The Center for American Civics
Arizona State University

3-5 Standards Lesson Recommendations

Stanford History Education Group, "Portola Expedition"

- 3.SS.5.E. The student explains the various European motivations for exploration. H
- 3.SS.6.D. The student explains the variety of cooperative and violent interactions between Europeans, indigenous peoples, and among indigenous tribes. H
- 5.SS.4.E. The student explains instances of conquest and cooperation between Europeans and indigenous peoples in the Americas. H

Center for Civic Education, "What Fundamental Ideas About Government do Americans Share?"

- 4.SS.7.I. The student explains how America's founding based on these words of the Declaration of Independence was unprecedented in human history: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed." H
- 4.SS.7.A. The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence. C
- 4.SS.7.B. The student explains the meaning of "created equal," including the founders' argument that each human being has the same dignity and natural rights on account of being human, and that the existence of human slavery was understood by most, but not all, of the founders to be a contradiction of the principle of human equality. C
- 4.SS.7.C. The student explains the meaning of "natural rights" and "unalienable," including the founders' argument that each person has certain freedoms to act that are simply part of being a human person, and that cannot be taken away unless the person has used them to violate the rights of another. C
- 4.SS.7.D. The student explains the meaning of "life, liberty, and the pursuit of happiness," in particular the founders' argument that each human being has the right by nature to their own life, to their liberty and the general freedom of thought and action, and to seek the happiness appropriate to human liberty as long as it does not violate the rights of others. C
- 4.SS.7.E. The student explains the meaning of "the consent of the governed," including the founders' argument that a government can only tell people what to do if the people have a say over who in the government gets to make those decisions, which is called "self-government." C
- 4.SS.7.F. The student explains how the purpose of government as outlined in the Declaration of Independence is to "secure these rights." C

U.S.S. Constitution Museum, "A Sailor's Life for Me"

- 4.SS.11.K. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of 1812. H

Gilder Lehrman Institute, "American Indians in a Changing World"

- 3.SS.1.A. The student can correctly use terms related to time periods or dates in history, including: H
  - decade
  - century
  - millennium
  - 1700s, 1800s, etc.
  - 1492, 1776, etc.
- 4.SS.1.A. The student can use correctly terms related to time periods or dates in history, including 18th century, 19th century, B.C.E., C.E., and C.E. H
- 5.SS.5.B. The student identifies various examples of westward expansion prior to the Civil War. H
- 5.SS.6.B. The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H

Stanford History Education Group, "Battle of Lexington"

- 4.SS.6.F. The student tells the stories of the following military events prior to a formal declaration of independence, including Paul Revere's ride, the battles of Lexington and Concord, and the Battle of Bunker Hill. H

Center for Civic Education, "What is the Executive Branch?"

- 4.SS.9.H. The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law interpreting and judging) powers. C
- 4.SS.9.I. The student explains how the separation of powers prevents tyranny from the federal government by dividing legislative, executive, and judicial power into three separate branches. C
- 4.SS.10.A. The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. C

American Revolution Museum, "Beyond the Battlefield: a Virtual Field Trip"

- 4.SS.6.A. The student explains why and how Great Britain asserted new authority in the colonies after the French and Indian War and why the colonists contested Britain's new claims to control as violations of their rights and freedom. HC
- 4.SS.6.C. The student explains the ways in which the colonists responded to Great Britain's new claims of power over them. H
- 4.SS.6.F. The student tells the stories of the following military events prior to a formal declaration of independence, including Paul Revere's ride, the battles of Lexington and Concord, and the Battle of Bunker Hill. H
- 4.SS.7.H. The student explains why the delegates to the Second Continental Congress voted to declare independence from Great Britain, including the list of grievances and other historical events since 1763. H
- 4.SS.8.A. The student tells the biography of George Washington, including: H
  - his crossing of the Delaware River, leadership at Valley Forge, and command at the battles of Trenton and Yorktown
- 4.SS.8.D. The student explains the roles of key figures and the life, fighting, and background of common soldiers in the War of Independence. H
- 4.SS.8.G. The student tells the story of how the Americans won the War of Independence, including the battles of Trenton, Saratoga, and Yorktown. H

Emerging America, "Child Immigrant Experiences of the Early 1900s and Today"

- 5.SS.9.C. The student explains the reasons for and origins of those who immigrated to America after the Civil War, including the cultural and economic contributions of various immigrant groups in South Dakota, and the extent to which they assimilated. H
- 5.SS.9.D. The student describes the challenges that accompanied industrialization and immigration. HE

KidCitizen, "Congress and Child Labor"

- 5.SS.9.D. The student describes the challenges that accompanied industrialization and immigration. HE
- 5.SS.9.E. The student describes the various responses to poor working conditions and standards of living, including charity, populism, and unionization. HCE
- 5.SS.10.E. The student explains laws concerning child labor, workplace safety, trust busting, and food regulation. HCE

EDSITEment!, "Declare the Causes: The Declaration of Independence"

- 4.SS.7.A. The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence. C
- 4.SS.7.B. The student explains the meaning of "created equal," including the founders' argument that each human being has the same dignity and natural rights on account of being human, and that the existence of human slavery was understood by most, but not all, of the founders to be a contradiction of the principle of human equality. C
- 4.SS.7.C. The student explains the meaning of "natural rights" and "unalienable," including the founders' argument that each person has certain freedoms to act that are simply part of being a human person, and that cannot be taken away unless the person has used them to violate the rights of another. C
- 4.SS.7.D. The student explains the meaning of "life, liberty, and the pursuit of happiness," in particular the founders' argument that each human being has the right by nature to their own life, to their liberty and the general freedom of thought and action, and to seek the happiness appropriate to human liberty as long as it does not violate the rights of others. C
- 4.SS.7.E. The student explains the meaning of "the consent of the governed," including the founders' argument that a government can only tell people what to do if the people have a say over who in the government gets to make those decisions, which is called "self-government." C
- 4.SS.7.F. The student explains how the purpose of government as outlined in the Declaration of Independence is to "secure these rights." C
- 4.SS.7.H. The student explains why the delegates to the Second Continental Congress voted to declare independence from Great Britain, including the list of grievances and other historical events since 1763. H
- 4.SS.7.I. The student explains how America's founding based on these words of the Declaration of Independence was unprecedented in human history: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed." H

C3 Teachers, "Did the American Dream Come True for Immigrants?"

- 3.SS.1.C. The student can evaluate a historical event through writing a narrative paragraph. H
- 4.SS.1.F. The student can outline and write a narrative essay of 2-3 paragraphs in length about a historical event. H
- 5.SS.9.C. The student explains the reasons for and origins of those who immigrated to America after the Civil War, including the cultural and economic contributions of various immigrant groups in South Dakota, and the extent to which they assimilated. H
- 5.SS.9.D. The student describes the challenges that accompanied industrialization and immigration. HE

Freedom Center, "Geography and Politics of Border States"

- 3.SS.2.B. The student locates on a map all fifty states in America. G
- 3.SS.2.C. The student locates on a map the major regions of the United States, including: G
  - New England
  - The East Coast
  - The Mid-Atlantic
  - The Midwest
  - The South
- 5.SS.7.B. The student explains the terms of the Compromise of 1850. H
- 5.SS.8.B. The student explains how Abraham Lincoln issued and justified the Emancipation Proclamation, including what the order did and did not do, and why. HC

EDSITEment!, "Lincoln's First Inaugural Address: We Must Not Be Enemies"

- 5.SS.7.B. The student explains the terms of the Compromise of 1850. H
- 5.SS.7.C. The student tells the biography of Abraham Lincoln, including: H
  - his words and actions against the expansion of slavery
  - his presidency
  - his command of the Union forces in the Civil War
  - his views on slavery, Union, and the Civil War and how they changed during the war
- 5.SS.7.D. The student explains Abraham Lincoln's argument that popular sovereignty implied that moral right and wrong simply depended on what most people believed or wanted. HC
- 5.SS.7.E. The student tells the story of how the Civil War began. H
- 5.SS.7.F. The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. H

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Teach Democracy, "My Town and the Three Branches of Government"

- 4.SS.9.E. The student explains how representation prevents tyranny through the following means: C
  - encouraging the selection of the country's most trusted citizens to make the laws
  - using reason instead of passion
  - holding power only with the consent of the people
- 4.SS.9.F. The student explains how federalism prevents tyranny by dividing governing power among many levels of governments. C
- 4.SS.9.H. The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law interpreting and judging) powers. C
- 4.SS.9.I. The student explains how the separation of powers prevents tyranny from the federal government by dividing legislative, executive, and judicial power into three separate branches. C

Teach Democracy, "Our Rights and Freedoms: Visitor from Outer Space"

- 4.SS.10.G. The student names and explains the Bill of Rights amendments that guarantee each of the following: free exercise of religion, freedom of speech, and right to trial by jury. C

Autry Museum, "Path to Statehood: Texas, Oregon, and California"

- 5.SS.5.B. The student identifies various examples of westward expansion prior to the Civil War. H
- 5.SS.6.C. The student tells the story of the settlement of Texas and the Texas Revolution, including the Mexican-American War. H
- 5.SS.7.A. The student explains how the Mexican Cession and the California Gold Rush reignited the issue of the expansion of slavery. H

Stanford History Education Group, "Pocahontas"

- 3.SS.6.D. The student explains the variety of cooperative and violent interactions between Europeans, indigenous peoples, and among indigenous tribes. H
- 3.SS.6.E. The student tells the story of the founding of Jamestown, including: H
  - the stories of John Smith, Pocahontas, and John Rolfe
  - the Starving Time
  - the cultivation of tobacco
  - the arrival of Africans from a Dutch slave ship captured by the English

Gilder Lehrman Institute, "Reconstruction"

- 5.SS.8.B. The student explains how Abraham Lincoln issued and justified the Emancipation Proclamation, including what the order did and did not do, and why. HC
- 5.SS.8.F. The student explains the different effects of the Civil War in the North and the South. H
- 5.SS.8.G. The student explains the successes of Reconstruction, including the Reconstruction Amendments and the election of freedmen to government offices, and its failures in renewed discrimination during Reconstruction and especially after the Compromise of 1877. HC
- 5.SS.6.G. The student tells the biography of Frederick Douglass, including: H
  - his upbringing
  - his learning to read
  - his escape from slavery
  - his abolitionist writings
  - his initial and later views on the Declaration of Independence and the Constitution
- 5.SS.6.H. The student reads and discusses the meaning of selections from Frederick Douglass's The Narrative of the Life of Frederick Douglass. H

Gilder Lehrman Institute, "The American Revolution"

- 4.SS.6.D. The student tells the story of the Boston Massacre and John Adams's defense of the British soldiers in the murder trial that followed. H
- 4.SS.7.I. The student explains how America's founding based on these words of the Declaration of Independence was unprecedented in human history: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed." H
- 4.SS.7.A. The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence. C
- 4.SS.7.B. The student explains the meaning of "created equal," including the founders' argument that each human being has the same dignity and natural rights on account of being human, and that the existence of human slavery was understood by most, but not all, of the founders to be a contradiction of the principle of human equality. C
- 4.SS.7.C. The student explains the meaning of "natural rights" and "unalienable," including the founders' argument that each person has certain freedoms to act that are simply part of being a human person, and that cannot be taken away unless the person has used them to violate the rights of another. C
- 4.SS.7.D. The student explains the meaning of "life, liberty, and the pursuit of happiness," in particular the founders' argument that each human being has the right by nature to their own life, to their liberty and the general freedom of thought and action, and to seek the happiness appropriate to human liberty as long as it does not violate the rights of others. C
- 4.SS.7.E. The student explains the meaning of "the consent of the governed," including the founders' argument that a government can only tell people what to do if the people have a say over who in the government gets to make those decisions, which is called "self-government." C
- 4.SS.7.F. The student explains how the purpose of government as outlined in the Declaration of Independence is to "secure these rights." C

Gilder Lehrman Institute, "The Civil War"

- 5.SS.1.E. The student can recite from memory the Gettysburg Address. HC
- 5.SS.8.D. The student reads and discusses the meaning of Abraham Lincoln's Gettysburg Address. HC

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Emerging America, "The Fight for Women's Rights"

- 5.SS.6.I. The student tells the story of women's suffrage efforts in the mid-19th century. H
- 5.SS.10.B. The student tells the biography of Susan B. Anthony, including: H
  - her upbringing
  - her time teaching
  - her work for abolition
  - her friendship with Frederick Douglass
  - her work for temperance
  - her work for women's suffrage
- 5.SS.10.C. The student explains the arguments and efforts of the suffragist movement and its major figures. H

Washington State Historical Society, "The Treaty Trail: Cause and Effect"

- 5.SS.9.M. The student tells of engagements between U.S. government forces and Native Americans in the west during and following the Civil War. H
- 5.SS.9.N. The student analyzes and defines the extent to which treaties made between the U.S. government and Native Americans were followed and broken, including the historical and contemporary effects of the Agreement of 1877. HC

Washington State Historical Society, "The West the Railroads Made: The Time Machine"

- 5.SS.1.D. The student can use a map of time zones to determine the time in different places in the world. G
- 5.SS.9.A. The student names inventions that transformed the American economy and way of life away from agrarianism in the second half of the 19th century and the early 20th century. HE
- 5.SS.9.B. The student names the major industries that drove industrialization in the late 19th century. HE

Gilder Lehrman Institute, "Westward Migration"

- 5.SS.5.B. The student identifies various examples of westward expansion prior to the Civil War. H

Center for Civic Education, "What Basic Ideas are in the Preamble to the Constitution?"

- 4.SS.9.B. The student explains why the Constitutional Convention was assembled. H
- 4.SS.9.G. The student reads and discusses the meaning of the Preamble and selections from the U.S. Constitution and the Bill of Rights. C

History's Mysteries, "How Does Water Shape Our Lives? (Industrial Revolution)"

- 5.SS.9.A. The student names inventions that transformed the American economy and way of life away from agrarianism in the second half of the 19th century and the early 20th century. HE
- 5.SS.9.B. The student names the major industries that drove industrialization in the late 19th century. HE
- 5.SS.9.C. The student explains the reasons for and origins of those who immigrated to America after the Civil War, including the cultural and economic contributions of various immigrant groups in South Dakota, and the extent to which they assimilated. H
- 5.SS.9.D. The student describes the challenges that accompanied industrialization and immigration. HE

Center for Civic Education, "What is a Republican Government?"

- 4.SS.6.B. The student defines self-government as requiring the rulers to have the permission of the ruled in order to have power to protect the people. C
- 4.SS.9.D. The student explains the representative or republican form of government compared to a direct democracy, aristocracy, and monarchy. C
- 4.SS.9.E. The student explains how representation prevents tyranny through the following means: C
  - encouraging the selection of the country's most trusted citizens to make the laws
  - using reason instead of passion
  - holding power only with the consent of the people
- 4.SS.10.C. The student explains the legal meaning of "citizen" in the United States, the legal process for becoming a citizen, and the responsibilities, rights, and privileges of citizenship at the different levels of government. C
- 4.SS.10.D. The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government. C
- 4.SS.10.E. The student identifies the ways in which citizens engage in politics beyond voting, including through political parties, meeting with elected officials, petitions, attending public meetings, writing, speaking, and assembling. C
- 4.SS.10.F. The student explains the role of charity, volunteerism, and philanthropy in a self-governing country. C