

Teaching America's 250th

State Standards for states within the Eighth Circuit

Arkansas

H.1.K-1.5 Explain the significance of national holidays and the achievement of people associated with them.

C.1.3.1 Discuss the origins of the United States' founding documents, including the Declaration of Independence.

C.1.4.1 Explain the rights and responsibilities citizens have according to the Declaration of Independence.

C.3.USG.1 Examine how the writings of John Locke, John Winthrop, Charles-Louis Montesquieu, Jean-Jacques Rousseau, William Blackstone, and other sources influenced the formation of the United States government. Other sources may include:

- Key documents (e.g., Magna Carta, English Bill of Rights, Mayflower Compact)
- Greek (e.g., Aristotle, Greek democracy)
- Roman (e.g., separation of powers, representative democracy)
- Judeo-Christian traditions

C.3.USG.2 Analyze the influence of social, economic, religious, and political factors within the American colonies, including the concept of self-government, on the formation of the American government.

C.3.USG.3 Analyze social, economic, religious, and political factors that influenced the American colonists to overthrow British monarchical rule, including acts of Parliament and King George III that disrupted the colonists' way of life and governance.

C.3.USG.5 Evaluate the Declaration of Independence as a persuasive argument for justifying revolution.

Iowa

SS.K-3.2 Gather information from different sources and explain what they show about a topic.

SS.4.11 Summarize key principles of the Declaration of Independence.

SS.5.10 Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities.

SS.8.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Declaration of Independence, the Bill of Rights, the Constitution, Washington's Farewell address, the Louisiana Purchase treaty, Monroe Doctrine, Indian Removal Act, Missouri Compromise, Dred Scott v. Sanford, and the Treaty of Guadalupe-Hidalgo.

Minnesota

5.1.2.1 Identify a democratic principle written in the Declaration of Independence and the preamble to the U.S. Constitution and describe how the principle impacts the decisions of government, society or communities.

5.4.18.2 Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.

7.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the tensions within the United States constitutional government. Evaluate how well principles expressed in the Declaration of Independence and preamble to the U.S. Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time.

9.1.2.1 Analyze the foundational ideas of the United States government embedded in founding era documents: natural rights philosophy, social contract, civic virtue, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights.

9.1.3.3 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society. Explain the scope and limits of rights of the accused pretrial under the Fourth and Fifth Amendments. Explain changes created by legislative action and court interpretation.

9.1.3.4 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society. Explain the scope and limits of rights of the accused during trial and punishment under the Sixth and Eighth Amendments. Explain changes created by legislative action and court interpretation.

Missouri

Tools of Social Science Inquiry

K-5.TI.7.A Analyze primary sources and use artifacts to share information about a social studies topic.

6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to 1870 as well as the challenges and opportunities faced by those trying to address the problem.

9-12.GV.1.CC.B Explain connections between historical context and peoples' perspectives about government at the time.

9-12.GV.1.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.

9-12.GV.5.GC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Key Concepts and Understanding

4.PC.1.A With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains, including inalienable rights, government by the consent of the governed and the redress of grievances.

5.PC.1.A Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.

6-8.AH.3.CC.A Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints

6-8.AH.3.CC.B Analyze the Declaration of Independence to determine the historical context and political philosophies that influenced its creation.

9-12.GV.2.CC.A Trace the evolution of government in the English colonies to explain American colonists' expectations for self-rule.

9-12.GV.2.CC.B Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.

9-12.GV.2.GS.B Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purposes and legacy of the Declaration of Independence.

9-12.GV.4.GC.D Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.

Nebraska

SS K-3.2.b Communicate patriotic symbols, songs, actions, and cultural celebrations

SS K-3.4.3 Identify historical people, events, and symbols

SS K-3.4.4.c Gather and communicate historical information

SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government. For example: early state constitutions, Declaration of Independence, and the Articles of Confederation, Magna Carta, English Bill of Rights, tribal constitutions.

SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies.

SS 6-8.1.1 Analyze the foundation, structure, and functions of government

SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government. For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights.

SS HS Civics.1.1 Analyze the historical foundation that influence the creation of the United States Constitution

SS HS.4.4.c Determine the relationship between multiple causes and effects of events and developments in the past.

North Dakota

C.K_2.4 Describe the core values represented by symbols of the United States

H.K_2.5 Explain how individuals and groups have made significant historical changes

H.3_5.7 Explain cause and effect relationships among historical events in the United States using primary and secondary sources.

Explain the historical and philosophical foundations of government.

C.6_12.1.1 Evaluate the thoughts of major political philosophers: Cicero, Socrates, Plato, Aristotle, Iroquois Confederation, Locke, Hobbes, Montesquieu, Rousseau, Marx, Natural Rights Philosophy, Classical Republicanism.

C.6_12.1.2 Explain the influence of British and colonial history on early United States: Magna Carta, English Bill of Rights, Petition of Right, Mayflower Compact, formation of colonial governments, deterioration of relations with Great Britain.

C.6_12.1.3 Evaluate the creation and impact of primary sources on political thought in the United States: Magna Carta, English Bill of Rights, Petition of Right, Mayflower Compact, Declaration of Independence, Articles of Confederation, Federalist Papers, Anti-Federalist Papers, Virginia and New Jersey Plans, the Great Compromise, Constitution, the Bill of Rights.

South Dakota

K.SS.4. Identify and explain the meaning of different symbols of America

1.SS.1.N Recite the opening line of the Declaration of Independence from memory

1.SS.10 Demonstrate understanding of the Declaration of Independence based on the arguments of leading founders.

3.SS.7 Demonstrate knowledge of colonial America

4.SS.7 Demonstrate understanding of the Declaration of Independence based on arguments of leading founders

7.SS.7 Demonstrate understanding of the Declaration of Independence based on arguments of leading founders

9-12.C.3 The student demonstrates knowledge and understanding of the principles and examples from world history that influenced the American founding.

M. The student uses primary sources, such as John Locke's Second Treatise on Government, to investigate how it influenced the American founders, specifically ideas on: HC-equality-natural rights-property-religious toleration-consent-right to revolution.

9-12.C.4 The student demonstrates knowledge and understanding of the Declaration of Independence and the principles on which America was founded.

F. The student explains the meaning of "natural rights" and "unalienable," including the founders' argument that fundamental rights arise out of man's nature as a human person, that these rights do not come from other people or any government, and that these rights cannot be denied or taken away unless the person has used them to violate the rights of another.

J. The student explains the argument of the Declaration of Independence that when government "becomes destructive" of its purpose of securing rights, a people may change or abolish their government and institute new government to best effect their safety and happiness.

K. The student explains the reasons 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.

9-12.C.7 The student demonstrates knowledge and understanding of the Bill of Rights.

G. The student explains the Fifth and Seventh Amendments' guarantees of due process and of trial by a jury of one's fellow citizens, respectively, including why these legal safeguards are essential to securing justice.