



INDIANA BAR
FOUNDATION

***We the People:
The Citizen and the Constitution***



Alignment of *We the People* to the
Indiana Academic Content Standards for:

Fifth Grade Social Studies
Fifth Grade English Language Arts

Introduction

We the People: The Citizen and the Constitution (*We the People* or WTP) is a program administered in Indiana by the Indiana Bar Foundation and nationally by the Center for Civic Education. It is designed to teach the history, philosophies, evolution, interpretation, and application of the U.S. Constitution, Bill of Rights, and other founding American documents. By using *We the People* in the classroom, students gain a better understanding of the American constitutional government, enhance their literacy skills, and increase interpersonal life skills.

We the People has multiple units to help teach the civics content, including units on the philosophical underpinnings of democratic government, what took place in Philadelphia to create our Constitution, structure and function of government, Bill of Rights protections, and roles and responsibilities of citizens. After learning the content, teachers use the built-in authentic assessment of a simulated legislative hearing. Students collaborate in small panels of typically 3-5 students to collaboratively answer a question based on their content of study. The students jointly give an oral presentation answer the question and then field follow up questions from an evaluating panel, whether that be the teacher or an outside group.

As an enhancement to the classroom learning, the Indiana Bar Foundation provides a statewide showcase to allow the students to compete against other classes around the state in a civics competition. Students would be evaluated based on criteria including understanding, constitutional application, reasoning, supporting evidence, responsiveness, and participation.

This standards alignment document is designed to help teachers and administrators understand the academic quality of the *We the People* program and its alignment to the Indiana Academic Standards. Teachers and administrators should feel comfortable and confident that the program boosts the academic experience and learning of students and is built to be used as a compliment to what is already expected to be taught in school. The lessons noted in the social studies section of this document come from the textbook *We the People: The Citizen & The Constitution Level 1 (4th Edition)*, published by the Center for Civic Education.

The Indiana Bar Foundation thanks *We the People* teacher Molly Bowman, Aspen Meadow Elementary School (Fort Wayne, IN) for her work in aligning the standards to the *We the People* program.

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Social Studies

| Standard | Standard Description | WTP Connection |
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| 5.H.5 Essential | Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe. Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade | Students will understand the populations of people who lived in the colonies, how they lived, the opportunities they had, and how they governed their communities and colonies. <u>WTP Lesson 1: What were people like in the British colonies in America during the 1770s?</u> |
| 5.H.7 Essential | Identify and locate the 13 British colonies by region (New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region. Examples: Slavery, plantations, town meetings, and town markets | While the WTP lesson doesn't break down the colonies by region, it does go on to describe the political, social, and economic organization of the colonies. <u>WTP Lesson 1: What were people like in the British colonies in America during the 1770s?</u> |
| 5.H.10 Essential | Analyze the causes of the American Revolution as outlined in the Declaration of Independence. | Students will analyze the Declaration of Independence to determine reasons for the declaration. <u>WTP Lesson 5: What ideas did the Founders use in the Declaration of Independence?</u> |
| 5.H.14 | Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States. | Students will analyze the strengths and weaknesses of the Articles of Confederation. <u>WTP Lesson 7: What was the first national government like?</u> |
| 5.H.15 Essential | Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development. Examples: George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise | Students will analyze why the Constitution was written. They will "meet" the people who were at the Constitutional Convention. Students will analyze the Great Compromise and the 3/5 compromise. <u>WTP Lesson 7: What was the first national government like?</u> <u>WTP Lesson 8: How was the Philadelphia Convention organized?</u> <u>WTP Lesson 9: How many representatives should each state have in Congress?</u> <u>WTP Lesson 10: What did the Framers do about the problem of slavery?</u> |

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| <p>5.C.1</p> | <p>Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.</p> | <p>Students will analyze the Preamble to the Constitution, including the terms justice, domestic tranquility, common defense, general welfare, and blessings of liberty.</p> <p><i>WTP Lesson 11: What basic ideas about government are included in the Preamble to the Constitution?</i></p> |
| <p>5.C.2 Essential</p> | <p>Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents. Examples: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639)</p> | <p>Students will analyze early state constitutions and their bills of rights, the Northwest Ordinance, and the Articles of Confederation as well as the John Locke philosophical ideas of his Treatise of Government.</p> <p><i>WTP Lesson 2: Why did the Founders believe that people needed a government?</i> <i>WTP Lesson 6: What were the first state governments like?</i> <i>WTP Lesson 7: What was the first national government like?</i></p> |
| <p>5.C.3 Essential</p> | <p>Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. Examples: Union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, and individual rights</p> | <p>These key ideas of government are embedded throughout the WTP lessons as students learn the pillars of American government</p> <p>Students will analyze the ideas about government found in the:</p> <ul style="list-style-type: none"> * Declaration of Independence (WTP Lesson 5) * Articles of Confederation (WTP Lesson 6), * Northwest Ordinance (WTP Lesson 6), * US Constitution (WTP Lessons 7-16), * Bill of Rights (WTP Lessons 17-21) <p>Students are introduced to the concepts of:</p> <ul style="list-style-type: none"> * Republican government (WTP Lesson 3) * Constitutional government (WTP Lesson 4) * Federalism (WTP Lesson 16) * Individual Rights (WTP Lessons 2, 5, & 17-21) |
| <p>5.C.4</p> | <p>Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.</p> | <p>Students will explore the process of the electoral college.</p> <p><i>WTP Lesson 14: What is the executive branch?</i></p> |

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| <p>5.C.5</p> <p>Essential</p> | <p>Identify the three branches of the United States government and explain the functions of each.</p> <p>Examples: Separation of powers, shared powers, and checks and balances involving the legislative (law-making), executive (law enforcing) and judicial (law interpreting) branches of government</p> | <p>Students will thoroughly examine the three branches of government, their duties, and the limits on their power. They will also analyze the separation of powers and checks and balances that are part of the three-branch system.</p> <p><i><u>WTP Lesson 12:</u> How does the Constitution limit the powers of our government?</i></p> <p><i><u>WTP Lesson 13:</u> What is the legislative branch?</i></p> <p><i><u>WTP Lesson 14:</u> What is the executive branch?</i></p> <p><i><u>WTP Lesson 15:</u> What is the judicial branch?</i></p> |
| <p>5.C.6</p> | <p>Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.</p> | <p>Students will explore the roles and responsibilities of citizens, as well as the need for civic virtue in citizens.</p> <p><i><u>WTP Lessons 3:</u> What is a republican government?</i></p> <p><i><u>WTP Lesson 23:</u> What are some important responsibilities of citizens?</i></p> <p><i><u>WTP Lesson 24:</u> How can citizens promote the common good?</i></p> |
| <p>5.C.7</p> | <p>Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting, and participation in the election process.</p> | <p>Students will learn the concepts as well as participate in whole class simulations that help them learn to voice their opinions and to bring change.</p> <p><i><u>WTP Lesson 4:</u> What is a constitutional government?</i></p> <p><i><u>WTP Lesson 13:</u> What is the legislative branch?</i></p> <p><i><u>WTP Lesson 17:</u> How does the Constitution protect your right to freedom of expression?</i></p> <p><i><u>WTP Lesson 18:</u> How does the Constitution protect your right to freedom of religion?</i></p> <p><i><u>WTP Lesson 20:</u> How does the Constitution protect your right to due process of law?</i></p> <p><i><u>WTP Lesson 21:</u> How does the Constitution protect your right to vote?</i></p> <p><i><u>WTP Lesson 23:</u> What are some important responsibilities of citizens?</i></p> <p><i><u>WTP Lesson 24:</u> How can citizens promote the common good?</i></p> |

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| <p>5.C.8</p> | <p>Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.</p> <p>Examples: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways, and housing on historic lands.</p> | <p>Students will participate in simulations requiring them to discuss contemporary issues (smoking in public and pollution) in the format of a public town hall meeting. Additionally, tying in any current event that highlights the concepts in the WTP program helps students understand the ideas more thoroughly. This can be teacher led or done as a student assignment/project.</p> <p><u>WTP Lesson 13: What is the legislative branch?</u></p> <p><u>WTP Lesson 24: How can citizens promote the common good?</u></p> |
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English Language Arts Reading Comprehension

| Standard | Standard Description | WTP Connection |
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| 5.RC.1 Essential | Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. | Culminating activity – In their prepared statements, students will use quotations from individuals and documents to support their arguments. |
| 5.RC.6 Essential | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | Culminating activity – In their prepared statements, students will summarize their learning of several concepts to create a written argument. |
| 5.RC.9 Essential | Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims | Students will be examining multiple primary and secondary sources in preparation for answering the culminating hearing question. To be able to create a well-supported argument, students must determine the author’s evidence within their claims and show it within their own arguments. |

English Language Arts Writing

| Standard | Standard Description | WTP Connection |
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| 5.W.1 Essential | Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> ● Clearly present a position in an introductory statement to an identified audience. ● Support the position with qualitative and quantitative facts and details from various sources, including texts. ● Use an organizational structure to group related ideas that support the purpose. ● Use language appropriate for the identified audience. ● Connect reasons to the position using words, phrases, and clauses. ● Provide a concluding statement or section related to the position presented | Culminating activity – Students will work together in a small group to create a persuasive composition. They will need to: <ul style="list-style-type: none"> ● Write to an appropriate audience ● Find facts and details to support their arguments ● Use content specific vocabulary ● Write with an organized structure ● Provide a strong closing statement |
| 5.W.2 Essential | Write informative compositions on a variety of topics that - <ul style="list-style-type: none"> ● Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. ● Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics. ● Connect ideas within and across categories using transition words (e.g. therefore, in addition). ● Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension. ● Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. ● Provide a concluding statement or section related to the information or explanation presented. | Culminating activity – Students will work together in a small group to create an informative composition. They will need to: <ul style="list-style-type: none"> ● Write to an appropriate audience ● Find facts and details to support their topics ● Use content specific vocabulary ● Write with an organized structure ● Provide a strong concluding statement |

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| <p>5.W.4</p> | <p>Apply the writing process to –</p> <ul style="list-style-type: none"> ● Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. ● Use technology to interact and collaborate with others to publish legible documents. | <p>Written Statement – All parts of the writing process will need to be used to create the written statement. It will also provide an opportunity for students to work together with their small group to edit and revise.</p> |
| <p>5.W.5 Essential</p> | <p>Conduct short research assignments and tasks on a topic.</p> <ul style="list-style-type: none"> ● With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?). ● Identify and acquire information through reliable primary and secondary sources. ● Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. ● Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. ● Present the research information, choosing from a variety of sources. | <p>Culminating activity – Students will need to do research to strengthen their written statements.</p> |

English Language Arts Communication and Collaboration

| Standard | Standard Description | WTP Connection |
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| 5.CC.1 Essential | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. | Daily class lessons and a variety of small group collaborative activities require students to have discussions in different situations. |
| 5.CC.2 Essential | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | Daily class discussion and small group activities. Student will need to be responsive to questions asked during the hearing process, both questions posed in the initial question and during the follow up question portion. |
| 5.CC.4 Essential | Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace. | Culminating Activity – Students will present their written statement to judges by reading it aloud and will then answer follow up questions. |