

Table 1 Analysis of Proposed MI Social Studies Standards

ID	Title	Issue Description	Applicable Sections	Recommended Resolution
1	American Democracy	<p>Repeated use of the term “Democracy” to describe our system of government. Correct term would be “Constitutional Republic”. Please refer to Article IV, Section 4 of the U.S. Constitution, our Pledge of Allegiance and Ben Franklin’s words to Mrs. Powell at the end of the Constitutional Convention. Our founders deliberately avoided the creation of a Democracy as evidenced by James Madison’s explanation of the difference between a democracy and a republic in Federalist No. 10. While we have “democratic” processes such as elections, we do not have a “democracy” but rather a “republic” governed by the confines of our social compact called the Constitution.</p>	<p>K.C2,K.C5, 1.C2,1.C5, 2.C2,2.C5, 3.C2,3.C5, 4.C2,4.C5, C1.2.4</p>	<p>Replace “Democracy” with “Constitutional Republic” in applicable sections.</p>
2	Political Activism	<p>Grades K thru 8 dedicate significant time to “Citizen Involvement” focused on community activism. My concern is that our students are being trained to change our political system before they are instructed in how our political system is intended to work. This emphasis appears to be a direct result of the confusion over our true system of government which is a “Constitutional Republic” not a “Democracy”. If our government were truly a Democracy, it might make sense to train our students how to express themselves in such manners at these ages, but we are not. We elect representatives constrained by the Constitution to operate our government and effect change when necessary. Classroom time is far too precious a</p>	<p>K-P4.2, 1-P4.2, 2-P4.2, 3-P4.2, 4-P4.2, 5-P4.2, 6-P4.2, 7-P4.2, 8-P4.2</p>	<p>Limit “Citizen Involvement” sections for Grades K thru 8 to teaching students the importance of understanding the law and abiding by the law. We can instruct them on how to change our laws, once they have been instructed in high school about how our system of government is intended to work.</p>

3	Limited Powers of Federal Government	<p>commodity to spend prematurely on this topic.</p> <p>It was strange to see that a section entitled “Structure, Functions, and Enumerated Powers of National Government” featured subsections that talked about the structure, functions and “processes” of each branch of government omitting the term “powers” as each article of the Constitution is examined. It is important to read about the concept of limited powers in context of the sections of the Constitution where these powers are expressly limited. This will encourage students to read the actual Constitution rather than simply what others say is in the Constitution. <a href="#">John Jay</a>, co-author of the Federalist Papers, and First Supreme Court Justice of the United States once said, “Every member of the State ought diligently to read and to study the constitution of his country, and teach the rising generation to be free. By knowing their rights, they will sooner perceive when they are violated, and be the better prepared to defend and assert them.”</p>	C3.1	<p>Replace C3.1.1 with the following:  “Analyze the purpose, organization, powers and processes of the legislative branch as enumerated in Article I including the following core principles:  (ii) ALL LEGISLATIVE POWERS ARE VESTED IN A CONGRESS OF THE UNITED STATES WHICH CONSISTS OF A SENATE AND A HOUSE OF REPRESENTATIVES.  (iii) THE LEGISLATIVE POWERS DELEGATED BY THE PEOPLE TO THE CONGRESS ARE LIMITED AND ENUMERATED IN ARTICLE I, SECTION 8 OF THE UNITED STATES CONSTITUTION.”</p> <p>Replace C3.1.2 with the following:  “Analyze the purpose, organization, powers and processes of the executive branch as enumerated in Article II including the following core principles:  (iv) THE EXECUTIVE POWER IS VESTED IN A PRESIDENT.  (v) THE POWERS DELEGATED BY THE PEOPLE TO THE PRESIDENT ARE LIMITED AND DELINEATED IN ARTICLE II, SECTION 2 OF THE UNITED STATES CONSTITUTION.”</p>
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Replace C3.1.3 with the following:

“Analyze the purpose, organization, powers and processes of the judicial branch as enumerated in Article III including the following core principles:

(vi) THE JUDICIAL POWERS SHALL BE VESTED IN 1 SUPREME COURT AND IN SUCH INFERIOR COURTS AS THE CONGRESS MAY FROM TIME TO TIME ORDAIN AND ESTABLISH.

(vii) THE POWERS DELEGATED BY THE PEOPLE TO THE JUDICIAL BRANCH ARE LIMITED AND DELINEATED IN ARTICLE III, SECTION 2 OF THE UNITED STATES CONSTITUTION.

Insert the following after 3.1.4:

“3.1.5 Analyze the rights of states and the constraints placed upon states including the following core principle: (viii) EVERY STATE IN THE UNION SHALL HAVE A REPUBLICAN FORM OF GOVERNMENT.

3.1.6 Analyze the legal ways in which our constitution may be amended by the federal government or by the states.

3.1.7 Analyze the reasons for and the contents of the Bill of Rights including the following as a

minimum:

(x) CONGRESS SHALL MAKE NO LAW RESPECTING AN ESTABLISHMENT OF RELIGION OR PROHIBITING THE FREE EXERCISE OF RELIGION.

(xi) CONGRESS SHALL MAKE NO LAW ABRIDGING THE FREEDOM OF SPEECH.

(xii) CONGRESS SHALL MAKE NO LAW ABRIDGING THE FREEDOM OF THE PRESS.

(xiii) CONGRESS SHALL MAKE NO LAW ABRIDGING THE RIGHT OF THE PEOPLE PEACEABLY TO ASSEMBLE.

(xiv) CONGRESS SHALL MAKE NO LAW ABRIDGING THE RIGHT OF THE PEOPLE TO PETITION THE GOVERNMENT FOR A REDRESS OF GRIEVANCES.

(xv) A WELL-REGULATED MILITIA BEING NECESSARY TO THE SECURITY OF A FREE STATE, THE RIGHT OF THE PEOPLE TO KEEP AND BEAR ARMS SHALL NOT BE INFRINGED.

(xvi) THE POWERS NOT DELEGATED TO THE UNITED STATES BY THE CONSTITUTION OR PROHIBITED BY IT TO THE STATES ARE RESERVED TO THE STATES RESPECTIVELY, OR TO THE PEOPLE.”

4	States' Rights	The structured evaluation of the Constitution exemplified in C3.1 seems to have been discarded in section C3.3.1. Article IV is dedicated to the definition of states' rights. The 10 <sup>th</sup> Amendment provides further clarification. This will encourage students to read the actual Constitution rather than simply what others say is in the Constitution.	C3.3.1	Replace C3.3.1 text that reads "Describe the limits the U.S. Constitution places on powers of the states and on the federal government's power over the states" with "Analyze Article IV and the 10 <sup>th</sup> Amendment of the Constitution regarding the rights of states and the limits placed upon the federal government's power over the states"
5	Southern Poverty Law Center	Changes were made to our Michigan standards based upon inputs made by the Southern Poverty Law Center (not a Michigan organization). The Southern Poverty Law Center is a hate group that identifies the Family Research Council and Liberty Counsel as hate groups because of their defense of religious beliefs that hold that marriage is between a man and a woman. Such designations have motivated citizens to engage in violent incidents such as the attack on the FRC headquarters in Washington, DC in 2012. Examples of changes made in response to their "F" grade for our standards that were cited during the Canton Public Forum were the addition of terms such as "justice" and "common good" to various objectives in the new standards. The term "justice" is regularly extended by social activists beyond holding citizens responsible for compliance with our laws to refer to abstract concepts such "social justice" as "environmental justice" that serve as springboards for socialism. The term "common good" attempts to extend the protection of individual rights	Indeterminate but at least present in 1-C1.0.1	Remove all changes made at the request of the Southern Poverty Law Center. As a minimum, remove all references to "justice" outside of the context of our legal system and remove all references to "common good". Our system promotes individual rights not collective rights. Collective rights are promoted under socialist and communist governments. Also, remove references to "diversity". While our system of government indeed promotes diversity by protecting individual rights, we need to guard against promoting diversity as an end in and of itself. For starters, it conflicts with motto of "e pluribus unum". Diversity as an objective promotes the fracturing of our society into disparate groups. We are called the UNITED States of America for a

		<p>delineated in our Constitution to arbitrary groups and serves as the springboard for communism. The purpose of education per Article VIII, Section 1 of the MI Constitution is to develop good citizens. That means we should invest our public education dollars into the instruction of our youth in an appreciation for our system of government not how to undermine our system of government.</p>		<p>reason. We may originate from different regions of the earth and we may practice different faiths, but we are all called to share an appreciation for the common vision of America expressed in our Declaration of Independence.</p>
6	Islamic Bias	<p>There is a distinct bias in favor of the Islamic religion in the standards continued from previous standards. Not only is the Islamic Religion treated as an exception to the specified World Religion timeframe limited to those in existence as of 300 A.D., but there is an entire section devoted to its origins and expansion. No other religion is given a dedicated section governing its origins and growth. If any religion deserves such focus, it would be the Christian religion in light of its seminal role in the founding of our nation. I could list numerous examples to support this claim, but I would encourage you to read the decision in the U.S. Supreme Court Case of Church of the Holy Trinity vs the United States which makes a sufficient number of citations to substantiate this claim.</p>	7-W4.2.1	<p>Either remove section 7-W4.2.1 in its entirety or add another section as follows:</p> <p>“Pursuit of Religious Freedom by Christians – Identify and explain the origins and expansion of Christianity including the establishment of settlements in America including:</p> <ul style="list-style-type: none"> <li>- The founding geographic extent of Christian settlements and the artistic, scientific, technological, and economic features of Christian society (e.g. Sir Isaac Newton, Theory of Moral Sentiments by Adam Smith, John Locke)</li> <li>- The diverse denominational traditions of Christianity</li> <li>- Role of Christianity and</li> </ul>

7	Religious Liberty	<p>The erosion of our first amendment right to religious liberty the actions taken by SCOTUS is not addressed in the Civil Rights section. The protection of rights not defined anywhere in our Constitution such as LGBT rights, however, are highlighted. The erosion of religious liberty in our nation is well-documented starting with the 1947 Everson vs the Board of Education Supreme Court Case that failed to provide the full context of the term “separation of church and state” in departure from case law precedents. Religious liberty was further eroded under the Engel v Vitale SCOTUS ruling in 1962. It was further eroded under Abington School District v Schempp SCOTUS ruling in 1963. Over the past decade, there have been over 1,200 documented cases of religious discrimination in the United States. That figure does not include the thousands of examples that never made to the legal system. The latest ruling of the SCOTUS regarding Obergefell v Hodges effectively ruled that all Christians or Muslims who hold to the tenets of their faith are bigots opening the door to legal actions against people of faith who assert their right to conscience protected</p>	C8.3.4	<p>the Great Awakening in the formation of the United States</p> <ul style="list-style-type: none"> <li>- Christianity as both a religion and basis for the foundation of the laws and system of government found in America.”</li> </ul> <p>Remove references to “gays and lesbians and other members of the LGBT community” in section C8.3.4 or add the following section:  “The Erosion of Religious Freedom – Compare and contrast the expression of religious faith in the public square prior to 1947 SCOTUS Everson v Board of Education Ruling and since. Examine the origins of the term “Separation of Church and State” and how it has been interpreted throughout American history.”</p>
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8	Role of Government	<p>under the 1<sup>st</sup> Amendment.</p> <p>The role of government as defined in our Declaration of Independence is simply to “secure the rights of the governed”. Under Article I, the specific role of the government regarding commerce is delineated as that of “regulating commerce between the states and establishing uniform weights and measures”. The description in the standard seems to indicate a role for government that is significantly expanded beyond its Constitutional confines and the vision delineated in our Declaration of Independence.</p>	E2.2	Insert “as identified in the Declaration of Independence, namely to secure the rights of the governed and as enumerated in Article I of our Constitution, “ after “United States economy”.
9	Declaration of Independence	<p>Instruction focuses upon end of document rather than the core principles that establish the basis for our system of government. Without a diligent examination of these core principles, students will not have an appreciation for the sections of the U.S. Constitution designed to protect these core principles.</p>	7-F1.2	<p>Replace entire section with:</p> <p>“Describe the truths identified in the Declaration of Independence that serve as the foundation for our system government and document how these truths transformed the prevailing vision of what government should be. Evaluate the following core principles as a minimum: (i) 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. (ii) THE PURPOSE OF GOVERNMENT IS TO SECURE OUR UNALIENABLE RIGHTS. (iii) GOVERNMENT</p>



				<p>DERIVES ITS JUST POWERS FROM THE CONSENT OF THE GOVERNED.</p> <p>Examine the enumerated reasons for separating from Great Britain and identify how each of these reasons were reflected in our U.S. Constitution.”</p>
10	Public Education	<p>Any discussion of the origins of the American education system must include visionaries such as Benjamin Rush, Benjamin Franklin and Noah Webster. Not only was Benjamin Rush a signer of the Declaration of Independence, he was the leader of the “American Enlightenment”, produced a plan for education in America in his essay “Thoughts Upon the Mode of Education Proper in a Republic”, and, as a physician, he was a trailblazer in Medical education. Not only was Benjamin Franklin a signer of the Declaration of Independence and U.S. Constitution, he was also the leading advocate for Public Education in Pennsylvania as evidenced by his essay “Proposals Relating to the Education of Youth in Pennsylvania”. Noah Webster has been called the “Father of American Scholarship and Education”. While he may be most famous for his dictionary, he was also an advocate for universal education and the abolition of slavery (which ties in well with next objective). If one would truly like to get to the origin of public education in America, you should start with The Ole Deluder Satan Act of 1642 which points to the</p>	8-U4.3.1	<p>Replace current 8-U4.3.1 text with:  “Explain the origins of the American education system including the roles that Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann played in the development of our education system.”</p>

11	Progressivism and Reform	<p>need for public education so that students could read the Bible and better understand when they were being deceived by false precepts.</p> <p>There is blatant political bias in this section. Any discussion of Progressivism should be balanced against a discussion of Conservatism especially as it relates to the fiscal policies of Presidents Harding and Coolidge. Harding took office in the middle of a post-WWI economic decline. Before his death in office, Harding was an advocate for decreased income taxes and the promotion of technological advancements such as aviation. As Harding's VP and later as President upon Harding's passing, Coolidge was an outspoken civil rights activist and granted all American Indians citizenship when he signed the Indian Citizenship Act. It was said that Coolidge "embodied the spirits and hopes of the middle class". It was because of Harding and Coolidge's sound fiscal policy featuring the reduction of federal expenditures and taxes that, in 1920-21, we averted "the Great Depression We Never Heard Of". Furthermore, the assertion that Progressivism was a response to the civil rights infractions of the KKK denies that fact that it was often the advocates of so-called progressive policies who supported the KKK. The KKK was founded as an anti-Republican organization not an anti-black organization. It just so happened that the majority of Southern blacks were in fact Republican due to the strong anti-slavery stance of Republicans. In fact, of the 4,743 lynchings between 1882 and 1964, 3,446</p>	USHG ERA 6.3	<p>Insert the following section before section C6.3.3:</p> <p>"C6.3.3 Conservatism vs Progressivism – Analyze the differences between conservative and progressive ideologies specific to civil rights and fiscal policies (e.g. Coolidge vs Wilson)</p> <ul style="list-style-type: none"> <li>- Evaluate the civil rights platforms of the various political parties during this time period</li> <li>- Evaluate the differences between how President Coolidge responded to the economic crisis of 1920-21 and how President Roosevelt responded to the economic crisis of 1930-31." </li></ul>
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		were blacks and 1,297 were whites.		
12	Global Climate Change	Global Climate Change is not settled science. The “97% Consensus” claim by proponents of Global Warming is based upon a survey issued to over 10,000 earth scientists. A little over 3,000 responded. Of these responses, only 77 were counted resulting in 75 out of 77 (i.e. 97%) supporting the theory that what passes for global warming science is valid. Furthermore, the persistent promotion of Global Warming and Global Climate Change theories as fact has created an alarmist atmosphere in our classrooms that has motivated an increasingly large number of our students to pursue studies and careers in meteorology and environmental sciences despite the relative lack of job opportunities in these fields when compared with other pursuits.	6-G6.1.1	Delete references to “Global Climate Change”.
13	New Deal	Significant focus applied to policies of a single President. This observation is of particular concern considering that it seems to indicate a political bias in favor of the policies of this president. It is also important to provide the proper Constitutional context for the subject of “expanding government’s responsibilities to protect the environment” lest students be given a false impression that the powers that We the People grant to our government are “ever expanding”.	USHG-7.1.3	Replace “expanding government’s responsibilities to protect the environment” with “expanding government’s powers without modifying the U.S. Constitution (e.g. examine origins of “Stitch in time saves nine” idiom)” Insert the following bullet point at the end of the section “-Analyze how the Roosevelt presidency influenced the introduction and ratification of the 22 <sup>nd</sup> Amendment limiting the president to two terms of office.”
14	Michigan Constitution	Students graduate with little or no understanding of the unique facets	C3.3	Replace section C3.3.3 with the following:

of our Michigan Constitution. Most of our citizens have little to no exposure as to its contents. As the purpose of education is to develop good citizens, it is imperative that they be instructed on the unique aspects of our statewide social compact known as the Michigan Constitution.

“Describe and evaluate THE CORE PRINCIPLES OF OUR STATE CONSTITUTION, INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING:

(i) ALL POLITICAL POWER IS INHERENT IN THE PEOPLE.

(ii) GOVERNMENT IS INSTITUTED 1 FOR EQUAL BENEFIT, SECURITY, AND PROTECTION OF THE PEOPLE.

(iii) NO PERSON SHALL BE DENIED THE EQUAL PROTECTION OF THE LAWS

BECAUSE OF RELIGION, RACE, COLOR, OR NATIONAL ORIGIN.

(iv) EVERY PERSON SHALL BE AT LIBERTY TO WORSHIP GOD ACCORDING TO THE DICTATES OF HIS OR HER OWN CONSCIENCE. A PERSON'S CIVIL AND POLITICAL RIGHTS, PRIVILEGES, AND CAPACITIES SHALL NOT BE

DIMINISHED OR ENLARGED ON ACCOUNT OF HIS OR HER RELIGIOUS BELIEF.

(v) NO LAW IMPAIRING THE OBLIGATION OF CONTRACT SHALL BE ENACTED.

(vi) RELIGION, MORALITY, AND KNOWLEDGE BEING NECESSARY TO GOOD GOVERNMENT AND THE HAPPINESS OF MANKIND, SCHOOLS AND THE

				<p>MEANS OF EDUCATION SHALL FOREVER BE ENCOURAGED.</p> <p>(vii) THE LEGISLATURE SHALL MAINTAIN AND SUPPORT A SYSTEM OF FREE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS AS DEFINED BY LAW.</p> <p>(viii) EVERY PERSON HAS A RIGHT TO KEEP AND BEAR ARMS FOR THE DEFENSE OF HIMSELF OR HERSELF AND THIS STATE.</p> <p>(ix) THE PUBLIC HEALTH AND GENERAL WELFARE OF THE PEOPLE OF THE STATE ARE DECLARED TO BE MATTERS OF PRIMARY PUBLIC CONCERN. THE LEGISLATURE SHALL PASS SUITABLE LAWS FOR THE PROTECTION AND PROMOTION OF PUBLIC HEALTH.”</p>
15	Domestic Conflicts and Tensions	There is a distinct political bias in the selection of examples under Domestic Conflicts and Tensions. We need to ensure a balanced coverage of topics within this section.	USHG 8.2.4	<p>Insert the following before “Roe v Wade”:  “Everson v Board of Education, Engel v Vitale, Abington School District v Schempp,”  Replace “the constitutional crisis generated by the Watergate scandal” with “the ethical crises created by the Nixon Watergate and Clinton Perjury scandals”</p>