

Alignment of South Carolina Standards for *US History & the Constitution* and the *We the People* Textbook

<p>Indicator 1.2: Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the rule of law as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British Parliament over the right to tax that resulted in the American Revolutionary War.</p> <p>Number of Items Planned for Standard One on the EOC Test (out of 55 total): 6-8</p>	<p>Textbook Correlations and Suggested Activities</p>
<p>ESSENTIAL KNOWLEDGE (copied from the US History Support Document, S.C. Department of Education)</p> <p>American representative government developed during the colonial period as a result of both the transfer of ideas of representative government from England and the circumstances of the New World. The English settlers brought with them concepts from British government of the Magna Carta and were later influenced by the English Bill of Rights. The Magna Carta recognized the rights of Englishmen to be consulted on the levying of taxes and to have their rights protected by a jury of their peers. This is the basis of the English parliamentary and judicial systems. Colonial charters granted by the king included statements declaring that English colonists continued to enjoy the rights of Englishmen. English political tradition also included the rule of law, the principle that every member of society must obey the law, even the king. In this legal system rules are clear, well-understood, and fairly enforced. The English Bill of Rights reiterated that the people have the right to be consulted, through their representatives, on the levying of taxes. It established that the power of the king (executive) should be limited by the Parliament. The English Bill of Rights states that the people have the right to religious freedom which is included in the First Amendment in the American Bill of Rights. The settlers applied the principles of the right of the legislature to levy taxes and the rule of law to their colonial governments.</p> <p>The House of Burgesses, the Mayflower Compact, and the New England town meetings are examples of early representative government. The Virginia Company allowed the colonists in Jamestown to start the House of Burgesses as a way of maintaining order in the colony and attracting new colonists. However, only property owners were allowed to vote and the development of social elite to whom others deferred meant that the Virginia colonists did not have a truly democratic government. By the 1620s, the king had appointed a royal governor, further limiting democracy in Virginia. In New England, the Mayflower Compact was an early example of the principle that government derives its authority from the people. Puritan religious ideology supported representative government in Massachusetts Bay and these ideas were spread to other parts of New</p>	<p><u>Chapter One</u> <i>What Did The Founders Think About Constitutional Government?</i></p> <p>In groups, discuss the ‘Critical Thinking Exercise’ on page 10 of the text. As a class discuss the relevance of these quotes that relate to the foundations of the American system of government and to modern day politics.</p> <p>Brainstorm the number of ways in which the US government is limited.</p> <p><u>Chapter Two</u> <i>What Ideas About Civic Life Informed The Founding Generation?</i></p> <p>As a class, read the “Critical Thinking Exercise” located on page 16 of the text aloud. Then write a one-page fictional narrative describing</p>

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England as Puritans migrated. The Puritan church was governed by the male members of the congregation who also governed their civil society through town meetings. Each town sent representatives to the General Court in Boston. At first, only members of the Puritan church were allowed to vote but the franchise was extended to all male property owners by the end of the 1700s. All thirteen colonies established a representative assembly which had the right to levy taxes. By the time of the revolution, most colonies had a royal governor.

Circumstances in England during the 1600s also affected the development of representative government in the colonies. During the English civil war in mid-century, the English government left the colonies fairly much alone to develop their political institutions. After almost a century of struggle between the king and Parliament, King James II was overthrown in the Glorious Revolution and replaced with William and Mary who agreed to abide by the English Bill of Right. The monarchs were forced to recognize the supremacy of Parliament and its right to make tax law. In response to the Glorious Revolution, John Locke wrote that man had natural rights to life, liberty and property, that people established a social contract in order to form the government, and that the authority to govern rests on the will of the people.

The control that Parliament was able to exert on the colonies was limited by distance and desire. After the 1720s, the English government followed a policy of salutary neglect, leaving the colonists to govern themselves. Their colonial assemblies had the right to tax the citizens of the colonies. It was the change of this policy that riled the colonists into revolt. During the French and Indian War, Parliament abandoned salutary neglect and enforced their mercantilist policies by cracking down on smugglers. They established admiralty courts [Sugar Act] which violated the right to a trial by a jury of one's peers (Magna Carta). American reaction was to both protest the admiralty courts and increase smuggling. The cost of the French and Indian War caused Great Britain to change its policy towards the colonies and imposed taxes to help pay the war debt. Colonists vehemently opposed the Stamp Act because it was a direct tax rather than an indirect (import) tax such as the sugar tax. Parliament's failure to recognize the exclusive right of the colonial assemblies to collect taxes constituted 'taxation without representation'. Colonists responded with the creation of the Sons and Daughters of Liberty, the Stamp Act Congress and an effective economic boycott which led to the repeal of the Stamp Act. The stationing of British troops in the colonies resulted in the Boston Massacre and further alienated the colonists. The Townshend Acts resulted in a continuation of the boycott and the Tea Act resulted in the Boston Tea Party, which led to the "Intolerable" (Coercive) Acts, the First Continental Congress, and the "shot heard 'round the world" at Lexington and Concord that began the Revolutionary War.

life today if we had no government.

Chapter Four *What Were The British Origins Of American Constitutionalism?*

Read the section "What Is The British Constitution?" located in **pages 30-32 of the text**. Discuss as a class the pros and cons of a written constitution.

Create an illustrated representation, either original or computer-generated, that represents the rights of Englishmen or the three main principles of the Magna Carta. (These are located on **pages 29 and 30 of the text**.)

Chapter Five *What Basic Ideas About Rights and Constitutional Government Did Colonial Americans Hold?*

Create flashcards that identify the following terms and that analyze the impact of each on the ideas of American

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representative democracy: the House of Burgesses, the Mayflower Compact, New England town meetings, rule of law, and Locke's natural rights theory. Information may be obtained using **Chapter Five from the text.**

As a class, discuss the powers of colonial governors compared to those of state governors today. (Use information on **pages 40 and 41 of the text** for background information.) Which components were democratic and which were not?

Chapter Six

Why Did American Colonists Want To Free Themselves From Great Britain?

Using **pages 43-46 of the text**, create a timeline of the events from 1754-1776 that led to the writing of the Declaration of Independence. Include the Stamp Act, the Sons and Daughters of Liberty, the Boston Massacre, the Tea Act, the Townshend

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Act, the Coercive Acts, the First Continental Congress, and the conflict at Lexington and Concord.

Using this information discuss what, if anything, was the “point of no return” for the American colonists in regard to their break from Great Britain.

Pretend you are in the picture on **page 43 of the text** that depicts the Boston Tea Party. What do you see, smell, taste, hear, and feel?

Quick Write: Were the colonists justified in their disputes with Great Britain? Justify your response.

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<p>Indicator 1.3: Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.</p> <p>Number of Items Planned for Standard One on the EOC Test (out of 55 total): 6-8</p>	<p>Textbook Correlations and Suggested Activities</p>
<p>ESSENTIAL KNOWLEDGE (copied from the US History Support Document, S.C. Department of Education)</p> <p>The Declaration of Independence was written to further the cause of the colonists’ fight with the mother country already into its second year. Although the Declaration was impelled by a “decent respect to the opinions of mankind”, it was more importantly addressed to those within the colonies who remained loyal to the king or were uncommitted to the cause of independence. The Declaration, which eloquently articulates the concept of limited government and is based on the ideas of John Locke, stated the ideals of democracy including the principles of equality, the natural rights of “life, liberty and the pursuit of happiness,” the purpose of government to “secure those rights,” and the “right of the people to alter or abolish” government when natural rights are not protected by government. It then made the case that the King, not the Parliament, had violated the rights of the colonists. The litany of actions that “He” did was designed to break the bonds between the King and his loyalist subjects in the colonies and to unify the new nation against a common enemy. Students should be able to recognize these charges as references to the events that led to the outbreak of war.</p> <p>By declaring their independence, the Americans made it possible to enter into an alliance with other nations. Although the French king did not support the ideals of democracy, following the Battle of Saratoga, the French government began to believe that the colonists might be successful against the English, the traditional enemy of France. The French treaty provided the Americans with French naval support and supplies which proved invaluable to final victory at Yorktown. The principles expressed in the Declaration of Independence also had an impact on the newly formed state governments and the Articles of Confederation government that the Second Continental Congress established as its own replacement. These governments relied primarily on the role of the legislature and severely limited executive power.</p> <p>In the postwar period Americans began to put the principles of the Declaration into practice. States</p>	<p><u>Chapter Two</u> <i>What Ideas About Civic Life Informed The Founding Generation?</i></p> <p>Read the questions located on page 15 of the text aloud. As a group read through the <i>Declaration of Independence</i> and determine how each of those questions was answered. (A copy of the <i>Declaration of Independence</i> is located on pages 306 and 307 of the text.)</p> <p><u>Chapter Six</u> <i>Why Did American Colonists Want To Free Themselves From Great Britain?</i></p> <p>Using pages 47 and 48 of the text, rank order the main ideas and arguments of the <i>Declaration</i> from most important to least. Discuss these opinions in pairs and then as a class.</p> <p>After reading through the <i>Declaration of Independence</i> on pages 306 and 307 of the text, write an original document in which you “declare independence” from your parents, teachers, or bosses. Write a preamble that states the philosophy</p>

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in the North passed laws that provided for the gradual emancipation of slaves. States also provided for freedom of religion. Even though states restricted the right to vote to those who owned property, because property ownership was so widespread, many American males could exercise that right. However, the principles and promises expressed in the Declaration of Independence remained unfulfilled for certain groups. Since 1776, the idea that “all men are created equal; that they are endowed by their Creator with certain inalienable rights ... [to] life, liberty and the pursuit of happiness” has been a rallying cry for those denied their rights, both in the United States and throughout the world.

behind the move, a list of “grievances” that must be addressed, and a final declaration.

View *John Adams: God Save The American States* located on YouTube. As you view the clip, determine which philosophies of the *Declaration* he espoused. Use **pages 47 and 48 in the text** to assist with this activity.

Chapter Seven and Chapter Thirty-Six
What Basic Ideas About Government and Rights Did the State Constitutions Include?

and

How Have American Political Ideas and the American Constitutional System Influenced Other Nations?

Using **pages 50-55 and 270-273 in the text**, create a chart that depicts the impact of the *Declaration of Independence* on the creation of state governments and on the development of other nations.

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<p>Indicator 1.4: Analyze how dissatisfactions with the government under the Articles of Confederation addressed with the writing of the Constitution of 1787, including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution.</p> <p>Number of Items Planned for Standard One on the EOC Test (out of 55 total): 6-8</p>	<p>Textbook Correlations and Suggested Activities</p>
<p>ESSENTIAL KNOWLEDGE (copied from the US History Support Document, S.C. Department of Education)</p> <p>After the revolution, Americans established a government under the Articles of Confederation to protect the rights they had fought for during the war. However differences among the various states and the threat of civil unrest (Shays’ Rebellion) led to the further evolution of American democracy. A new government under the Constitution was designed to address the flaws in the Articles of Confederation.</p> <p>The greatest problem with the Articles of Confederation was the inability of the weak central government to meet the needs of the nation. The lack of a strong central government under the Articles of Confederation was a direct result of the experiences that led to the American Revolution. Because the Americans were fighting to preserve the rights of their colonial assemblies, they believed sovereignty rested in their state governments and developed a confederation of the thirteen states to unite to fight the war. The Continental Congress provided the model for the Articles of Confederation government (the Confederation government). Authority rested in the states, not in the central government.</p> <p>Successes of the Confederation Government: The effectiveness of the new Confederation government was almost immediately called into question when its ratification was delayed by competing state interests. The controversy between large (New York and Virginia) and small states (Maryland) over land claims in the west was resolved with the ceding of state claims to the Confederation government and the creation of the national domain. The Confederation government established a method for distribution of this land through the Land Ordinances and set the precedent for the creation of new states through the Northwest Ordinances. The Northwest Ordinances also declared slavery illegal in the old Northwest Territory. This was the first effort by the national</p>	<p><u>Chapter Eight</u> <i>What Were The Articles of Confederation, And Why Did Some Founders Want To Change Them?</i></p> <p>Using pages 63- 65 in the text, chart the strengths and weaknesses of the Articles of Confederation.</p> <p>In groups, discuss the questions in the box entitled “What Do You Think” on page 65 in the text. These questions address the pros and cons of a strong central government and the effectiveness of the <i>Articles of Confederation</i>.</p> <p><u>Chapter Nine</u> <i>How Was The Philadelphia Convention Organized?</i> And</p> <p><u>Chapter Ten</u> <i>Why Was Representation A Major Issue At The Philadelphia Convention?</i></p> <p>Using pages 71-78 of the text, create a Venn diagram that portrays the Virginia and New Jersey Plans and the</p>

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government to prohibit slavery in the territories. Although not specifically addressed in the writing of the new Constitution, the passing of the Land Ordinance and the Northwest Ordinance was one of the first acts of the First Congress under the new Constitution of 1787. Thus the system of creating new states on an equal footing with the original states is recognized as an achievement of the Confederation government.

The confederation form of government under the Second Continental Congress proved effective during the American Revolution when the states had a common cause. The Confederation government was satisfactory at the state level as states wrote new constitutions and passed laws that met their needs. The Confederation government was effective in negotiating the Treaty of Paris. However, soon after the fighting ended in 1781 and their common cause ended, Americans found that the Confederation government was too weak to meet the growing needs of the new nation.

Economic Problems: Interruption of trade with Great Britain, the colonies principle trading partner, had led to a depression and challenges to the Confederation government. Some Americans found it increasingly difficult to pay their mortgages and state taxes which led to a rebellion in Massachusetts [Shays Rebellion]. Farmers marched to close the local courts and prevent foreclosure proceedings on their farms. This unrest frightened many of the elite and prompted their support for a stronger national government that could preserve the peace. Without the ability to pay an army, the elite feared that the Confederation government might not be able to respond to this crisis and so they supported the call for the meeting in Philadelphia at which a new constitution was written. Under the new constitution, the national government was given the power to levy taxes so they could maintain the army to “maintain domestic tranquility.” In addition, the Confederation government could not resolve conflicts between the states over interstate trade, currency, or boundaries because their power to do so was not recognized by the states and there was no national judicial branch to resolve such conflicts. At the Philadelphia convention, the new national government was given the exclusive power to control interstate commerce and to control the currency. A judicial branch of government was established with the right to resolve disputes between the states.

Diplomatic Problems: The Confederation government had not been able to force the British government to live up to provisions in the Treaty of Paris that required the removal of British troops stationed at frontier forts on American soil. Nor could the national government persuade the British government to allow the continuation of trade between British merchants and her former colonies.

compromises achieved between the two.

Chapter Eleven *What Questions Did The Framers Consider In Designing The Three Branches Of Government?*

Read **page 81 of the text** in order to understand the decisions the Founders made in regard to the executive branch and then answer the following question in one significant paragraph.
Should the presidency be limited to one, six-year term? Justify your opinions.

As a class, brainstorm the pros and cons of the Electoral College. Information located on **pages 82 and 83 of the text** will assist with this activity.

Chapter Thirteen *What Was The Anti-Federalist Position In The Debate About Ratification?*

And

Chapter Fourteen *What Was The Federalist Position In The Debate About Ratification?*

Choose an interest group from the 1780's: women, northerners, southerners, big states, small states, merchants, poor farmers, westerners, coastal dwellers,

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The Confederation government could not persuade the Spanish to allow Americans access through New Orleans to the sea. States were attempting to negotiate with foreign powers separately. Because the Confederation government could not levy taxes but could only request funds from the states, once the Revolutionary War was over, many states refused to support the national government with funds. Thus the government was not able to support an army that would give the government diplomatic clout. Under the new Constitution, the national government was given the exclusive right to make treaties with foreign powers thus enhancing their ability to protect the United States' interests diplomatically. Fear among delegates from Southern states that the power to control international trade might prompt the new federal government to control the slave trade led to a compromise. The federal government would not attempt to limit the international slave trade for at least 20 years. [The international slave trade was made illegal in 1808.]

Problems with Government Organization Led to Compromises: The most fundamental problem of the Confederation government was the lack of power to solve national problems because the states refused to acknowledge the authority and power of the central government. The Constitution set up a federal system in which the power of government was shared between the states and the national government. The Confederation government had not been able to solve problems in the delegation and exercise of power by amending the Articles of Confederation unless all of the states agreed. The new constitution would make it easier to fix any unforeseen problems by including a provision for amendment by three fourths of the states.

Even the structure of the Confederation government proved to be unsatisfactory. There was no executive branch of government to carry out the will of the national congress or a judiciary to resolve disputes. The Framers of the Constitution established three branches of government, legislative, executive and judicial, each with its own powers. To meet the fear that the executive might become too strong, a system of checks and balances that limited the power of each of the branches was added. The Confederation Congress consisted of one house and each state delegation had one vote, no matter how big or small the population of that state might be. At the Philadelphia Convention, large states wanted to be represented based on population [Virginia Plan] while small states wanted to preserve their power and continue to have one vote per state [New Jersey Plan]. The compromise was a bicameral legislature in which each state has two votes in the Senate and representation in the House of Representatives is based on population [Connecticut Compromise or Great Compromise]. This led to debate about who should be counted for purposes of representation. Southern states

etc. Write a letter to the editor in that role explaining the character's reactions to the convention decisions. Use **pages 92-102 in the text** for information regarding the arguments of the Federalists and the Anti-Federalists.

or

Choose the name of a prominent Federalist or Anti-Federalist. Research the arguments that person made during the ratification period. Hold a debate with each student participating as his/her character.

Create a map of the 13 original states that illustrates the areas that were heavily Federalist and Anti-Federalist. Include the date of ratification on each state.

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wanted to count slaves; Northern states, many of which were in the process of gradually emancipating their slaves, did not want to give southern states this political advantage. The so-called 3/5ths Compromise was that slaves were to count as 3/5 of a person for the purposes of both representation and taxation; however, no taxes were levied based on the population of the states.

The authority of the Confederation government derived from the states so delegates to the Confederation Congress were selected by their state legislatures. However, the Philadelphia convention declared that the authority to govern was granted by “We, the People” to the national government. Since the Framers believed in “no taxation without representation” they gave the House of Representatives the right to initiate tax measures and so determined that Representatives should be directly elected by the voters of their states. However the Framers also feared the uncontrolled will of the people so they developed the electoral college to buffer the impact of the popular will on the election of the president, devised a system for indirect election of Senators, and provided that justices of the Supreme Court should be nominated by the President and confirmed by the Senate.

Ratification: The Constitution was sent to special state conventions for ratification that required the vote of nine states, rather than unanimous approval required for amendment of the AoC. The ratification of the Constitution was the result of another compromise between those who wanted a stronger national government and those who feared it. Supporters of the constitution and a strong national government were called Federalists and represented the elites of the coastal areas. Opponents of the Constitution became known as Anti-Federalists and were concentrated among the backcountry farmers who feared the power that the elites would have in a strong national government located far away from the influence of the people. Anti-Federalists believed that state governments would be more responsive to the needs of the people. Controversy centered on the lack of a bill of rights to protect the rights of the individual against an abusive government. Compromise was reached when several states ratified only on the condition that a bill of rights would be added.

Federalists James Madison, Alexander Hamilton, and John Jay campaigned for ratification by writing a series of essays that are collectively known as The Federalist Papers. These essays were written to influence the New York ratifying convention to ratify a stronger national government. The authors supported a central government capable of protecting the rights of the people against local prejudices but not so strong as to threaten the liberties of the people. The Federalist Papers provides an understanding of the intentions of the framers of the Constitution.

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<p>Indicator 1.5: Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.</p> <p>Number of Items Planned for Standard One on the EOC Test (out of 55 total): 6-8</p>	<p>Textbook Correlations and Suggested Activities</p>
<p>ESSENTIAL KNOWLEDGE</p> <p>It is essential for the students to know: The idea of limited government is that the government must be controlled so that it cannot infringe upon the rights of the people. Under the Constitution, the power of national government is limited. The fundamental principle of democracy is that the government derive power from the consent of the governed. Under the Articles of Confederation, sovereignty lay with the states. Under the Constitution, the authority to govern derives not from the states but from the people as evidenced by the language “We the People...do ordain and establish this Constitution.” Although the U.S. was not a democracy at its inception because it did not recognize the right to vote of several classes of people, it did recognize that the ultimate governing authority rested with the voters. The Framers also based the government on the principle of republicanism. Voters were to be represented by elected legislators who would make decisions in the interests of the voters. Voters elect the members of the House of Representatives. However the Framers also feared the uncontrolled will of the people so they devised a system for indirect election of Senators and developed the electoral college to buffer the impact of the popular will on the election of the president. The national judiciary is not elected but appointed by the executive and confirmed by the Senate.</p> <p>The Framers of the Constitution included in the structure of the government protections that would limit the power of the national government. The principle of federalism limits the power of the national government by only delegating it some powers. Other powers are reserved to the states and still other powers are held concurrently by the states and by the nation, while still others reside with the people. In addition, the Framers divided the power of the national government among three branches: the executive, the legislature, and the judiciary. The legislature is divided into two houses, the House of Representatives and the Senate. The House of Representatives was given the exclusive right to initiate tax bills because they more directly represent the people. A system of checks and balances further ensured that the power of each branch was limited by a competing power in another</p>	<p><u>Chapters 1-10</u> Review</p> <p>Create a pictorial representation of the philosophies and principles of the US Constitution. Decorate an outline of a person with symbols and quotes that express “American Ideals.” The teacher may want to give each student the outline of a person to fill in. Another option is to use sheets of butcher paper and have the students trace the outline of a person. The work may be graded for the inclusion of the Magna Carta, the English Bill of Rights, colonial charters, Enlightenment thinkers, the Mayflower Compact, the Virginia House of Burgesses, town meetings, etc.</p> <p><u>Chapter Eleven</u> <i>What Questions Did The Framers Consider In Designing The Three Branches of the National Government?</i></p> <p>In groups, discuss “What Do You Think” on page 83 of the text. This activity addresses the judicial branch of the federal government.</p>

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branch. For example, although the legislature has the exclusive power to pass laws, the chief executive can veto those laws. The legislature can override a veto with a supermajority vote. The executive branch has the power to make treaties with foreign governments but only the Senate can ratify these treaties. Members of the judiciary and the chief executive can be removed from office with an impeachment procedure carried out by the legislature. Finally, the addition of the Bill of Rights, the first ten amendments to the Constitution, as promised during the ratification process limited the national government from infringing on the rights of the people. Included among those rights are the right to freedom of speech, religion, assembly, and the press; protections against unfair trials and unreasonable search and seizure; and the right to bear arms.

Create note cards that list the powers and limits on power for the legislative, executive, and judicial branches of the US government using **pages 316-321 of the text.**

Chapter Twelve *How Did The Delegates Distribute Powers Between National And State Governments*

Place signs in the room that denote the following: “powers delegated solely to the national government,” “powers delegated solely to the states,” and “shared powers.” Have each student then draw a card with a power listed on it and decide where to place it. Use **pages 86-88 in the text.**

Chapter Twenty-Seven *What Are Bills of Rights And What Kinds of Rights Does The US Bill Of Rights Protect?*

Complete “Critical Thinking” on **pages 197-199 of the text** which studies the US Bill of Rights.

Using **pages 324 and 325 of the text**, rank order Amendments I-X in terms of that which limits government most to that which limits government least.

Write an amendment to be added to the original Bill of Rights. Have the class vote on its ratification. Insist that $\frac{3}{4}$ of the students agree in order to ratify.

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<p>Indicator 1.6: Analyze the development of the two-party system during the presidency of George Washington, including controversies over domestic and foreign policies and the regional interests of the Democratic-Republicans and the Federalists.</p> <p>Number of Items Planned for Standard One on the EOC Test (out of 55 total): 6-8</p>	<p>Textbook Correlations and Suggested Activities</p>
<p>ESSENTIAL KNOWLEDGE</p> <p>The two-party system developed as a result of political differences between Alexander Hamilton and Thomas Jefferson during George Washington’s first administration. Jefferson and Hamilton had both supported the ratification of the Constitution and served in Washington’s cabinet. Differences arose over Secretary of the Treasury Hamilton’s economic plan.</p> <p>Secretary of the Treasury Hamilton proposed that the government pay off the debt left from the Revolutionary War by issuing new bonds (funding). Secretary of State Jefferson and Representative James Madison opposed paying off current bondholders because often these were investors who had bought the bonds on speculation from the primary investor at a much reduced price. Hamilton wanted the current bondholders, wealthy investors, to have a stake in the national government. Congress authorized the funding plan.</p> <p>Secretary Hamilton also proposed that the national government assume the debts of the states. Northern states supported assumption because they had outstanding debts. Southern states, with the exception of South Carolina, objected because they had already paid their debts. A compromise was reached that the capital would be moved farther south, to the District of Columbia, and state debts would be assumed.</p> <p>Hamilton also proposed that the Congress establish a national bank that would act as a repository for the nation’s revenues and a source of loans to spur economic growth. Jefferson and Madison objected, arguing that the Constitution did not specifically list the establishment of a bank as one of the powers of Congress. Hamilton argued that the bank was “necessary and proper” to the exercise of Congressional powers to establish a national currency and regulate trade and so was allowed by the ‘elastic clause’ of the Constitution. This established the basis for a continuing political disagreement about how the Constitution was to be interpreted. Congress passed and Washington signed a charter for the establishment of the First Bank of the United States. Disagreement between the two emerging political factions was exacerbated by</p>	<p><u>Chapter Sixteen</u> <i>What Is The Role of Political Parties In The Constitutional System?</i></p> <p>Analyze the cartoon located on page 113 of the text which depicts partisan differences.</p> <p>Complete the “Critical Thinking Exercise” on page 115 of the text. This activity helps students determine the role of political parties in furthering democratic principles.</p> <p>Create a political poster for either John Adams (Federalist) or Thomas Jefferson (Democratic-Republican) to be used in the 1800 election. The posters should address the primary philosophies of the party being promoted. These platforms may be found on pages 112 and 113 of the text.</p>

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Hamilton's proposal that Congress establish a protective tariff. A protective tariff is a high tax on imports designed to prompt consumers to purchase the lower priced goods produced in their home country. This would protect America's emerging industries. Jefferson believed that democracy depended on the independence of the farmer and did not want to promote the development of industry. Congress did not pass the protective tariff but the issue continued to divide the emerging political factions. Perhaps the most serious difference between the parties was on an excise tax on whiskey. Hamilton wanted to raise revenue for the national government and saw a way to control the drinking habits of Americans at the same time. Jefferson and Madison supported western farmers who turned their grain into whiskey in order to transport it more easily and cheaply across the Appalachian Mountains to markets in the east. The resulting Whiskey Rebellion of western Pennsylvania farmers was the first challenge to the authority of the new national government but quickly evaporated when troops led by President Washington marched into the state. The Rebellion showed the seriousness of the split between the two political groups. The two-party system developed as a result of different political positions on these economic issues. The Federalists, supporters of Hamilton and a strong central government included the wealthy merchants and emerging industrialists in the North as well as a few elite southern plantation owners. Federalists interpreted the Constitution loosely, using the elastic clause to give the federal government more power. Democratic-Republicans (known as Jeffersonian Republicans, later Democrats) were supporters of Jefferson and Madison who believed in a limited central government and strong state governments because state governments are closest to the will of the people. They were supported by 'the common man' including rural Northerners, Southerners and backcountry folk and supported a strict construction of the Constitution. Jefferson opposed the development of an industrialized country. Differences over domestic policy were exacerbated by even more emotional differences of opinion over foreign policy. When the French Revolution turned violent, Jefferson and Madison supported the French despite the bloodshed, because the French Declaration of the Rights of Man and the Citizen was very similar to the Declaration of Independence and because of the French alliance during the American Revolution. Hamilton supported the British in their war against the excesses of the French Revolution because of long tradition and trade relations with the former mother country. This basic disagreement was heightened by events such as the Citizen Genet incident, Jay's Treaty, and the XYZ Affair that cumulatively led to the Alien and Sedition Acts. These acts were designed to silence the outspoken and sometimes slanderous opposition of the Democratic-Republicans to the Adams administration. Jefferson and Madison objected them in the Virginia and Kentucky Resolutions, declaring that state legislatures could nullify, or declare an act of Congress to be unconstitutional. The controversy contributed to Jefferson's election in 1800. The traditional 2-party system that evolved in the 1790s became an important part of the US political system.

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<p>Indicator 1.7: Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in <i>Marbury v. Madison</i> and the impact of political party affiliation on the Court.</p> <p>Number of Items Planned for Standard One on the EOC Test (out of 55 total): 6-8</p>	<p>Textbook Correlations and Suggested Activities</p>
<p>Since the writing of the Constitution, ideas about democracy have developed in the United States as a result of the decisions of the Supreme Court. The principals and ideas of the Constitution and the power of the national government were strengthened by the decisions of the Supreme Court under the leadership of Chief Justice John Marshall. Decisions of the Marshall Court supported a strong federal government that was supreme over the states and reflected the interests of the Federalists. The First Congress established the court system [Judiciary Act of 1789] because the Constitution does not go into detail about how the judiciary system should be set up. The first chief justices presided over a very weak court. Federalist John Marshall was appointed by Federalist President John Adams. The Marshall Court is an example that presidential power is felt long after the appointing administration is gone. Although the Senate must confirm presidential appointments to the judiciary, presidents most often appoint justices who hold political ideas similar to the president’s own and justices serve for ‘good behavior’. John Marshall served for over 30 years during which time the rulings of the court reflected Marshall’s support for a strong national government. This has been true throughout American history and continues to be true today. The ruling of the Marshall Court in <i>Marbury v. Madison</i> (1803) began the enduring precedent of judicial review as a vital part of the checks and balances system. Federalist William Marbury was appointed and confirmed as one of the ‘midnight’ judges. However his commission to a lower court had not been delivered before the Democratic Republicans took office and Secretary of State James Madison refused to deliver the commission. Marbury appealed to the Supreme Court for a court order [writ of mandamus] that would require Madison to deliver the commission. The court was authorized to issue such a writ by Congress. Marshall knew that if the court ordered the commission to be delivered to Marbury that the order would be ignored by Secretary of State Madison and the judicial branch would continue to be seen as powerless. Reading the Constitution closely, Marshall realized that the document does not give the power to issue such a writ to the Supreme Court under its original jurisdiction. The court could only hear such a case on appeal. The Marshall court ruled that, although Marbury deserved his commission, the court could not order that it be delivered because Congress could not give a power to the Supreme Court which the Constitution did not authorize. This was a landmark decision because it was the first</p>	<p><u>Chapter Fifteen</u> <i>How Have Amendments And Judicial Review Changed The Constitution?</i></p> <p>In groups, role-play the <i>Marbury v. Madison</i> case and its ramifications.</p> <p>Read pages 109-110 of the text. Then write a letter to the editor of your local paper either in favor of or against judicial review.</p>

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time that the court claimed for itself the right of judicial review, the right to determine the constitutionality of an act of Congress. Since the decision did not have to be enforced by the executive branch, the court could not be undermined by its Democratic-Republican rivals who now held the presidency. Jefferson and Madison had claimed the right to decide constitutionality of federal laws for the states in the Virginia and Kentucky Resolutions and the decision in Marbury countered that claim. By denying itself the right to issue the writ, the Marshall Court claimed for itself a far greater role- to determine what is constitutional and what is not. The Court under John Marshall asserted its role as a vital third branch of government that supported the principles of the Federalist Party. Although students need not remember the specifics or names of other cases they should understand that the Marshall Court continued to strengthen the role of the federal government. The Court ruled that only the federal government could control interstate commerce [Gibbons v Ogden]. The Court upheld the sanctity of contracts against encroached by state government [Dartmouth v Woodward]. The Court ruled that the state of Maryland could not inhibit the operations of the Bank of the United States by imposing a tax, thus upholding the right of the federal government to establish the national bank [McCulloch v Maryland]. The Court denied the right of the state of Georgia to limit the rights of the individual in a case related to Indian reservations [Worcester v Georgia]. This vital but political role of the Court will be evident again in decisions made by the Court in Dred Scott v Sanford and others.

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<p>Indicator 3.1 Evaluate the relative importance of political events and issues that divided the nation and led to civil war, including the compromises reached to maintain the balance of free and slave states, the abolitionist movement, the Dred Scott case, conflicting views on states’ rights and federal authority, the emergence of the Republican Party, and the formation of the Confederate States of America.</p> <p>Number of Items Planned for Standard Three on the EOC Test (out of 55 total): 6-8</p>	<p>Textbook Correlations and Suggested Activities</p>
<p>ESSENTIAL KNOWLEDGE (copied from the US History Support Document, S.C. Department of Education)</p> <p>Democracy expanded in the United States as new territories were claimed and settled and as they entered the union as full partners under the terms of the Northwest Ordinance. However, expansion also led to the greatest challenge to democracy and the Southern elite became increasingly determined to maintain slavery. As new western states applied for admission to the Union, sectionalism increased as the divisions between the interests of the regions became more and more evident. The struggle to maintain the balance of power between slave and free states in the federal government was rooted in the compromises made at the Constitutional Convention over representation in Congress, equal representation of the states in the Senate and representation proportional to population in the House. Because of the growing population of the northern and western states through immigration and westward movement, the South was losing the ability to protect southern interests in the House of Representatives despite the advantage given to them by being able to count three fifths of their slaves for the purposes of representation This led Southerners to fight to maintain an equal number of slave and free states so that they would have equal numbers of votes in the Senate. Tensions between the regions over the expansion of slavery increased between 1820 and 1860 until compromise was impossible. In 1820, Northern opposition to the application of Missouri to enter the union as a slave state, was overcome by a compromise that also admitted Maine as a free state and drew the line on the expansion of slavery in the territories at the 0’. The annexation of Texas was delayed for almost a decade because of the divisiveness of admitting another large slave state. Northerners saw the Polk administration’s willingness to give u the 0’ in Oregon, while at the same time provoking a war with Mexico over territories in the southwest as the influence of the slave power. During the Mexican War, Representative David Wilmot of Pennsylvania proposed that the United States assert that any territories won from Mexico be “free soil”, areas not open to competition of slave labor with that of free white labor. This Wilmot Proviso passed the House but was stopped in the Senate, giving further</p>	<p>Use pages 118 and 119 from the text as well as outside resources to create a map of the events leading up to the <i>Dred Scott</i> decision. On the back of the map, explain Taney’s majority opinion and the impact it had on the nation.</p>

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evidence to southerners that they must maintain the balance of slave and free states in order to protect their 'eculiar institution.' The gold rush in 1849 sped the populating of California and its application for statehood as a free state which would again upset the balance. The Compromise of 1850 was cobbled together and introduced the principle of popular sovereignty which allowed the voters to decide if their state would be slave or free. California was admitted as a free state, the slavery question in other areas taken in the Mexican cession was to be decided based on popular sovereignty, the sale of slaves was prohibited in Washington DC, and a new fugitive slave law was to be enforced by the federal government. No one was happy with all parts of this compromise. Efforts by southerners to reclaim their fugitive slaves were countered by Northern states trying to circumvent the law and protect personal liberty. The compromise intensified the animosity between the sections. Although the abolitionist movement kept the issue of slavery at the forefront of national conversation, abolitionists did not significantly impact the actions of the national government. The numerous petitions that abolitionists sent to Congress fell victim to the 'gag rule.' Abolitionist candidates running under the banner of the Liberty Party did not win office. However, abolitionists did impact the sentiments of the people in both the North and the South. The distribution of Garrison's *The Liberator* through the mail was banned in the South and shows the fear that abolitionist sentiment struck in that region. It is important for students to understand most northerners were not abolitionists. Indeed, abolitionists were not popular and even sometimes attacked in the North. Abolitionists helped some slaves escape to the North on the Underground Railroad. However, the numbers of escaped slaves were relatively small, especially in the deep South because of distance to free land. Harriet Beecher Stowe's book *Uncle Tom's Cabin* reached many northern readers and evoked popular sympathy for slaves and anger over the Fugitive Slave Laws. The abolitionist John Brown's actions at Harpers' Ferry struck fear in the hearts of slave owners and made them both determined to protect slavery and very fearful of the intentions of northerners. Brown was hailed as a martyr by vocal Northern abolitionists leading Southerners to believe the feeling was generalized in the North and thus further divided the North and the South. The actions of abolitionists were significant but it was the controversy over the spread of slavery to the territories that eventually contributed to secession, war, and ultimately, abolition. The ideas of popular sovereignty and free soil proved most divisive when the Kansas-Nebraska Act opened the area north of the 30' to deciding the question of slavery by popular vote, thus overturning the Missouri Compromise. Competition of pro-slavery and anti-slavery forces turned "Bleeding Kansas" into a battleground and led to the emergence of the Republican Party. The Republicans took the free soil position on the expansion of slavery into the territories. It is important to understand that the idea of free soil is not abolitionism. It means that non slave-owning whites did not want to

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compete with slave labor in the territories. It is essential that students understand that the Republicans and Abraham Lincoln, were NOT abolitionists. This is a common misunderstanding. The Dred Scott decision further called into question the democratic principle of popular sovereignty and made compromise impossible. The Supreme Court ruled that the Missouri Compromise was unconstitutional, despite the fact that the Kansas-Nebraska Act had made the Missouri Compromise null, because slaves were property and the Constitution protected the right of slave owners to their property regardless of where they took their slaves. Therefore, Congress could make no law restricting the expansion of slavery. Although this ruling narrowly applied to the territories, it led Northerners to fear that the Supreme Court, dominated by southern Democrats, might rule state laws against slavery unconstitutional and so the democratic process of popular sovereignty would not be effective in restricting the spread of slavery. The Democratic Party split along sectional lines and the Republican candidate Abraham Lincoln won the election of 1860 running on a platform of “free soil.” Lincoln’s election in 1860 led southern states to meet in convention and pass articles of secession stating that their rights as states were being violated by the federal government. The conflicting views of states’ rights and federal authority had been evolving in the United States since the ratification of the Constitution and the development of the first political parties. However, all of these previous disagreements, such as the nullification crisis had been successfully resolved. It was the disagreement over expanding slavery into the territories and the election of Lincoln that led southerners to argue that their rights as states were being violated by the federal government and so they had the right to secede. Secessionists believed that the federal government under the leadership of President Lincoln would not allow slavery to expand into the territories. The balance of power in the Senate would then be upset and the Congress would eventually vote to abolish slavery. To protect slavery, South Carolina secessionists led other southern states in seceding from the Union and forming the Confederate States of America. The Confederacy began to occupy the federal forts that were located in the South.

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<p>Indicator 3.3: Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans.</p> <p>Number of Items Planned for Standard Three on the EOC Test (out of 55 total): 6-8</p>	<p>Textbook Correlations and Suggested Activities</p>
<p>ESSENTIAL KNOWLEDGE (copied from the US History Support Document, S.C. Department of Education)</p> <p>By the end of the Civil War, the southern states had suffered devastating damage to their factories, farms, and transportation systems as well as the heavy loss of their men. However, the purpose of the Reconstruction policies of the federal government was not to rebuild the South. The national government did not see this as their role but as the responsibility of individuals and of state governments. Rather the goal of Reconstruction was the re-establishment of full participation of the southern states in the Union based on the South’s acceptance of the outcome of the war, including the liberation of their slaves. During the first years after the end of the war, the federal government took on an increasingly active role in protecting the rights of the freedman against the dominant white southern society. As a result the Reconstruction policies of the federal government, expanded democracy significantly impacted society in the South. Traditional interpretations of Reconstruction demonize Congress and label all northern Republicans as radicals whose only intention was to punish the South. Historical research has called that traditional view of federal Reconstruction policy into question and so this interpretation should be avoided. The actions of southerners, not the goals of the Congress, “radicalized” Reconstruction policy. Southerners reacted to the end of the war with determination to retain their autonomy and their way of life, despite their military defeat. Southern state governments passed Black Codes to replace their slave codes and elected former Confederate officers and officials to Congress. Southern citizens and vigilante groups engaged in violence against the freedmen. These actions and the South’s opposition to the Freedman’s Bureau and later to the fourteenth Amendment significantly changed the course of Reconstruction policy and the role of the federal government. In response to Southern actions, Congress refused to admit Southern officials to Congress and sent the fourteenth Amendment to the states for ratification. In the elections of 1866, the Republicans in Congress got a veto-proof majority from a public that was concerned by stories of violence in the South. Congress took this electoral victory as a mandate for further actions to protect the freedman. A Congressional Reconstruction plan [Military Reconstruction Act of 1867] was passed by these so-called “Radical Republicans.” This plan split the former Confederacy into five military districts to</p>	<p>Mock Congressional Hearing</p> <p>Divide the students into three groups. Assign each group one of the questions listed below. Each group will prepare a four-minute response for their question. They should research topics thoroughly and be prepared to answer six minutes of follow-up questions concerning their topics and the relevance of each to current issues in American government. Help for this abridged mock congressional hearing (including rubrics) may be found at the Center for Civic Education’s website. Additional hearing questions may be found there as well. www.civiced.org</p> <ol style="list-style-type: none"> 1. (Chapter 18) Why is due process of law both an ancient and evolving concept? <ul style="list-style-type: none"> • How is the concept of due process related to the ideas of limited government and “ordered liberty?” • How is the concept of substantive due process related

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better enforce the Reconstruction Amendments. Congress impeached President Johnson to ensure that as Commander in Chief he could not undermine its efforts. Although Johnson was not removed from office, his power was curtailed and the Union army was free to try to enforce the thirteenth, fourteenth and fifteenth amendments. By amending the Constitution, Congress and the states expanded democracy to protect the rights of the freedmen. The thirteenth amendment freed slaves throughout the United States. Recognition of this amendment was required of southern states before they could form new governments. However, the Black Codes demonstrated that southerners were not willing to recognize the rights of the newly freed slaves. The fourteenth amendment overturned the Dred Scott decision by recognizing the citizenship of African Americans and it upheld the right of all citizens to “equal protection” before the laws and “due process” of law. The fifteenth amendment was passed to ensure that the right of all male citizens to vote, in the North as well as in the South, would not be denied based on “race, creed or previous condition of servitude”. It was motivated by the desire to ensure the right to vote, a right conferred by citizenship, for African Americans and also by the desire of the Republican Party to establish its political power in the South. Federal troops stationed in the South attempted to ensure that these rights were protected despite the terrorist tactics of the Ku Klux Klan and other vigilante groups. As a result of the thirteenth and fourteenth amendments, African Americans were also able to carve out a semblance of social freedom for themselves. Many freedmen left the plantation seeking a taste of freedom or looking for relatives sold “down the river”. Some black families were reunited. Most soon returned to the area that they knew best, their former plantations. It is a common misconception that former slaves left the plantation and the South as soon as they had the opportunity. After the Civil War, some African Americans moved to the West, such as the Exodusters who went to Kansas, however, most freedmen stayed in the South. The Great Migration to the North did not occur until the late 1800s and early 1900s. African Americans also formed their own churches where they were free to worship as they wished, out from under the watchful eye of the master. The Freedman’s Bureau, a federal agency that provided services to both blacks and whites displaced by the war, established schools for the freedman who had been denied the right to an education under slavery. Black colleges were established by northern philanthropists and religious organizations. Booker T. Washington established the Tuskegee Institute. Many freedmen were hungry for education and this opportunity significantly impacted their lives. Freedom, citizenship, and the vote granted through the thirteenth, fourteenth, and fifteenth amendments, and protected by the army had a temporary but significant impact on political opportunity for African Americans. As a result of the fifteenth amendment, freedmen were able to exercise the right to vote and were elected to state legislatures and to Congress. Most southern governments were not dominated by freedmen. However, they were in the

to the idea of fundamental rights?

2. **(Chapter 19)**
How would you explain what the equal protection clause of the Fourteenth Amendment does and does not mean?
 - Under what circumstances, if any, is it ever just to treat people unequally? Why?
 - What are the differences between equality of condition and equality protection of the law?

3. **(Chapter 20)**
What were the moral and political reasons for writing the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution?
 - Why did Congress pass civil rights laws to supplement those Civil War amendments?
 - How well have the goals of the Civil War amendments and the Civil Rights Acts been achieved?

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hands of a sympathetic Republican Party. Some of these white Republicans came from the North as missionaries and entrepreneurs and were derisively called ‘carpetbaggers’ by southern whites. Others were southern-born ‘scalawags’ who wanted to promote the rebuilding of the South in cooperation with the Republican Reconstruction governments. It is important for students to understand that these terms are those applied by the southerners who resented such cooperation. Like their counterparts in the North during the Gilded Age, Reconstruction governments were sometimes corrupt but were the most democratic governments that the south had had to date. Newly enfranchised African Americans made up a majority of some southern state legislatures, just as they made up a majority of the population of some southern states. State governments established social service programs and public schools which improved conditions for all people. African Americans were also elected to the United States House of Representatives and the Senate as Republicans, representing southern states. African Americans made significant social and political progress during Reconstruction, but they made little economic progress. The Freedman’s Bureau helped to negotiate labor contracts between former slaves and landowners and provided a system of courts to protect the rights of the freedmen for a very short while the Freedman’s Bureau distributed parcels of confiscated land to former slaves. This land, however, was returned to its previous white owners once southerners received amnesty. Therefore, promises of “forty acres and a mule” went unfulfilled. Without land, freedmen, most of whom only knew farming, had little opportunity to support their families. With the help of the Freedman’s Bureau, white landowners and former slaves entered into sharecropping agreements. Although freedmen gained some measure of social independence when they moved out of the quarters to plots of land far from the big house, sharecropping and the crop lien system left former slaves in a position of economic dependence and destitution, especially as the price of cotton fell. During Reconstruction, African Americans, protected by the federal government, were able to exercise their political, social, and economic rights as United States citizens despite the opposition of Southerners.

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<p>Indicator 8.1: Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.</p> <p>Number of Items Planned for Standard Eight on the EOC Test (out of 55 total): 6-8</p>	<p>Textbook Correlations and Suggested Activities</p>
<p>ESSENTIAL KNOWLEDGE</p> <p>The Civil Rights Movement was a liberal movement that challenged the conservative status quo of race relations in the United States to secure for African Americans the full rights of citizenship including the right to “life, liberty, and the pursuit of happiness.” In order to analyze the strategies of the Civil Rights Movement, it is essential that students understand its goals which were equal treatment and the right to vote. A thorough review of the failed promises of the Declaration of Independence Reconstruction and the thirteenth, fourteenth, and fifteenth amendments the Jim Crow era and the response of African Americans to discrimination should establish the context for the Civil Rights Movement of the post-World War II period. It is also important to place the Civil Rights Movement in the context of the post-World War II Cold War era. During the war, African Americans demanded more equitable treatment in war industries. As a result, President Roosevelt established the Fair Employment Practices Commission. However when the war ended, African Americans lost jobs to returning white soldiers. African Americans also served in the military but were in segregated units. African American soldiers from the North experienced Jim Crow as they trained on military bases in the South. Some returning African American veterans were lynched. This motivated President Truman to establish a civil rights commission, to support an anti-lynching law and to desegregate the military by executive order. Revelations of concentration camps and the ‘Final Solution’ shocked Americans and called into question race relations in the United States. Cold War competition required that the United States gain the support of emerging nations in Asia and Africa. Strategies used by the African American Civil Rights Movement forced the United States to live up to its constitutional promises or face embarrassment on the international stage. The strategies of the Civil Rights Movement had roots in the early twentieth century in the development of organizations [NAACP] that established the judicial precedents that eventually led to the Brown decision and in the successful application of the strategy of non-violent civil disobedience by Gandhi in India Students need to know the ruling in the Brown decision and the reaction of both conservatives and liberals to this decision. A real understanding of nonviolence requires that students understand the direct action nature of the movement in so much as sites were specifically selected to show to the nation and the world the face of racism in order to get the support of the electorate for government assistance in securing civil rights. Students should understand how those strategies were used in the Montgomery bus boycott, sit-ins, freedom rides, the Birmingham campaign, the March on Washington,</p>	<p><u>Chapter Thirty-One</u> <i>How Do The Fourth And Fifth Amendments Protect Against Unreasonable Law Enforcement Procedures?</i></p> <p>Read pages 231 and 232 of the text which explain the Supreme Court’s ruling in <i>Miranda v. Arizona</i>. Rewrite the warning adding or subtracting items which may enhance liberty and/or safety.</p> <p><u>Chapter Thirty-Two</u> <i>How Do The Fifth, Sixth, And Eighth Amendments Protect Rights Within The Judicial System?</i></p> <p>Use pages 234-237 of the text in order to complete the “What Do You Think?” activity on page 238. This activity addresses <i>Gideon v. Wainwright</i> and a defendant’s right to counsel.</p>

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Freedom Summer, and the Selma March. A focus on the role of the media, especially television, will link the Civil Rights Movement to the popular culture of the post-World War II era and help explain its strategy and success. The Civil Rights Movement is an example of the importance of leadership. Although students have some familiarity with Martin Luther King, Jr., they may not understand the complexity of his role as the movement's organizer and spokesperson. Students should understand that the nonviolent direct action campaign of the Civil Rights Movement was successful in getting presidential support and the support of the majority of the voting public in the early 1960s; the extent to which Presidents Truman, Eisenhower, Kennedy, Johnson, and Nixon were advocates of the civil rights movement; the specific pieces of legislation that were passed and how they addressed discrimination including the Civil Rights Act of 1964 and the Voting Rights Act of 1968; and how politics affected and was affected by the movement. For instance, Harry Truman's advocacy of civil rights in 1948 led to the emergence of the Dixiecrats. Democratic (Kennedy and Johnson) support of civil rights legislation and Nixon's Southern Strategy turned a formerly solid Democratic south into a Republican stronghold. Students should understand how changes within the movement affected public support for civil rights legislation. The goals, actions, and leadership of the black power movement [Malcolm X, Stokely Carmichael, and the Black Panthers] among northern, urban African Americans were significantly different from those of southern African Americans. While Southern African Americans could confront segregation by law (de jure) with direct action, de facto segregation as practiced in other parts of the country was more insidious. Televised reports of urban riots and the radical rhetoric of the black power movement alienated the general public and undermined support for further government action. Oversimplification of black power should be avoided by including the efforts of black power advocates to protect and empower the African American community and promote ethnic pride. The movement for African American civil rights had an impact on the movements for women's rights, the rights of Latinos, and the rights of Native Americans. Students should understand how the participation of women in the civil rights movement prompted them to form organizations such as the National Organization for Women (NOW) to promote their own rights and the extent to which women were successful in securing the support of government and the public in promoting women's rights. Students should understand the impact of *The Feminine Mystique*, the Civil Rights Act of 1964, *Roe v Wade*, and the Equal Rights Amendment on the women's rights movement and the development of conservative counter movements. The goals, strategies and government response to movements for the rights of Latinos and Native Americans were similar to the early African American civil rights movement. These movements also lost support when they turned more militant.

Chapter Thirty-Five *How Have Civil Rights Movements Resulted In Fundamental Political And Social Change In The United States?*

Write one page analyzing the picture of a civil rights march located on **page 261 of the text**.

Read **page 266 of the text** that discusses civil disobedience. In groups discuss the "What Do You Think" activity located on that page.

Using **pages 267 and 268 in the text**, create a flow chart that depicts the impact of the African American Civil Rights Movement on other groups.

Hold a Socratic seminar on Executive Order 9981. (A copy of Truman's order to desegregate the military can be found on **page 332 of the text**.)