cognitive skills are developed as part of the writing program, expository reading activities, class discussions on application of knowledge, and analysis of historical events and the effects of the past on life in today’s society. These skills should be developed and measured so as to build upon them from one grade level to the next.

What Are Effective Teaching and Assessment Strategies of Civic Learning?

In the 2002 Civic Mission of Schools report, the Carnegie Corporation of New York and the Center for Information and Research on Civic Learning and Engagement (CIRCLE) identified six research-based learning strategies for civic education. In 2011, the Guardian of Democracy: The Civic Mission of Schools report determined that additional studies strengthened and refined these original “promising approaches” and identified the following six strategies as “proven practices.”

- *Classroom instruction in government, history, law, economics, and democracy*
- *Discussion of current events and controversial issues*
- *Service-learning linked to the formal and classroom curriculum*
- *Extra-curricular activities*
- *Student participation in school governance*
- *Simulations of democratic processes and procedures such as mock trials, mock congressional hearings, debates, and other participatory activities*

These strategies reinforce the knowledge base of civics and government, encourage higher-level thinking skills, build participatory skills, and foster dispositions that support civic engagement.

Knowledge in civic education begins with the strong foundation in history and government gained through the standards-based curriculum in history–social science. Civic knowledge is supported through the teaching of expository reading and writing, research skill development, communication skills, and presentation skills. Expository writing includes problem-solving, taking a position and defending it, developing cause-and-effect narratives, exploring multiple perspectives, and applying conceptual knowledge to current events and global perspectives. Individual and group presentations include structured debate, mock trials, mock hearings, service-learning projects, public policy research and development, and visual displays. Groupings for the projects can be whole class projects, small teams, pairs, or triads of students. Mock hearings by a panel of three to six students can include presentations and follow-up questions by a panel of judges on constitutional issues, current events, landmark Supreme Court cases, and political issues.

Demonstration of civic education skills can be assessed through writing, oral and performance presentations, visual representations of research and application of information, project-based learning including service-learning, debate based on research, classroom dialogue and discussion, and questioning strategies.

How does the Common Core Support Civic Learning?

The reading and comprehension, speaking and listening, and writing skills contained in the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects support high quality civic learning and can be addressed with civic learning strategies. Reading and comprehending complex discipline specific expository, narrative and persuasive text such as in foundational documents, court opinions, presidential speeches, candidate position papers, and opinion/editorial pieces introduces students to a rich array of civic content concerning democratic ideals and principles, governmental procedures and processes, and political issues and provides students with multiple opportunities to improve skills.

Listening and speaking skill development is essential for civic discourse. Listening for understanding about key ideas, different points of view and perspectives, claims and arguments helps students analyze and broaden their own perspectives, identify logical fallacies, and draw sounder conclusions. Speaking skill development prepares students to paraphrase information, articulate complex ideas, develop arguments, and take reasoned and evidence-based positions. These skills can be developed by participating in a range of civic-learning strategies including debate, structured discussion, and deliberation concerning public issues.

Writing informative, expository, and persuasive texts further develops students' ability to analyze information, consider and evaluate various points of view, develop and evaluate claims and arguments, and construct evidence based conclusions. These skills are important for civic engagement and can be developed utilizing civic writing activities such as letters to the editor, posts on political issue blogs, and the creation of position papers or opinion pieces. At the secondary level, these skills can be developed with research and writing projects on a current or controversial issue or as a central component of a civic action project.

How Does Civic Education Connect to 21st Century Skills?

California is one of 19 states that have joined the Partnership for 21st Century Skills, a national collaboration to promote education that will prepare students for work and life in the modern world. In addition to a sound grounding in core subjects including civics and government, the partnership calls for students to develop learning and communication skills, particularly those that promote critical thinking, communication, collaboration and creativity; life and career skills, information, media, and technological skills. The development of these skills can be promoted by a high quality civic learning.

Through civic learning students develop strong foundations in understanding local, state, national and international issues. They develop problem-solving skills that address relevant issues. Through discussion, deliberation, simulations, service learning and civic action projects, they hone interpersonal skills that contribute to collaborative work, learn to build consensus and how to negotiate and compromise, and creatively seek solutions to local, national, and global issues. In conducting research-based projects and making presentations on their findings students can learn about and utilize a wide range of technology and media including the internet, social networking applications, presentation software such Power Point, and video production utilities.

How Is Civic Learning Connected to Other Core Social Science Disciplines?

As mentioned in the introduction of this Framework, The College, Career and Civic Life Framework for Social Studies State Standards (C3 Framework) can be an important tool for local or site level curriculum planning and development and for teachers in refining their practice. The C3 Framework consists of four dimensions, Developing Questions and Planning Inquiries (Dimension1), Applying Disciplinary Concepts and Tools from Civics, Economics, Geography

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and History (Dimension 2), Evaluating Sources and Using Evidence (Dimension 3), and Communicating Conclusions and Taking Informed Action (Dimension 4). Each of these dimensions are important for preparing students to become informed and engaged.

Citizens are often confronted with civic-related compelling questions such as, What is justice? What is equal protection? What is due process? These kinds of questions lead to other questions, such as, Does affirmative action promote equal protection? or, Does police use of deadly force comport with due process? Each question raises additional questions and prompts planning inquiries to answer them. Dimension 1 maintains that students preparing for informed and engaged citizenship need to be able to anticipate and form questions and develop strategies for answering them.

To form reasoned and evidence-based conclusions about many local, state, national, and international issues, a citizen needs a sound grounding in the concepts and tools of civics, economics, geography, and history because each of these disciplines provide insight into the causes and contexts of the issues. For example, when considering a proposal to build a housing development on undeveloped land, economic and geographic factors often come into play. When considering a dispute over voting redistricting at the state level, historical evidence of discrimination and the political dimensions of the dispute could be important. Indeed, it is possible that content from all four disciplines may be important. For example, disputes over international borders, claims to territory, and issues of self-determination require the disciplinary lenses of all four disciplines. Dimension 2 recognizes that students need grounding in core social studies disciplines.

In today's information age, informed citizens must be prepared to evaluate multiple and often contradictory sources to identify evidence for constructing claims, making arguments, or drawing conclusions about public issues, policy and political candidates. Dimension 3 urges that students be given the opportunity to develop the skills necessary to both evaluate sources and effectively use evidence.

Effective engagement in civic life often requires collaboration, communication, the ability to critique, and persuasion. Moreover, it also requires citizens to make informed decisions and take informed action to address issues and problems. Dimension 4 recognizes these requirements and seeks to prepare young people to be able to construct effective explanations and arguments based on reasoning and evidence and communicate them to a variety of audiences through writing, speaking and the use of multi-media. They must also be able assess options and apply a range of deliberative and democratic strategies to make decisions and take action in and out of school.

For Further Reference

Education for Democracy, Scope and Sequence, Los Angeles County Office of Education, 2003.

Guardian of Democracy: the Civic Mission of Schools, Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center of the University of Pennsylvania and the Campaign for the Civic Mission of Schools, 2011.

Preparing Students for College, Career and CITIZENSHIP, Los Angeles County Office of Education, 2011.

California Partnership for 21st Century Skills, California Department of Education, 2013.

College, Career & Civic Life C3 Framework for Social Studies State Standards, National Council for the Social Studies, 2013.

Revitalizing K-12 Civic Learning In California: A Blueprint For Action, California Department of Education, 2014.

A Blueprint for Environmental Literacy, California Department of Education, 2015.

Appendix E
Religion and History–Social Science Education

The role of religion in the curriculum, the observance of holidays, and the selection of instructional materials in public schools are some of the most challenging and controversial aspects of teaching history–social science. This appendix provides guidelines for educators and the community about how to address these issues in a manner that is constitutionally and academically appropriate.

Even before approaching the sequenced course of study, history–social science teachers need to ask themselves if they are prepared to discuss the role of religion in world and U.S. history. The history–social science classroom needs to be a place for the study of historical developments that includes understanding how religious beliefs and values affected historical figures. The overall goal is to build understanding and respect for the constitutionally protected rights that we as a nation have agreed to uphold in an effort to live peacefully and fairly despite our differences.

As the framework content makes evident, much of history, art, music, literature, and contemporary life are unintelligible without an understanding of the major religious ideas and influences that have shaped the world’s cultures and events. This appendix is designed to overcome uncertainty about best practices in dealing with religious topics and issues.

Support for Educators

In keeping with the focus of the *History–Social Science Framework* educators must remember that, as a member of a public institution charged with the role of nurturing the next generation of citizens, they have the responsibility to model for our students the constitutional principles of justice, fairness, and rule of law. The American civic agreement found in the Constitution, particularly in its First Amendment, provides the tool for negotiating consensus on how to live with our deepest social and cultural differences. The words from the First Amendment should be the hallmark of every social studies classroom.

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;

This process of consensus development around constitutional principles in support of educators who are trying to deal with religious liberty and diversity issues effectively is well underway. The First Amendment Center has published several civic–based consensus documents to guide schools and the communities in the development of religion-related policy and practice. Endorsed by religious, legal, and educational organizations representing widely divergent perspectives, these consensus statements have been distributed to school districts across the nation by the U.S. Department of Education to address many of the issues that have resulted in conflict and litigation.

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The fundamental idea in the consensus guides and related court decisions is that public schools may not promote or inhibit religion. They must be places where religion and religious convictions, as well as nonbelief, are treated with fairness and respect. Schools demonstrate fairness when they ensure that the curriculum includes study *about* religion, where appropriate, as an important part of a complete education.

Guidelines for Teaching About Religion

The suggestions for dealing with religion provided below are grounded in the principles of *rights, responsibilities, and respect*. Our civic agreement as Americans is based on the idea that all people are born with the right to freedom of conscience. As a civic agency, and one with the primary role in educating the next generation of citizens, it is the responsibility of the school to protect that right for all students and parents. This is best achieved by establishing an atmosphere of respect for differences of belief and culture in all aspects of school organization and instructional practice.

The primary manner in which schools establish a climate of respect for religious differences is by clearly distinguishing between teaching *about* religion and indoctrinating or advocating religion. The following guidelines are recommended approaches to achieve this end:

1. The school’s approach to religion is academic, not devotional.
2. The school may strive for student awareness of religion in historical and contemporary societies, but it may not press for student acceptance of any one religion.
3. The school may include study about religion as part of the history–social science curriculum, but it may not sponsor the practice of religion.
4. The school may expose students to a diversity of religious views in their studies, but it may not impose any particular view.
5. The school may educate about all religions but may not promote or denigrate any religion.
6. The school may inform students about various beliefs, but it should not seek to conform students to any particular belief.

These guidelines, in part derived from a series of Supreme Court interpretations of the First Amendment, are a useful tool for educational decision making. They reflect the requirements in the California Constitution and the *Education Code*. If schools are neither to inculcate nor inhibit religion, both the curriculum and instructional materials and the teachers or presenters guiding their interpretation must be neutral and balanced. Belief or nonbelief and religions should be studied in the history–social science classroom as they naturally occur in the curriculum: as part of the chronology and themes of instruction; to explain a reference in a literature selection; or as background on a religiously influenced work of art or music. A good rule of thumb for teaching topics related to religion is to make sure that they are firmly grounded in the curriculum required by the California frameworks and content standards.

Religious texts, leaders, and events should be examined using the same academic rigor and history–social science analysis skills applied to other topics. Classroom methodologies must not include religious role–playing activities or simulations of rituals or devotional acts. Students may be asked to compare religious ideas and practices but never to rank them by importance or quality. Instructional language should avoid absolutes such as “all Buddhists believe...” and instead use attribution such as “some Mahayana Buddhists in India practice....” In all cases, educators need to avoid “we”/“they” language and selective allocation of emphasis that imply evaluative preference for one belief over another.

At the same time that schools and educators may not advocate or denigrate a religion (a violation of the Establishment Clause of the First Amendment), students are free to express their religious or nonreligious ideas and beliefs as part of the Free Exercise Clause of the First Amendment. Students who respond to class assignments with an appropriately related religious perspective or response should be graded according to the same criteria as applied

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to all other students. Also, students may not be required to attend school functions or perform patriotic ceremonies if those acts would unduly burden their beliefs. In limited cases, students may request and be provided with alternative assignments.

To support teachers in making constitutionally and academically sound decisions and provide a venue for community members to pursue a redress of grievances peacefully and rationally, school boards throughout California have developed policies and procedures related to religion and public education. It is important that new and continuing teachers and administrators are fully briefed on these policies and procedures so that mistakes that sometimes occur from oversight or confusion can be avoided.

Religious liberty issues are sometimes complex and have significant case law attached to their interpretation. The nonpartisan, nonprofit First Amendment Center (<http://www.firstamendmentcenter.org/>) publication, *Finding Common Ground: A First Amendment Guide to Religion and Public Schools*, written by Charles Haynes and Oliver Thomas, includes copies of all of the consensus documents mentioned above as well as essential legal and background information for educators. It is available online at the First Amendment Center Web site as well as in print form. The California County Superintendents Educational Services Association and the First Amendment Center have partnered to provide resources and in-service opportunities to California educators through the California Three Rs (Rights, Responsibilities, and Respect) Project. The California Three Rs Project publishes a quarterly bulletin on hot topics related to religion and schools that is available online at their website (<http://ca3rsproject.org/>).

Legal Parameters of Religion in Public Schools

The First Amendment of the U.S. Constitution, the California Constitution, and the California *Education Code* articulate the principles and the legal framework to guide the process of determining how to address teaching about religion and the religious needs and perspectives of students and parents. One of the most important elements of the process for the community and educators to remember is that when they are serving in an instructional or leadership role with students, they are representatives of government and, therefore, subject to constitutional restrictions on religious activity that were applied to states through the Fourteenth Amendment. In addition they are subject to the California Constitution and the California *Education Code*. The pertinent laws related to religion and public education include:

U.S. Constitution, First Amendment:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;

California State Constitution:

ARTICLE 1: Declaration of Rights

SEC. 4. Free exercise and enjoyment of religion without discrimination or preference are guaranteed. This liberty of conscience does not excuse acts that are licentious or inconsistent with the peace or safety of the State. The Legislature shall make no law respecting an establishment of religion.

ARTICLE 9: Education

SEC. 8. No public money shall ever be appropriated for the support of any sectarian or denominational school, or any school not under the exclusive control of the officers of the public schools; nor shall any sectarian or denominational doctrine be taught, or instruction thereon be permitted, directly or indirectly, in any of the common schools of this State.

Education Code:

PART 1. General Provisions: Chapter 2. Educational Equity

220. No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

233.5. (a) Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, and the meaning of equality and human dignity, including the promotion of harmonious relations...

PART 28. General Instructional Programs

51500. No teacher shall give instruction nor shall a school district sponsor any activity that promotes a discriminatory bias because of a characteristic listed in Section 220.

51501. No textbook, or other instructional materials shall be adopted by the state board or by any governing board for use in the public schools which contains any matter reflecting adversely upon persons because of their race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Section 220.

51511. Nothing in this code shall be construed to prevent, or exclude from the public schools, references to religion or references to or the use of religious literature, dance, music, theatre, and visual arts or other things having a religious significance when such references or uses do not constitute instruction in religious principles or aid to any religious sect, church, creed, or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study.

51513. No test, questionnaire, survey, or examination containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any pupil in kindergarten or grades 1 to 12, inclusive, unless the parent or guardian of the pupil... gives written permission for the pupil to take this test, questionnaire, survey, or examination.

Conclusion

Though at first glance it may appear challenging, teaching about religion and its influence on history and culture is fascinating and motivating for students. Doing so with the First Amendment as a foundation is one of the most important things that schools can do to build a generation of Americans who understand enough about the ideas and values of others that they can continue to promulgate a society that protects rights and respectful interactions among its peoples.

Appendix H

Practicing Civic Engagement: Service Learning in the History-Social Science Framework

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has. --Margaret Mead

What Is Service Learning? Is It Community Service?

Service learning is an instructional strategy that engages students in real-world problem solving. Students work on community issues/problems that matter to them, applying critical thinking skills as they analyze causes and effects, discuss possible ways to address the issue/problem, and plan and execute service activities. To implement service learning effectively, there must be an intentional link between academic content and skills and the students' service activities, which can provide opportunities to make what is learned in class even more relevant to students.

Service learning is applicable for all of the core disciplines (Science, Math, English/Language Arts), but for Social Studies, service learning has particular significance as one of the six Civic Mission of Schools proven practices:²

Service learning is far more than community service alone; high-quality service learning experiences incorporate intentional opportunities for students to analyze and solve community problems through the application of knowledge and skills.

Service learning helps to make education real, connecting academic skills and knowledge to issues that matter to young people. When students have opportunities to use the knowledge and skills they are acquiring in school to address meaningful issues in their community, the content of their learning becomes more relevant to their lives, and they better understand the importance of civic participation.

According to the Civic Mission of Schools: Guardian of Democracy report, service learning programs that best develop engaged citizens are linked to the curriculum:

1. They have sufficient duration and intensity to address community needs and meet specified outcomes.
2. They are used intentionally as an instructional strategy to meet learning goals and/or content standards.
3. They incorporate multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.
4. They actively engage participants in meaningful and personally relevant service activities.
5. They promote understanding of diversity and mutual respect among all participants.
6. They are collaborative, and mutually beneficial and address community needs.

² *Guardian of Democracy: the Civic Mission of Schools*, Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center of the University of Pennsylvania and the Campaign for the Civic Mission of Schools, 2011.

7. They engage participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and use results for improvement and sustainability.
8. They provide youth with a strong voice in planning, implementing, and evaluating service learning experiences with guidance from adults.

Examples of Service Learning Projects

Service learning is appropriate for all ages and has been successfully implemented in the elementary, middle, and high school grade levels. For example, a first-grade classroom conducted a study on acceptable hallway behavior. As part of their history–social science curriculum, the first-grade students learned about rules, and in the process, decided to help increase student compliance with the rule of no running in the hallway. The students collected data about when and how many students ran; they discussed and instituted solutions; and then they investigated to determine how their “interventions” worked, thus bringing their understanding of the rules to life.

Upper elementary students might be interested in issues related to conflict management, school beautification, or safety. Students concerned about a dangerous cross-walk could conduct an investigation to find out if others see a problem, then could make an appointment with school administrators, a school resource officer, or other appropriate adult to discuss their findings. Students might propose adding a crossing guard to that intersection, creating a poster campaign to warn students to be extra careful crossing that street, or start a safety patrol. Through the process, those students will have applied critical thinking/problem solving skills, communication, presentation, collaboration, and organizational skills, and gained knowledge about how to address public problems.

Middle school students might be interested in issues related to the environment, health and nutrition, homelessness, or bullying. Using bullying as an example, their investigation could start with a question, like “What causes people to become bullies?” or “What is the difference between ‘bullying’ and ‘teasing’?” or “What can be done to reduce bullying in our schools?”. When students start with a question, the service learning experience can become a high-quality inquiry, and on their path to finding answers and solutions, they will likely encounter multiple perspectives, look at a variety of sources (interviews, articles, data), and hopefully deal with public policy (even at the school-site level) along the way.

High school students might be interested in issues related to global studies, substance abuse, domestic violence, the environment, or public transportation. One group of students was concerned about overcrowded public transportation. The busses were dangerously overcrowded with adults, middle school, and high school students during the before and after school hours. The students documented the overcrowding, with children in the aisles nearly falling down from the swaying of the bus and people sitting on each other’s laps. Next, students made an appointment with the local transit authority and learned about the costs of adding an additional bus, which was not in the current city budget. They did a close analysis of a variety of documents containing data on bus ridership, routes, and pick-up times and also delved into the city’s transportation budget. The students prepared an organized and data-driven presentation and returned to the transit authority. They were then invited to make the same presentation at a city council meeting and the impressed all when they pointed out that instead of adding a new bus, the overcrowding problem could be easily remedied by changing the schedule and route of an underused bus at the peak before- and after-school times. The bus schedule has since been changed and everyone is more comfortable and safe going to and from school.

Why Service Learning?

According to the National Service Learning Partnership, research shows that well-executed service learning has:

- **Academic and intellectual benefits.** Service learning supports young people in mastering curriculum by helping them make meaningful connections between what they are studying in the classroom and its many applications beyond school, in the community.
- **Civic and ethical benefits.** Service learning allows young people to explore and develop skills, including community stewardship, civic action, and sympathy and empathy. When focused on civic outcomes, service learning is one of the six research-based most promising practices in civic education identified in *The Civic Mission of Schools* report, by the Carnegie Corporation of New York and the Center for Information and Research on Civic Learning and Engagement (CIRCLE).³
- **Social and personal benefits.** Service learning offers young people a holistic learning experience that can increase their hands-on engagement in learning, provide them access to adult mentors, bolster their connection to the community, and enhance their preparation for the world of work.

The National Dropout Prevention Center recommends service learning as a core strategy for increasing graduation rates along with mentoring/tutoring, alternative schooling, and after-school opportunities. Research shows that service learning addresses students' need for classes to be more interesting, learning to be more meaningful, and academics to be connected to the real world.⁴

For Additional Reference:

California Department of Education/CalServe: <http://www.cde.ca.gov/ci/cr/sl/>

County Offices of Education: <http://www.cde.ca.gov/re/sd/co/index.asp>

National Dropout Prevention Center: <http://www.dropoutprevention.org>

National Youth Leadership Council: <http://www.nylc.org>

National Service Learning Clearinghouse: <http://www.servicelearning.org>

Constitutional Rights Foundation: <http://www.crf-usa.org>

³ Carnegie Corporation of New York and the Center for Information and Research on Civic Learning and Engagement, *The Civic Mission of Schools* (New York: Carnegie Corporation of New York), 3.

⁴ John M. Bridgeland, John J. Dilulio, Jr., and Karen Burke Morison, *The Silent Epidemic: Perspectives of High School Dropouts* (Washington, D.C.: Civic Enterprises and the Bill and Melinda Gates Foundation), 2006.

