

ATTACHMENT B

Shrader TAH Module 1 “Why the Constitution?”

Standards

Virginia Standards of Learning:

- GOVT.1 The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to
- a) analyze primary and secondary source documents;
 - b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
 - c) analyze political cartoons, political advertisements, pictures, and other graphic media;
 - d) distinguish between relevant and irrelevant information;
 - e) evaluate information for accuracy, separating fact from opinion;
 - f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
 - g) select and defend positions in writing, discussion, and debate.
- GOVT.2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by
- c) examining the writings of Hobbes, Locke, and Montesquieu;
- GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by
- c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
 - d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;
 - e) describing the amendment process.
- GOVT.12 The student will demonstrate knowledge of the role of the United States in a changing world by
- a) describing the responsibilities of the national government for foreign policy and national security;
 - b) assessing the role played by national interest in shaping foreign policy and promoting world peace;
- VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
- a) explaining the origins of the Constitution, including the Articles of Confederation;
 - b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
 - d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;
 - c) identifying the purposes for the Constitution of the United States as stated in its Preamble;

National History Standards Part I (Historical Thinking Skills) Grades 5-12

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- 1.C—Establish temporal order in constructing historical narratives of their own: working forward from some beginning through its development, to some end or outcome; working backward from some issue, problem, or event to explain its origins and its development over time
- 2.B—Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed
- 2.C—Read historical narratives imaginatively, taking into account (a) the historical context in which the event unfolded—values, outlook, options, and contingencies of the time and place; and (b) what the narrative reveals of the individuals involved—their probable motives, fears, strengths, and weaknesses.
- 2.D—Evidence historical perspectives—the ability (a) to describe the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; and (b) to “present mindedness”, judging the past solely in terms of present-day norms and values
- 2.G—Draw upon visual, literary, and musical sources including: (a) photographs, paintings, cartoons, and architectural drawings; (b) novels, poetry, and plays; and (c) folk, popular, classical music to clarify, illustrate, or elaborate upon information presented in the historical narrative.
- 3.A—Identify the author or source of the historical document or narrative and assess its credibility
- 3.C—Differentiate between historical facts and historical interpretations, but acknowledge also that the two related; that the facts the historical reports are selected and reflect therefore the historian’s judgment of what is most significant about the past
- 3.D—Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears
- 3.E—Analyze cause and effect relationship bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental, and the irrational.
- 3.F—Challenge arguments of historical inevitability by formulating examples of historical contingency, of how different choices could have led to different consequences
- 3.G—Compare competing historical narratives by contrasting different historians’ choice of questions, and their use of sources reflecting different experiences, perspectives, beliefs, and points of view, and by demonstrating how an emphasis on different causes contributes to different interpretations.
- 3.H—Hold interpretations of history as tentative, subject to change as new information is uncovered, new voices heard, and new interpretations broached.
- 3.I—Evaluate major debates among historians concerning alternative interpretations of the past.
- 4.A—Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- 5.A—Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- 5.F—Evaluate the implementation of a decision by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.

National History Standards, Part II United States History Standards for Grades 5-12
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Era 3: Revolution and the New Nation (1754-1820s)

Standard 2: How the American Revolution involved multiple movements among the new nation's many groups to reform American society

3A Demonstrate understanding of government-making, at both national and state levels by:

- Analyzing the arguments over the Articles of Confederation. [Examine the influence of ideas] Assessing the importance of the Northwest Ordinance. [Interrogate historical data]

3B Demonstrate understanding of the issues involved in the creation and ratification of the United States Constitution and the new government it established by:

- Analyzing the factors involved in calling the Constitutional Convention, including Shays's Rebellion. [Analyze multiple causation]
- Analyzing the alternative plans considered by the delegates and the major compromises agreed upon to secure the approval of the Constitution. [Examine the influence of ideas]
- Analyzing the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution. [Examine the influence of ideas]
- Comparing the arguments of Federalists and Anti-Federalists during the ratification debates and assessing their relevance in late 20th-century politics. [Hypothesize the influence of the past]