

American Government

Teacher's Guide

Course No. 2106310

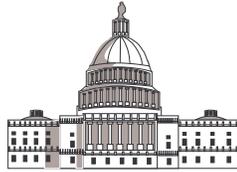
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Foreword

Parallel Alternative Strategies for Students (PASS) books are content-centered packages of supplemental readings, activities, and methods that have been adapted for students who have disabilities and other students with diverse learning needs. *PASS* materials are used by regular education teachers and exceptional education teachers to help these students succeed in regular education content courses. They have also been used effectively in alternative settings such as juvenile justice educational programs and second chance schools, and in dropout prevention and other special programs that include students with diverse learning needs.

The content in *PASS* differs from standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; concise directions; less cluttered format; and presentation of skills in small, sequential steps.

PASS materials are not intended to provide a comprehensive presentation of any course. They are designed to *supplement* state-adopted textbooks and other instructional materials. *PASS* may be used in a variety of ways to augment the curriculum for students with disabilities and other students with diverse learning needs who require additional support or accommodations in textbooks and curriculum. Some ways to incorporate this text into the existing program are as

- a resource to supplement the basic text
- a pre-teaching tool (advance organizer)
- a post-teaching tool (review)
- an alternative homework assignment
- an alternative to a book report
- extra credit work
- make-up work
- an outside assignment
- part of an individual contract
- self-help modules
- an independent activity for drill and practice
- general resource material for small or large groups
- an assessment of student learning

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981–1984. Four sets of modified

content materials called *Parallel Alternate Curriculum (PAC)* were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students*. Project IMPRESS patterned the PACs after curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of 19 *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students (later called the Curriculum Improvement Project). This project was funded by the Florida Department of Education, Bureau of Education for Exceptional Students, to Leon County Schools during the 1984 through 1988 school years. Regular education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Beginning in 1989 the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the 19 *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the 67 school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature. Subsequent revisions have been made to bring the *PASS* materials into alignment with the Sunshine State Standards.

The *PASS* volumes provide some of the text accommodations necessary for students with diverse learning needs to have successful classroom experiences and to achieve mastery of the Sunshine State Standards. To increase student learning, these materials may be used in conjunction with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

User's Guide

The *American Government PASS* and accompanying *Teacher's Guide* are supplementary resources for teachers who are teaching social studies to secondary students with disabilities and other students with diverse learning needs. The content of the *American Government PASS* book is based on the *Florida Curriculum Frameworks* and correlates to the Sunshine State Standards.

The Sunshine State Standards are made up of *strands, standards, and benchmarks*. A *strand* is the most general type of information and represents a category of knowledge. A *standard* is a description of general expectations regarding knowledge and skill development. A *benchmark* is the most specific level of information and is a statement of expectations about student knowledge and skills. Sunshine State Standards correlation information for *American Government*, course number 2106310, is given in a matrix in appendix D.

The *American Government PASS* is divided into 10 units of study that correspond to the social studies strands. The student book focuses on readings and activities that help students meet benchmark requirements as identified in the course description. It is suggested that expectations for student performance be shared with the students before instruction begins.

Each unit in the *Teacher's Guide* includes the following components:

- **Unit Focus:** Each unit begins with this general description of the unit's content and describes the unit's focus. This general description also appears in the student book. The Unit Focus may be used with various advance organizers (e.g, surveying routines, previewing routines, paraphrasing objectives, posing questions to answer, developing graphic organizers such as in appendix A, sequencing reviews) to encourage and support learner commitment.
- **Suggestions for Enrichment:** Each unit contains activities that may be used to encourage, to interest, and to motivate students by relating concepts to real-world experiences and prior knowledge.

- **Unit Assessments:** Each unit contains an assessment with which to measure student performance.
- **Keys:** Each unit contains an answer key for each practice in the student book and for the unit assessments in the *Teacher’s Guide*.

The appendices contain the following components:

- **Appendix A** describes instructional strategies adapted from the Florida Curriculum Frameworks for meeting the needs of students with disabilities and other students with diverse learning needs.
- **Appendix B** lists teaching suggestions for helping students achieve mastery of the Sunshine State Standards and Benchmarks.
- **Appendix C** contains suggestions for specific strategies to facilitate inclusion of students with disabilities and other students with diverse learning needs. These strategies may be tailored to meet the individual needs of students.
- **Appendix D** contains a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements for *American Government*. These course requirements describe the knowledge and skills the students will have once the course has been successfully completed. The chart may be used in a plan book to record dates as the benchmarks are addressed.
- **Appendix E** lists reference materials and software used to produce *American Government*.

American Government is designed to correlate classroom practices with the Florida Curriculum Frameworks. No one text can adequately meet all the needs of all students—this *PASS* is no exception. *PASS* is designed for use with other instructional materials and strategies to aid comprehension, provide reinforcement, and assist students in attaining the subject area benchmarks and standards.



Unit 1: Structure and Function of Government

This unit emphasizes the structure and function of government at three levels—local, state, and national.

Unit Focus

- definition of government
- purposes of government
- levels of government
- functions of each level of government
- major events and documents leading to the establishment of the United States government

Suggestions for Enrichment

1. Have students bring in political cartoons and interpret their meanings.
2. Ask students to draw a political cartoon and have them explain it.
3. Read the Preamble to the Constitution and discuss the meaning behind the words. Ask students to memorize the Preamble and give oral presentations.
4. Have students cut out newspaper and magazine articles or print articles from the Internet concerning public policies; for example: where money is being spent, Supreme Court decisions, human rights, health care, education.
5. Discuss how students can participate in the political process. For example: working on campaigns, volunteering in the community, writing letters to political candidates or politicians in office.
6. Discuss national security issues such as the draft, nuclear weapons, disarmament, closing of military bases, and terrorism.



7. Ask students to research their local and city governments. For example: watch a city council meeting on television or monitor a local election.
8. Have students list laws which are meant to maintain order (gun control, driving restrictions) and how they are enforced (community service, fines, jail time, revocation of licences).
9. Have students brainstorm and make a list of all government services they can identify.
10. Ask students to collect news articles related to functions of government.
11. Have students examine laws from each of the levels of government to illustrate the supremacy of the national level.
12. Have students read excerpts of original government documents and translate them into everyday language.
13. Have students examine some Constitutional Amendments (such as those related to voting, prohibition) and discuss the societal changes which have occurred since the Constitution was originally written.
14. Ask students to list as many activities as they can think of in which government plays no role. Collect and share items (without identifying the author) with the class and have students decide whether or not government has an impact or influence on each item.
15. Discuss whether society could function without government establishing limits on individual freedoms.
16. Analyze the foundations of American government: the Declaration of Independence; the Articles of Confederation; the Constitution; and the Bill of Rights. Have students list the pros and cons of each document and the ideas or beliefs they represent.
17. Have students examine a searchable version of the Constitution at <http://www.lw.emory.edu/FEDERAL/usconser.html>. (Please note that all listed Web-site addresses are subject to change.)



18. Have students work in groups and write a constitution for the class. Discuss and compare the different groups' class constitutions.
19. Have students write a public policy statement that reflects class or school policies.
20. Have students select content-related activities and write the processes used to complete each activity. Have students scan the Sunshine State Standards and identify all standards that apply to the student behaviors demonstrated in completing the selected activities. Ask students to then revise their written explanations to describe how each activity developed or reinforced each identified standard. Collect the students' work samples and the written reflections to form a student portfolio.
21. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|----------|---|------------------|
| _____ 1. | a plan or position that the government decides to follow on a certain issue | A. amendment |
| _____ 2. | change made to the Constitution | B. government |
| _____ 3. | the beginning of the Constitution | C. Preamble |
| _____ 4. | type of government in which people choose their leaders through regular elections | D. public policy |
| _____ 5. | the political organization through which public policy is made and enforced | E. republic |

Circle the letter of the correct answer.

6. Which of these is *not* a level of our country's government?
 - a. state
 - b. national
 - c. democracy
 - d. local
7. Which of these is *not* a function of government?
 - a. defending a nation
 - b. taking away the people's rights
 - c. keeping order within the nation
 - d. providing for the well-being of the people
8. Which of these sets up our form of government?
 - a. The Declaration of Independence
 - b. The Constitution of the United States
 - c. The Articles of Confederation
 - d. The Bill of Rights



Use the list below to complete the following statements.

defense
domestic

general
justice

We the People of the United States, in Order to form a more perfect

Union, establish (9) _____, insure

(10) _____ Tranquility, provide for the common

(11) _____, promote the (12)

_____ Welfare, and secure the Blessings of Liberty

to ourselves and our Posterity, do ordain and establish this Constitution

for the United States of America.

Number the **documents** in the correct **order** that they were written. Write the number on the line provided.

_____ 13. Articles of Confederation

_____ 14. Bill of Rights

_____ 15. Constitution

_____ 16. Declaration of Independence.



Keys

Practice (p. 13)

1. Preamble
2. democracy
3. isolationism
4. amendments
5. laws
6. government
7. local
8. state
9. public policy
10. elections

Practice (p. 14)

1. Revolutionary War
2. public policy
3. Articles of Confederation
4. Constitutional Convention
5. Declaration of Independence
6. Bill of Rights
7. global involvement

Practice (pp. 15-16)

1. Answers will vary but may include making and enforcing laws.
2. Answers will vary but may include maintaining a military.
3. Answers will vary but may include providing schools, parks, roads, police departments, and a clean environment.
4. local, state, and national
5. Answers will vary but may include that Americans had the right to form their own government.
6. Answers will vary but may include the following: Congress could not declare war or maintain an army; Congress had no power to tax; Congress had no power to regulate trade; states operated as independent nations; government not strong enough to protect itself.
7. John Locke

8. life, liberty, and property
9. the Constitution
10. 17

Practice (p. 17)

1. 8
2. 3
3. 4
4. 7
5. 2
6. 6
7. 1
8. 5

Practice (pp. 18-19)

1. amendments
2. democracy; republic
3. laws
4. constitution
5. political organization
6. isolationism
7. Preamble
8. Government
9. Thomas Jefferson
10. 27

Practice (p. 20)

1. C
2. A
3. D
4. F
5. B
6. G
7. E

Practice (p. 21)

Answers will vary.

Practice (p. 22)

Answers will vary.



Keys

Unit Assessment (pp. 5-6TG)

1. D
2. A
3. C
4. E
5. B
6. c
7. b
8. b
9. Justice
10. domestic
11. defense
12. general
13. 2
14. 4
15. 3
16. 1



Unit 10: Personal Involvement

This unit emphasizes the importance of participating in community service, civic improvement activities, and political activities.

Unit Focus

- responsibilities of local government
- common forms of local government
- definition of citizenship
- description of the naturalization process
- responsibilities of a United States citizen
- benefits of participating in civic activities

Suggestions for Enrichment

1. Discuss the type of local government in your community.
2. Have a local government representative come to the class to discuss local issues and the decision-making process.
3. Have students write a letter to a local or state official about an important issue that concerns them.
4. Have the students research Florida government and present their findings to the class.
5. In groups have students discuss why they think local government is necessary and what it does for a community. Have the class brainstorm ways people can have the greatest influence on local government.



6. Have students find articles from the local newspapers on actions of the local government that impacts the community. Have students explain how the action in each article may affect them and/or impact their community.
7. Ask students what kind of advice they would give to a new mayor in their city with respect to the war on drugs.
8. Ask students to attend a city or county council or commission meeting and take notes on the procedure.
9. Ask students to attend a school board meeting and list of the major issues discussed.
10. Have students find newspaper articles that give examples of local government services. Have students summarize the articles, identifying the service, agency, or unit of government providing the service, recipients of the service, and any controversy about the service.
11. Have students research the topics below.
 - the founding fathers of their city and at least one contribution of each to the local community
 - five people who influenced the development of their city and county
 - five economic activities that have contributed to the growth of their city, county, or state, both past and present, and give examples of how at least two have changed the area
12. Ask students to read, discuss, and then communicate the content of the Gettysburg Address (or any other historical document or address to the nation) without using any words, written or oral.
13. Have students brainstorm a list of places to volunteer to help their community and the benefits that could result.
14. Have students read editorials about a national issue in your local newspaper and compare how editorials reflect local sentiments and politics.



15. Have students participate in a personal-opinion exercise. Mark each corner of the room with a poster stating one of the following: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Make a statement about an issue and ask student to move to the corner of the room that best fits her or her response. Before moving on to another statement, one student in each corner must explain his or her viewpoint.
16. Have students create a Venn diagram of their opinions of an issue. Have one circle labeled "Strongly Agree," one circle labeled "Strongly Disagree," and the overlapping area labeled "Undecided." Make statements about issues on the topic and ask students to write the statements on their diagrams. A class diagram can be created and percentages or fractions can be calculated based on responses.
17. Have students create an editorial cartoon an issue or people in the news.
18. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|----------|---|--------------------|
| _____ 1. | form of local government run by hired and elected officials | A. alien |
| _____ 2. | voters to whom an elected official is responsible | B. constituency |
| _____ 3. | citizen of another country living in the United States | C. council-manager |
| _____ 4. | one-house legislature | D. mayor-council |
| _____ 5. | form of government with two branches of elected officials | E. unicameral |

Circle the letter of the correct answer.

6. A citizen can get informed by doing what?
 - a. voting
 - b. reading and watching the news
 - c. volunteering
 - d. signing a petition

7. What is the process of becoming a citizen for foreign-born residents called?
 - a. alienation
 - b. allegiance
 - c. naturalization
 - d. swearing in

8. Good citizenship involves which of the following?
 - a. being informed
 - b. being interested
 - c. being involved
 - d. all of the above



Keys

Practice (p. 205)

- 1.-6. Answers will vary

Practice (p. 206)

1. C
2. B
3. A
- 4.-11. Correct answers will be determined by the teacher.

Practice (pp. 207)

- 1.-6. Answers will vary but may include the following: ideas such as attend school, pay taxes, obey laws, serve in the Armed Forces, appear in court, get involved, be informed, register to vote, contact government officials, and volunteer.

Practice (p. 208)

1. 1885
2. four years
3. 120
4. 40
5. four years
6. two years
7. 23
8. 25

Practice (p. 209)

1. G
2. E
3. J
4. H
5. F
6. I
7. C
8. B
9. D
10. A

Unit Assessment (pp. 95-96TG)

1. C
2. B
3. A
4. E
5. D
6. b
7. c
8. d
9. Answers will vary.



Unit 2: Foundations of American Government

This unit emphasizes the basics of a constitutional government and the foundations upon which it is based.

Unit Focus

- contributions of ancient Greece
- contributions of ancient Rome
- definition of an absolute monarchy
- description of the Glorious Revolution
- history and effects of the French Revolution

Suggestions for Enrichment

1. Have students research a significant leader or event since the Renaissance (Louis XIV, Peter the Great, Glorious Revolution, or the French Revolution). Ask them to give an oral report.
2. Have students conduct a talk show with famous French philosophers and ancient Greek and Roman philosophers; for example: Montesquieu, Rousseau, or Aristotle.
3. Have students discuss the reasons for the decline and fall of the Roman Empire.
4. Ask students to compare the architecture of ancient Rome and Greece to that of the United States.
5. Ask students to research facts and create a graphic organizer to compare the republic of Rome and the democracy of Athens.
6. Ask students to compare the difference between a dictator and an absolute monarch.



7. Present students with the following induction matrix for the four types of governments (democracy, republic, monarchy, and dictatorship) to answer the column questions. Have students draw conclusions about each form of government (row conclusions), about governance, decision making, and early forms of government (column conclusions), and construct a summary conclusion that combines the elements of the row and column conclusions.

Induction Matrix Types of Governments				
	Who Governs	How Decisions Are Made	Earliest Examples	Conclusions
Democracy				
Republic				
Monarchy				
Dictatorship				
Conclusions				

8. Ask students to research three types of colonial government that developed in the 13 colonies and create a graphic organizer comparing the three types of government. Have them include the name of each colony, its form of government, and the purposes and characteristics of each form. Have students place an asterisk next to any characteristics that parallel our current government. Ask students to discuss what these similarities tell us about the seeds of our current form of government.
9. Have students discuss why they think the concept of representative government took root in what was to become the United States. Have them address such factors as the types of people who settled here, the vast expanses of open space, and the distance between the colonies and England.
10. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|--------------------------|
| _____ 1. all citizens participate directly in making decisions | A. absolute monarchy |
| _____ 2. kings and queens rule with total and complete power | B. direct democracy |
| _____ 3. (1789–1791) the French peasants and working class rebelled against the absolute monarchy and the aristocracy | C. divine right of kings |
| _____ 4. a peaceful revolution in England that ended the age of absolute monarchies | D. French Revolution |
| _____ 5. the belief that a king's and queen's decisions are inspired by God | E. Glorious Revolution |

Circle the letter of the correct answer.

6. Where does the word democracy come from?
 - a. France
 - b. Greece
 - c. England

7. What type of government was established in ancient Athens?
 - a. republic
 - b. absolute monarchy
 - c. direct democracy

8. Who led the American patriots to victory during the American Revolution?
 - a. Thomas Jefferson
 - b. Samuel Adam
 - c. General George Washington



Use the list below to complete the following statements.

absolute monarchy
dictator

divine right of kings
monarch

9. During the Age of Absolutism, King Louis the XIV was a _____ .
10. He was the first king of France to establish _____ .
11. Louis the XIV believed God inspired all of his acts. This became known as the _____ .
12. The French Revolution began in 1789 and ended in 1791 when Napoleon became the leader of France. Napoleon was a _____ .

Number the **events** in the correct **order** that they happened. Write the number on the line provided.

- _____ 13. American Revolution
- _____ 14. King Louis XIV becomes an absolute monarch of France
- _____ 15. ancient Greece established a democracy
- _____ 16. French Revolution



Keys

Practice (p. 38)

- 3
- 1
- 4
- 2
- 5
- ancient Romans created a republic
- ancient Greeks created a democracy
- Glorious Revolution
- American Revolution
- French Revolution

Practice (p. 39)

Answers will vary but may include the following:

- Montesquieu: Democracy is a wonderful form of government. However, there should be three branches of government to balance power. This is to ensure that power remains in the hands of the people.
- Brutus: In Rome we had a form of democracy known as a republic. We elected people to vote for us. This is the best form of government when you have a large population.
- Thomas Jefferson: I believe all people are created equal. A king or queen should not be able to tell the people what to do. Therefore, a democracy is the best form of government.

Practice (p. 40)

- False
- True
- False
- False
- True
- True
- False
- False
- False
- True

Practice (p. 41)

Answers will include the following in any order:

- ancient Rome
- ancient Greece
- France
- England

Practice (p. 42)

- Romans established a republic
- democracy in Athens
- 1776
- the Glorious Revolution put an end to monarchies
- 509 B.C.
- France

Practice (p. 43)

- F
- G
- A
- C
- B
- H
- D
- E

Practice (p. 44)

- French Revolution
- patriots
- Glorious Revolution
- direct democracy
- absolute monarchy
- Louis XIV
- General George Washington
- representative democracies

Unit Assessment (pp. 11-12TG)

- B
- A
- D
- E
- C



Keys

6. b
7. c
8. c
9. monarch
10. absolute monarchy
11. divine right of kings
12. dictator
13. 3
14. 2
15. 1
16. 4



Unit 3: The Federal System of American Government

This unit emphasizes the basic principles of political organization and learn the processes by which power is delegated within all levels of the three branches of government.

Unit Focus

- basic principles of American government
- powers given and denied to national and state governments
- ways the Constitution can be amended

Suggestions for Enrichment

1. Discuss the failure of the Equal Rights Amendments (ERA). Note that Congress allows seven years for the ratification process. This may be extended (as it was for the ERA).
2. Ask students to define power. Debate who has power in their school, family, and community. Why do they have power? Ask them to write an opinion essay.
3. Create a graphic organizer on the separation of powers, checks and balances, or amending the Constitution.
4. Ask students to think of a new amendment to the Constitution. How would they go about making this change?
5. Have students give specific examples that support the statement that “government cannot act without the consent of the people.”
6. Discuss whether or not students believe that all branches of government are equal in strength.
7. Point out that all amendments, except one, have been proposed by Congress and ratified by state legislature and because the second proposal method has never been used, two of the four methods of amending have never been used.



8. Have students use current news to show examples of the listed powers being used by the state and national government.
9. Discuss current examples of how the governmental branches have used their checks on each other.
10. Display two or three words you want students to explore. For example: elastic clause, federal system, and veto. Ask students to map (web) these words with meaning or associations. Have them share webs in groups and then individually read from text where these words or concepts are discussed. Ask groups to create a group web from what they remember from their reading.

Using this group web, ask students to create a group graphic organizer (diagram or chart) with labeling that explains the word or concept. Have groups share their graphic organizer and explanations with the class. Finally ask groups to create a picture or drawing (similar to a political cartoon) of an analogy that demonstrates the word or concept. Have students present and explain their pictures and then individually write the analogy and its explanation.

11. Discuss whether the federal government should have a say in how your town's schools are run or whether the local school boards should have control over what is taught and how education budgets are spent. Have students defend their answers.
12. Discuss whether federal regulations are necessary to protect the environment or whether state governments and grass roots organizations would be able to establish environmental guidelines on their own. Have students defend their answers.
13. Divide class into groups representing the three branches of government: executive, legislative, and judicial. Provide each group with two signs: "Claim" and "Do Not Claim" and a list of its branch's powers stated in the Constitution. Give each branch of government an opportunity for a "Claim" or "Do Not Claim" in each round of "Checks and Balances." Read different situations, each involving a power of one or more branches of the government.



Give each group one minute to discuss the situation and decide. Ask each group to hold up their appropriate card, “Claim” or “Do Not Claim” and then explain its reasons. The teacher and other branches will rule on the accuracy of the choice.

Scoring

2 points	=	correctly claiming power
1 point	=	correctly not claiming power
0 points	=	incorrectly claiming or not claiming power

Make up your own situations or use suggested situations below.

- A bill is to be considered requiring automobile manufactures to install escape latches in trunks in all new cars. (executive and legislative)
- A case is being appealed from the Texas Supreme Court. (judicial)
- The President has prepared his budget message for Congress. (executive)
- An amendment to balance the budget has been proposed. (legislative)
- The President requires appropriations to fund his new defense plan. (legislative)
- A treaty involving nuclear arms limitations is being negotiated between the United States and Russia. (legislative and executive)
- A judge has been convicted of bribery. (judicial)
- An ambassador’s son is arrested for driving while intoxicated in Washington, D.C. (judicial)
- In his campaign platform, the President promised to abolish the use of the metric system. (executive)
- The Justice Department requests that the 1973 abortion decision (*Roe v. Wade*) be overturned so that states can set their own abortion policies. (judicial)



14. Have students discuss the issues below.
 - Would Americans be willing to limit habeas corpus appeals to discourage terrorists?
 - Should airlines have access to people's credit and traveling records or is it a violation of civil rights?
 - Would people be willing to accept a heightened security system in order to ensure everybody's safety?
 - Would people be willing to experience long delays and pay more money for flights to help ensure safer air travel?
 - How should federal government handle the climate of fear and the threat of terrorism?
 - Should Congress and the President enact tougher laws to fight terrorism?

15. Have students discuss the issues below.
 - How do you think the federal government should spend taxpayer dollars to fight drugs?
 - Do you think more funds should be allocated to stopping the supply of drugs from coming into the United States, or do you think that more money should be spent on prevention and education programs?
 - Do you think that the federal government should use the military to combat the flow of drugs coming into the country? Should the military work in countries that are a source of illegal drugs?
 - Do you think that mandatory drug testing of students and employees is a violation of their rights?

16. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|--|-------------------------|
| _____ 1. powers shared by state and national government | A. bill of attainder |
| _____ 2. principle of government which allows each branch to check the actions of the other branches | B. checks and balances |
| _____ 3. powers which are kept for the state | C. concurrent powers |
| _____ 4. powers given to the national government | D. delegated powers |
| _____ 5. powers which the Constitution forbids both national and state governments | E. denied powers |
| _____ 6. principle of government which says government must have consent of the people to act | F. federal system |
| _____ 7. a form of government which splits power between national and state governments | G. judicial review |
| _____ 8. process in which courts decide if a law is unconstitutional | H. popular sovereignty |
| _____ 9. a law that punishes a person without a trial | I. reserved powers |
| _____ 10. principle of government that splits power among three branches | J. separation of powers |



Put a **D** by the **delegated powers**. Put an **R** by the **reserved powers**. Put a **C** by the **concurrent powers**.

_____ 11. establish postal service

_____ 12. tax and borrow money

_____ 13. make war and peace

_____ 14. charter banks

_____ 15. establish schools

Match the **branch** of the **national government** with the correct **responsibility**.
Write the letter on the line provided.

Branches	Responsibilities
_____ 16. legislative	A. makes laws
_____ 17. executive	B. decides what laws mean
_____ 18. judicial	C. carries out the laws



Use the list below to complete the following statements.

checks and balances	four
Congress	proposal
elastic clause	separation of powers
ex post facto	

19. There are _____ ways in which the Constitution can be amended.
20. The first step in amending the Constitution is a(n) _____ .
21. A(n) _____ law is an example of a denied power.
22. The _____ demonstrates the flexibility of the Constitution.
23. The principle of _____ was established to make sure that no one person or group of persons has too much power.
24. _____ is the legislative branch.
25. A Presidential veto is an example of the principle of _____ .



Give one example which supports the statement below.

26. "Government cannot act without the consent of the people."

Use the list below to write the correct **principle of government** for each description on the line provided.

checks and balances	popular sovereignty
federal system	separation of power
limited government	

_____ 27. power is divided between the national government and the state government

_____ 28. person may not be sentenced to jail without a trial

_____ 29. Supreme Court declares a law unconstitutional

_____ 30. power shared equally among three branches

_____ 31. government cannot act without the consent of the people



Keys

Practice (p. 56)

1. denied powers
2. separation of powers
3. judicial
4. delegated powers
5. popular sovereignty
6. checks and balances
7. legislative
8. bill of attainder
9. reserved powers
10. ratify

Practice (p. 57)

1. C
2. D
3. I
4. G
5. E
6. A
7. H
8. B
9. F

Practice (p. 58)

1. D
2. R
3. D
4. C
5. R
6. D
7. C
8. D
9. R
10. D
11. C
12. D
13. C
14. D
15. R

Practice (p. 59)

1. executive
2. legislative
3. judicial
4. judicial
5. legislative
6. executive

Practice (p. 60)

Answers will include the following in any order:

1. federal system
2. popular sovereignty
3. separation of powers
4. checks and balances
5. limited government

Practice (p. 61)

1. separation of powers
2. limited government
3. federal system
4. checks and balances
5. popular sovereignty

Practice (p. 62)

1. four
2. two
3. proposal
4. state
5. accept
6. three-fourths



Keys

Practice (p. 63)

1. elastic clause
2. veto
3. principle
4. implied
5. executive
6. habeas corpus
7. judicial review
8. ex post facto

Unit Assessment (pp. 19-22TG)

1. C
2. B
3. I
4. D
5. E
6. H
7. F
8. G
9. A
10. J
11. D
12. C
13. D
14. C
15. R
16. A
17. C
18. B
19. four
20. proposal
21. ex post facto
22. elastic clause
23. separation of powers
24. Congress
25. checks and balances
26. Answers will vary.
27. federal system
28. limited government
29. checks and balances
30. separation of power
31. popular sovereignty



Unit 4: The Three Branches of Government

This unit emphasizes the basic principles of political organization embodied in the Constitution and the processes by which power is passed on within all levels of the three branches of government.

Unit Focus

- duties, responsibilities, and powers of each branch of government
- election and appointment procedures for each branch of government
- steps by which a bill becomes a law
- how power is transferred in each branch of government
- ways national leaders may be removed from office

Suggestions for Enrichment

1. Have students conduct an interview for the position of United States President, Senator, or Representative.
2. Have students write to a Florida Senator or Representative concerning a state or local issue. Have students share any responses.
3. Have students participate in a class election for President, Senator, or Representative.
4. Have students monitor a national, state, or city election and discuss issues and results in class.
5. Invite a state congressperson to speak to your class and describe a particular piece of legislation, how it was started, how it fared on floor debate, whether it passed, and what its effects are likely to be.



6. Arrange a field trip to observe your local city government at work on some important issue. See if some people from the government would be willing to participate in a question and answer period following the session.
7. Invite a local trial court judge to discuss the organization of the court system.
8. Invite an attorney to visit and respond to questions about appeal, time involved in adjudication, and fairness of the system.
9. Discuss the motto on the United States Supreme Court Building, "Equal Justice for All." Have students write what they think the motto means. Show a picture of the symbol for justice (i.e., a blindfolded woman holding a scale). Have students discuss the symbolism of the blindfolded woman and the scale.
10. Point out the wording of "establish justice" in the Preamble. Have students search the seven articles to the Constitution to find ways this purpose is carried out.
11. Discuss the importance of the different committees in Congress, such as the Rules Committee, Ways and Means Committee, Appropriation Committee, Armed Services Committee, and Education Committee.
12. Have students write a bill on a subject of choice following a teacher-specified format. Assign committees to hear, discuss, vote, and make changes to a bill. Have the committee vote to either kill the bill or report it. Have students present the revised bill to the whole class for a vote to propose it to become law.
13. Have students research and list 10 Supreme Court decisions and tell what constitutional right was effected by this decision. From the list, have students choose five decisions by the Supreme Court and tell why they feel they are important. Discuss how the Supreme Court affects lives of Americans.
14. Have students choose a recent State or Federal Supreme Court decision and write their own opinion on the decision had they been one of the Supreme Court justices. Discuss why the Supreme Court sometimes reverses its own decisions.



15. Have students write from the viewpoint of an inanimate object in a Supreme Court decision. Below are some examples.
 - a license plate (*Wooley v. Maynard*)
 - a school drinking fountain or bathroom (*Brown v. Topeka*)
 - a black arm band (*Tinker v. Des Moines*)
16. Invite district or county court judge to talk to the class or take a field trip to the district or county court to watch a local trial dealing with a Supreme Court decision or constitutional right.
17. Discuss the Supreme Court case *New Jersey v. T.L.O.* to illustrate student rights, search and seizure issues, and the delicate balance between individual freedoms and society's needs.
18. Have students imagine you have taken the entire class to the library to do research on the Constitution. During class one girl screams, "Someone took my wallet!" The only person who could have taken it was in the class.

In groups, have students answer questions posed to them as if they were each of the following people listed below.

- the guilty student
- an innocent girl
- an innocent boy
- a girl with a controlled substance on her person
- a boy with chewing tobacco and cigarettes (illegal in school)
- the girl who lost the wallet

Ask the following questions:

- Should a search of everyone occur? Explain.
- If a search takes place, who should conduct it? Does it make a difference who conducts the search?



- Decide what you would do if a search of all is conducted.
- Is the Constitution involved in this situation? Explain.

Have groups give answers to all the questions.

Explore these questions with the students: Should law enforcement be allowed to search when/where they want because innocent people have nothing to fear? Wouldn't that cut down on crime? How would the class feel having been subjected to a search that revealed nothing? Ask the innocent girl or boy how they would feel if coincidentally they had similar denominations of money that was in the wallet on them. Would they still feel comfortable with the search? What about the students who possess illegal items? Should they get in trouble for what is discovered on them? What does the Constitution say? Should a search of everyone be conducted immediately? Does the Fourth Amendment apply to students? Do school officials need a warrant? Are they "police"? What would be the most efficient way to solve this? Is that the most just way?

Have students compare the simulation to that of *New Jersey v. T.L.O.* Can they defend being treated differently in a school setting? Invite a school administrator, school lawyer, or American Civil Liberties Union (ACLU) attorney to brainstorm reactions to the simulation.

19. Pose one of the legal issues below and, using the chart in the student book page 83, ask students which court would handle the case. For example
 - A woman is arrested in Washington, D.C. for robbery. (Courts of the District of Columbia)
 - The same woman loses her case in the District of Columbia Court and appeals. (District Court)
 - A woman wants payment for damages done to her barn and fence during army reserve training maneuvers. (United States Claim Courts)



20. Have students research Supreme Court systems in other countries (e.g., Germany, Canada, Australia, Japan, Switzerland, Great Britain, and Russia) and compare them to the United States Supreme Court.
21. Have students report on United States court cases related to issues of privacy. Possible cases for study can be found in Privacy Law in the United States at <http://www.rbs2.com/privacy.htm> (the site also contains a history of privacy law, modern privacy law, privacy of businesses, privacy of garbage, and invasion of privacy by journalists).
22. Have students research technologies developed for maintaining privacy and security on the Internet. The Electronic Privacy Information Center at <http://www.epic.org/privacy/> contains articles and information about privacy issues dealing with the Internet, medical records, school records, the workplace, and in many other areas. For other links to sites specializing in privacy laws try <http://dir.yahoo.com/Government/Law/Privacy>. The American Civil Liberties Union Web site has an entire section devoted to privacy rights including a Privacy Rights Pocket Card and privacy rights currently being discussed in Congress at <http://www.aclu.org/issues/privacy/hmprivacy.html>.
23. Have students debate (or write a persuasive essay) on whether one must give up his or her privacy for protection. Have students research court cases to support their view. An annotated revision of the Constitution, which gives access to cases, can be found at <http://www.access.gpo.gov/congress/senate/constitution/toc.html>.
24. Have students research the leadership and decision-making bodies of another country. How are leaders elected? What is the role of the legislature? How do government processes in this foreign country compare and contrast to the government of the United States? What do they do in the face of misconduct of a leader or in order to remove an official from office?
25. Have students research President Andrew Johnson's impeachment and President Richard Nixon's resignation.



26. Have student take on the perspective of President Richard Nixon or President Andrew Johnson and write a letter to President Bill Clinton offering opinions and advice.
27. Have students research the “high crimes and misdemeanors” clause of the United States Constitution and different analyses of this phrase since it was first penned. (The Constitution can be found online at <http://www.Constitution.by.net>.)
28. Have students debate or write persuasive essays on some of the issues listed below.
 - the responsibilities of the President (or any public figure) as a role model
 - whether or not a President can still be an effective public leader if he participates in what are deemed to be “immoral” private practices
29. Help students become cyber-savvy citizens by using some of the Internet resources listed below.
 - <http://www.whitehouse.gov> - The official White House site provides a history of the office of the President, an archive of speeches, press releases, and other documents.
 - <http://www.house.gov> - The official site of the U.S. House of Representatives offers information about legislation in Congress and opportunity to e-mail Representatives.
 - <http://www.senate.gov> - The U.S. Senate’s official site provides information about Senate measures and the opportunity to e-mail Senators.
 - <http://www.ecst.csuchico.edu/~rodmur/docs/USConstitution.html> - This site provides a link to the U.S. Constitution.
 - <http://www.ed.gov/free> - The U.S. Department of Education’s Federal Resources for Educational Excellence links to learning resources developed by agencies of the federal government.



- <http://www.lib.lsu.edu/gov/fedgov.html> - The Louisiana State University Libraries provide a comprehensive list of links to federal agencies on the Internet, including executive branch offices, executive agencies, judicial branch, legislative branch, independent establishments and government corporations, and quasi-official agencies (such as Red Cross).
30. Have students conduct mock trials.
 31. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|--|--------------|
| _____ 1. to take a case to a higher court | A. appeal |
| _____ 2. a suggestion for a new law | B. bicameral |
| _____ 3. two-house legislature | C. bill |
| _____ 4. a member of the United States Supreme Court | D. impeach |
| _____ 5. money | E. justice |
| _____ 6. agreement with a foreign country | F. revenue |
| _____ 7. to charge a President or federal judge with a crime | G. treason |
| _____ 8. an act of disloyalty to one's country | H. treaty |

Circle the letter of the correct answer.

9. Who takes over if the President dies in office?
- the Vice President
 - the governor of the largest state
 - the Chief Justice
 - none of these
10. Which state has the largest number of representatives in the House of Representatives?
- the state closest to Washington, D.C.
 - all states have the same number
 - the state with the most people in it
 - the largest state



11. What is the term of office of a United States Senator?
 - a. six years
 - b. 12 years
 - c. lifelong
 - d. none of these

12. Which house of Congress has the power to impeach?
 - a. the Supreme Court
 - b. the Cabinet
 - c. the Senate
 - d. the House of Representatives

13. What happens to a bill after it is passed by *both* houses of Congress?
 - a. It goes to the President to be signed into law.
 - b. It goes to the Supreme Court to decide if it is constitutional.
 - c. It goes to the Speaker of the House to be studied.
 - d. It becomes a law in 90 days.

14. What can Congress do if the President vetoes a bill?
 - a. nothing—the President’s word is final
 - b. override the veto with a two-thirds vote
 - c. appeal to the Supreme Court for help
 - d. declare war on a foreign country

15. Which of these is *not* a qualification of the President?
 - a. 35 years of age
 - b. residence in the United States for 14 years
 - c. natural-born citizenship
 - d. membership in Congress

16. The Constitution says that the President must do which of the following?
 - a. enforce laws
 - b. inform Congress of the State of the Union
 - c. appoint Supreme Court Justices
 - d. all of these



17. What is the term of office of a Supreme Court Justice?
- a. six years
 - b. 12 years
 - c. lifelong
 - d. none of these

Match the **main government function** with the correct **executive department**. Write the correct letter on the line provided.

- | | | |
|---------|-----------------------------------|-------------------------------|
| ___ 18. | conducts foreign policy | A. Department of Agriculture |
| ___ 19. | carries out labor laws | B. Department of Defense |
| ___ 20. | protects natural resources | C. Department of the Interior |
| ___ 21. | conducts programs to help farmers | D. Department of Labor |
| ___ 22. | collects taxes | E. Department of State |
| ___ 23. | maintains armed forces | F. Department of Treasury |

Number the steps in the correct **order** they occur when a **revenue bill** becomes a **law**. Write the number on the line provided.

- _____ 24. bill is studied by House committee
- _____ 25. bill is sent to Senate
- _____ 26. bill is introduced
- _____ 27. bill is voted on by full Senate
- _____ 28. bill is voted on by full House
- _____ 29. bill is sent to President
- _____ 30. bill is studied by Senate committee





Keys

Practice (p. 85)

1. False
2. False
3. True
4. True
5. False
6. True
7. True
8. False
9. False
10. False
11. True
12. True
13. False
14. True
15. True

Practice (p. 86)

1. committee does not approve (either House); full House does not approve (either House); President vetoes or does not sign (and Congress is not in session)
2. Signed into law by President; vetoed; not signed (Congress in session—becomes law); not signed (Congress not in session—bill dies)
3. death; resignation; expulsion
4. Answers will vary.

Practice (pp. 87-89)

Answers will vary.

Practice (p. 90)

Answers will vary.

Practice (p. 91)

1. C
2. I
3. A
4. G
5. H

6. E
7. B
8. D
9. J
10. F

Practice (p. 92)

1. 25th Amendment
2. Presidential Succession Act
3. 5
4. 4
5. 7
6. 6
7. 3
8. 2
9. 1

Practice (p. 93)

1. Constitution or laws means all fair
2. Nine Chief Justice President Senate lifelong
3. a. appeals
b. trials

Practice (p. 94)

Chief Justice William H. Rehnquist
Answers will include the following in any order:

Stephen G. Breyer
Ruth Bader Ginsburg
Anthony M. Kennedy
Sandra Day O'Connor
Antonin Scalia
David H. Souter
John Paul Stevens
Clarence Thomas

(Current Supreme Court Justices
as of September, 1999)



Keys

Practice (p. 95)

1. impeach
2. bicameral
3. naturalization
4. Chief Justice
5. Cabinet
6. pocket veto

Practice (p. 96)

1. F
2. E
3. A
4. C
5. H
6. B
7. D
8. G

Practice (p. 97)

1. J
2. L
3. L
4. E
5. E
6. L
7. L
8. J
9. E
10. L
11. L
12. J
13. L
14. E
15. L

Practice (p. 98-99)

Answers will vary.

Practice (p. 100)

Answers will vary.

Unit Assessment (pp. 33-35TG)

1. A
2. C
3. B
4. E
5. F
6. H
7. D
8. G
9. a
10. c
11. a
12. d
13. a
14. b
15. d
16. d
17. c
18. E
19. D
20. C
21. A
22. F
23. B
24. 2
25. 4
26. 1
27. 6
28. 3
29. 7
30. 5



Unit 5: Influencing Government

This unit emphasizes how government is influenced and changed by the support and opposition of individuals and interest groups.

Unit Focus

- characteristics of interest groups, lobbyists, and political action committees
- ways interest groups can influence government

Suggestions for Enrichment

1. Have students send for literature from various interest groups. (Addresses can be found in the *Encyclopedia of Associations* or in the telephone book.) (Caution students and parents that student may be put on mailing lists for related groups without their permission or knowledge. They need to be careful when selecting groups to contact.)
2. Have students write to the editor of the local newspaper using one of the following subjects: a current local issue, a school policy, a government policy.
3. Have students bring in newspaper articles that describe a demonstration, rally, petition, violent resistance, peaceful resistance, or strike.
4. Select a recent political cartoon or one from an earlier time period. Ask students to focus on the details in the cartoon and write 10-15 questions about the cartoon. Write some of the questions on the board and assign groups to answer the questions. Write answers representing class consensus on the board next to the questions. Change questions into declarative statements and ask groups to form the declarative statements into a logical order. Use the series of statements to serve as a source for a writing assignment.
5. Ask students to identify their position on a controversial issue. In groups have students develop an argument to support an opinion contrary to their own and present the argument to the class.



6. Ask students to read a news article and list 10 sentences from it. Have students exchange lists and write next to each statement whether they think it is a fact or an opinion. Then have students choose any three of the statements and explain their reasonings.
7. Invite a guest speaker from a special interest group to talk to your class about the group's objectives. Have the speaker explain how the group presents its issues to government and if they have met with victory or defeat.
8. Ask students to recall some of the biggest local, national, and world events of the year. Which stories affected them directly, indirectly, or not at all?
9. Present students with the "Value Examination Matrix" on page 41 for analyzing perspectives in editorials (or newscasts). Have students record statements or concepts they strongly support (or oppose) and assign a value, plus or minus, reflecting their opinion. Next have students record the logic behind their assigned value to point out that there is usually a system of logic or reasoning underlying their values.
10. Present students with the "Conflict Clarification Matrix" on page 42 for analyzing values and perspectives relative to particular topics in editorials (or newscasts). Have students record a statement they support (or oppose) in the first row of the matrix and assign a value, plus or minus, reflecting their opinion of it beside the "Assigned Value" in the second row. In the third row, have students identify the logic behind their assigned value. In the fourth row, have students identify an opposing value for the concept or statement. In the fifth row, ask students to describe the logic behind the opposing value. In the last row, have students describe a conclusion or awareness they have come to and identify some current events for which this process might be useful.



Value Examination Matrix for Analyzing Editorials		
Statement or Concept	Assigned Value	Reasoning or Logic behind My Value



Conflict Clarification Matrix for Analyzing a Current Issue

Conflict Clarification Matrix for Analyzing a Current Issue	
Statement or Concept	
Assigned Value	
Reasoning/Logic behind My Value	
Opposing Value	
Reasoning/Logic behind My Opposing Value	
Conclusion/ Awareness	



11. Section off an area in the room to post local, national, and world newspapers and magazine articles. Assign groups to bring in articles of importance or interest in particular news categories. Have students report on chosen events. When a major local, national, or world news story breaks, discuss it in class and ask students to find follow-up stories and then summarize events that occurred.
12. Discuss a controversial issue in the news and provide related articles with different viewpoints. On the board, list arguments on both sides of the issue. Draw an imaginary line on the floor, one end representing “for” and the other “against” the issue. Ask students to literally “take a stand” on the line where they feel they belong. (On either end or anywhere in between, depending upon the strength of their beliefs—if all choose one side, play “devil’s advocate” and stand on the other side.) When everyone is standing, choose spokespersons and open the floor for debate. At the end, ask students to stand anywhere but in the “undecided” middle position. Have students write their views on the issue in an editorial format based on what has been learned and discussed.
13. Discuss political options in a society (limited, moderate, and radical social change). Discuss the differences between radicals, liberals, conservatives, and reactionaries. Assign groups to answer the following questions as if they were part of one of the four groups.
 - Is there an environmental crisis?
 - How should pesticides be handled?
 - How can the garbage problem be reduced?
 - How should Americans dispose of toxic waste?
 - How serious a problem is water pollution?
 - How can the environment be protected?

Allow time for groups to discuss and present their answers.



14. Have students use a newspaper article to answer: who, what, why, when, and implications. Then have students rewrite the article from another viewpoint.
15. Have students analyze and critique newspaper coverage and radio/television coverage of a story by comparison and contrast of content and presentation.
16. Have students create a cartoon on a current news topic involving some aspect of government.
17. Assign a weekly current-event paper or magazine and allow students time to read specified articles and highlight information for a “Class Jeopardy” game. Next, assign each group a specific article and have each group write and answer four questions about the article, and then decide on a price of \$100-\$400 according to the question’s level of difficulty.

Draw a “Class Jeopardy” board by writing the names of the articles across the top of a grid and \$100, \$200, \$300, \$400 going down the side of the grid. Divide the class into two teams (Red and Blue) and have one student from a team select an article and dollar amount. (No one may choose the article worked on in their group.) Read the question and allow a set time for an answer. (Students may use the time to check their highlighted news articles.) If the question is answered correctly, write the dollar amount in the appropriate category box using that team’s color. If it is not answered correctly, allow the other team the same amount of time to answer. (Only students who did not design the question for that category may answer.) If neither team answers correctly, the dollar amount goes to the teacher and the teacher fills in the amount for that category with a third color of chalk.

During the game, a student may challenge an answer, prove the other team’s answer wrong with evidence from the article, and have his team awarded that amount. The game continues until all categories have been completed. Money earned for each team is added up to determine a winner.

18. Have students use the Internet to find a local newspaper site and (with teacher guidance) respond to current issues by writing an e-mail message to the editor.



19. Have students use the Internet site <http://www.yahoo.com/Government/USGovernment/LegislativeBranch/Senate/Senators> to find their state senators' address. Have students compose a letter to a Senator about an issue of concern and make three copies (one for them, one for you, and one to send).
20. Distribute copies of your local newspaper and have students look at its major stories. Ask students which stories would be of interest only to people in their state and which ones to only people in their city. Have students draw an "X" through news stories they think would not have been printed elsewhere and tell how many stories are left. Pick a date at least three to four weeks in advance and have students write to a few newspapers in other cities and request a copy for that date. (Your local library should have a copy of a directory of newspapers in each state. Make a random selection or ask students to choose cities of interest. Do not request Sunday newspapers; mailing cost would be prohibitive for most. This activity may be done using the Internet.)

When the newspapers arrive, have students display front pages from around the country and compare front-page coverage from city-to-city. Discuss the similarities and differences in the news. Did many newspapers focus on the same national stories? Do the same with editorials and discuss city concerns as expressed in the letters to the editor.

21. Have students search the Internet or local library for your state's hate crime legislation and discuss findings.
22. Have students trace roots of movements and laws protecting specific groups in America. Federal initiatives regarding hate crimes can be found on the Anti-Defamation League Website at <http://www.adl.org>.
23. Have students search through the Library of Congress's American Memory project, an archive of first-hand accounts of "everyday" people in America, to read stories about Americans who have suffered a variety of prejudices at <http://www.loc.gov>. Discuss hate crimes in other countries (e.g., the treatment of ethnic Albanians in Kosovo and women in Afghanistan).



24. Have students research and debate sentences given to prisoners in the United States (such as rehabilitation, life imprisonment, hard labor, parole, capital punishment), what methods seem to have the lowest recidivism rate, and why. Have students research punishments used for crimes in other countries, as well as the historic use of public humiliation as a tactic used in punishing crimes.
25. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|-------------------------------|
| _____ 1. a committee formed by an interest group to raise money for political campaigns | A. influence |
| _____ 2. the power to affect a decision | B. interest group |
| _____ 3. a group of people who share common beliefs and try to influence government decisions regarding those beliefs | C. lobbyist |
| _____ 4. a person who works for an interest group | D. political action committee |

Answer the following using short answers.

5. What are three strategies a lobbyist might use? _____

6. What are the names of two interest groups? _____



Keys

Practice (p. 109)

Ethnic

NAACP
National Association of Italian
Americans

Professional

American Medical Association
National Education Association

Issue-Oriented

MADD
Right to Life

Labor

United Mine Workers
American Postal Workers Union

Environmental

Friends of the Earth
National Wildlife Federation

Practice (p. 110)

Answers will vary.

Practice (p. 111)

1. H
2. D
3. G
4. C
5. A
6. F
7. B
8. E

Practice (p. 112)

Correct answers will be determined by
the teacher.

Practice (pp. 113-114)

Correct answers will be determined by
the teacher

Unit Assessment (pp. 47-48TG)

1. D
2. A
3. B
4. C
5. Answers will vary but may include the following:
providing information to legislators; staging rallies or demonstrations; campaigning; organizing letter-writing campaigns; and developing TV and radio ads.
6. Answers will vary.
7. too much control over candidate
8. C
9. E
10. B
11. A
12. D



Unit 6: Civil Rights

This unit emphasizes the relationship between majority rule and individual rights as it is reflected in our legal and governmental systems and as it changes through the interpretation of the Constitution.

Unit Focus

- individual rights protected by the Constitution
- how individual rights may be limited by the majority
- federal laws that have had an impact on civil rights
- Supreme Court cases which have affected civil rights

Suggestions for Enrichment

1. Have students debate the “Taking a Stand” section on page 125 in the student book.
2. Have students discuss *Plessy v. Ferguson* and *Brown v. Topeka Board of Education* to show how the Supreme Court can reverse its decisions.
3. Have students research additional cases affecting civil rights such as *Abington v. Schemp*, *Escobar v. Illinois*, and *Roe v. Wade*. Have students discuss the importance of each of these cases.
4. Have students discuss current events in the community that affect civil rights.
5. To demonstrate limits to freedom of speech, role-play a situation where speech is limited. (Use discretion in using this activity with your classes.) Prior to this role-play activity, arrange with a student to call out a chosen expletive at a prearranged cue, such as, “Now get out your books.” When the student calls out the expletive on cue, reprimand him or her and threaten with removal from class. The role-playing student will respond with another pre-arranged expletive. Then both of you will leave the classroom. It is important to leave for a few minutes so that your students can think about



what has just occurred. Re-enter the room and say, “Let’s talk about freedom of speech.” This activity also lends itself well to discussion of limits such as those on obscenity, defamation, and fighting words, or time, manner, and place restrictions.

6. Discuss the First Amendment right of freedom of religion. What does freedom of religion mean? What is meant by separation of church and state?
7. Assign student groups one of five major religions represented in the United States (Judaism, Christianity, Islam, Hinduism, and Buddhism). Have groups research and compile information to include cultural information, history, and the fundamental beliefs of that religion. Have groups discuss their findings with the class. Then have groups discuss similarities and differences.
8. Set up a panel discussion to address the following issues: What is the difference in teaching religious beliefs and studying history? Should public schools be allowed to teach religious beliefs? Why do we have separation of church and state? Should we have prayer in our schools? Can a government make you believe in God or not allow you to go to a house of worship?
9. Have students write about a situation they have been in where they still feel that they need to have their religious freedom (or any other freedom) protected.
10. Conduct a mock trial related to a civil rights issue. Contact an attorney for various forms to use or contact:

National Institute for Citizen Education in the Law
24 E. Street N.W. Suite 400
Washington, DC 20001
(202)662-9620

For information or case materials designed especially for mock trials contact:

Social Studies School Service
10200 Jefferson Blvd.
Culver City, CA 90232



11. Ask students to list the rights guaranteed by the first 10 amendments of the Constitution. Assign student groups these three headings: Rights in School, Rights at Home, and Rights in Public. Have students list 10 rights under each heading such as playing a certain kind of music, gathering a large groups of friends, praying at home, etc. Next to each, ask students to write the number of the amendment that corresponds to the right listed. Have students add one more right from an amendment not used in one of the headings and then present lists to the class. Discuss which ones may be limited by law.
12. Have students find and analyze three newspaper articles demonstrating current use of the Bill of Rights.
13. Discuss the first 10 amendments and then assign groups to reorganize the 27 amendments back to 10. Students may delete, combine, or introduce new amendments. Allow each group to introduce their proposal. Hold informal debates and discussions over various proposals. As a large group, vote on which amendments to keep.
14. Provide students with a copy of the United States Constitution. Have students use magazines and/or newspapers to find five pictures each that illustrate a part of the Constitution. For example, a picture of the President could be used as one of the five pictures for Article 2 Section 1 Clause 1 and labeled H2S1C1 with a brief explanation, which in this case would be "Chief Executive." Each picture must depict a different part of the Constitution and no two pictures should represent the same thing.
15. Discuss the purposes of government listed in the Preamble
 - form a more perfect union
 - establish justice
 - ensure domestic tranquility
 - provide for the common defense
 - promote general welfare
 - secure the blessings of liberty



Assign each student group a purpose of government listed in the Preamble and have students list specific provisions of government in the Constitution which grant the government power to fulfill these purposes. Ask each group to select a spokesperson to explain their list to the class.

16. Have students list 15 ways in which government has a personal impact or influence on them. Identify which are the result of national, state, and/or local government.
17. Have students write a paragraph on the topic, "Governmental Power—Too Little or Too Much?"
18. Discuss the questions below concerning murders committed by children in our country.
 - How old do you think a child should be to be held accountable for his or her actions?
 - What would happen if children were not punished for crimes they committed?
 - Should all crimes committed by children, no matter the magnitude or severity, be handled in adult courts?
 - Do a child's actions reflect the view and values of the society in which he or she lives? Do they reflect the child's culture? Do they reflect the child's home?
 - How and where does a child learn morals?
 - How do courts determine different sentences for similar crimes? Should all children who kill be subject to the same punishment? Is this fair?
 - Should parents be held accountable for crimes committed by their children?
19. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|-----------------------|
| _____ 1. fair and equal treatment by the court system | A. civil rights |
| _____ 2. personal rights guaranteed to all individuals | B. double jeopardy |
| _____ 3. the idea that the side with the most votes holds the power to make decisions | C. due process of law |
| _____ 4. written request submitted to government officials | D. majority rule |
| _____ 5. trying a person twice for the same crime | E. petition |

Circle the letter of the correct answer.

6. What did the *Miranda v. Arizona* case establish?
 - a. that a person accused of a crime must be given a search warrant
 - b. that a person accused of a crime must be given a lawyer
 - c. that a person accused of a crime must be notified of their rights
 - d. none of the above

7. Which of these is *not* a freedom guaranteed by the First Amendment?
 - a. freedom of press
 - b. freedom of religion
 - c. freedom to assemble
 - d. freedom to bear arms



8. How does the Supreme Court help protect civil rights?
 - a. by reviewing cases from lower courts that concern civil rights
 - b. by adding new amendments to the United States Constitution
 - c. by making police officers carry badges with their name and police number on them
 - d. all of the above

9. In the case of *Brown v. Topeka Board of Education*, what did the Supreme Court decide?
 - a. Students have the right to a fair trial
 - b. Students cannot be taught subjects that go against their religion.
 - c. Teachers have a right to sue a state school board.
 - d. Students cannot be sent to a separate school because of their race.

10. What subject do the 15th, 19th, and 26th Amendments have in common?
 - a. property rights
 - b. drinking rights
 - c. voting rights
 - d. trial rights



Keys

Practice (p. 126)

1. due process of law
2. separation of church and state
3. separate but equal doctrine
4. majority rule
5. affirmative action, reverse discrimination
6. double jeopardy

Practice (p. 127)

1. E
2. A
3. B
4. D
5. C
6. Answers will vary.

Practice (p. 128)

1. assembly
2. press
3. religions
4. petition
5. speech
6. Answers will vary.

Practice (p. 129)

1. explanation of double jeopardy
2. explanation of search warrant
3. explanation of cruel and unusual punishment
4. explanation of "Fifth" (not testifying against yourself)

Practice (p. 130)

1. D
2. E
3. G
4. B
5. F
6. A
7. C
8. H

Practice (p. 131)

1. D
2. A
3. C
4. H
5. E
6. F
7. G
8. B

Practice (pp. 132-133)

Answers will vary.

Practice (p. 134)

1. minority
2. slander
3. civil rights
4. bail
5. petition
6. libel
7. search warrant
8. quotas

Unit Assessment (pp. 55-56TG)

1. C
2. A
3. D
4. E
5. B
6. c
7. d
8. a
9. d
10. c





Unit 7: Government Transformation: The 1920s and 1930s

This unit emphasizes the Roaring Twenties and the Great Depression of the 1930s.

Unit Focus

- social transformations that took place in the 1920s and 1930s
- principle political and economic factors that led to the Great Depression
- legacy of the Depression in American society
- how cultural and technological characteristics can link or divide regions
- how personal, political, and economic rights reinforce each other
- how government taxes, policies, and programs affect individuals, groups, businesses, and regions

Suggestions for Enrichment

1. Have the students select one of the topics below and present an oral report in which they explain its significance.

music, dance, and entertainment
the Harlem Renaissance
the automobile
prohibition, speakeasies, and bootlegging
women's suffrage
racial tensions and labor strikes

2. Have students identify key factors that contributed to the 1929 Stock Market Crash and the Great Depression and how these factors affected the economy leading to the Depression.



3. Have students write a research paper about the impact of the Great Depression on the state of Florida.
4. Have students write an essay describing how the Depression may have affected a family in a specific part of the United States and how specific government policies designed to counteract the effects of the Depression impacted this family.
5. Ask students to reflect on the events of the late 1920s and early 1930s and whether they think public confidence is important to the health of the economy.
6. Have students compare what happened to city dwellers and to farmers during the Great Depression.
7. Have students create a graphic organizer and list at least three different groups of people and the effects the Great Depression had on them. For example: American women, African Americans, Mexican Americans, Native Americans, unionized workers, and urban Americans.
8. Have students create a graphic organizer to show how the Dust Bowl affected the entire country.
9. Ask students to research what President Herbert Hoover said and did in response to the Depression. Have students list the responses on a cluster diagram and then put a plus by the most helpful response and a minus by the least helpful.
10. Have students create an illustration or political cartoon that depicts an aspect of life that was radically changed by the 1929 Stock Market Crash with a caption that expresses the change.
11. Have students create a collage representing life during the Great Depression.
12. Have students research and compare how liberals and conservative critics differed in their opposition to the New Deal.



13. Ask students to research and list in a two-column chart the problems Franklin D. Roosevelt confronted as President and how he tried to solve them. Ask students to write a paragraph to explain which they felt was most critical and why.
14. Discuss why the Social Security Act might be considered the most important achievement of the New Deal. Discuss today's issues concerning social security and ask students to collect and summarize current news articles about the topic.
15. Discuss the purpose movies and radio programs served during the Great Depression.
16. Ask students to create a four-column chart to list three important movie stars, radio performers, painters, and writers from the 1930s and then tell what contributions each group made.
17. Have students find the written lyrics to a song from the 1930s and analyze how the song relates to events or personalities during that time period.
18. Discuss what significant progress women have made toward equality from the 1930s to now.
19. Discuss what federal programs instituted in the 1930s, and later discontinued, might be of use to the nation today.
20. Have students examine diaries and read first-hand experiences about the Great Depression at <http://ipad.mcsc.k12.in.us/mhs/social/madedo/>.
21. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|--|------------------------|
| _____ 1. the growth of cities | A. Black Tuesday |
| _____ 2. National Association for the Advancement of Colored People | B. Dust Bowl |
| _____ 3. the region of midwestern dust storms | C. flappers |
| _____ 4. provided aid to retirees | D. Great Depression |
| _____ 5. freethinking young women of the 1920s | E. Harlem Renaissance |
| _____ 6. October 29, 1929 | F. NAACP |
| _____ 7. the place where shares of businesses (stocks) are bought and sold | G. New Deal |
| _____ 8. a severe decline of the economy (1929-1941) | H. Social Security Act |
| _____ 9. alleviated the problems of the Great Depression | I. stock market |
| _____ 10. a flowering of African-American artistic creativity during the 1920s | J. urbanization |



Circle the letter of the correct answer.

11. The Harlem Renaissance took place in _____ .
 - a. Chicago
 - b. Boston
 - c. New York City

12. The Stock Market Crash occurred in _____ .
 - a. 1928
 - b. 1929
 - c. 1930

13. The New Deal was created by _____ .
 - a. Franklin D. Roosevelt
 - b. Herbert Hoover
 - c. Harry S Truman

14. The 18th Amendment resulted in _____ .
 - a. an increase in jobs
 - b. homelessness
 - c. prohibition

15. Many people were able to afford expensive goods like cars because of _____ .
 - a. FDR's government program
 - b. installment plans
 - c. the Social Security Act

16. Many farmers moved to _____ when a drought destroyed their farms. The area affected became known as the Dust Bowl.
 - a. Florida
 - b. Oklahoma
 - c. California

17. During prohibition, alcoholic beverages were sold and consumed at _____ .
 - a. speakeasies
 - b. bootleggers
 - c. bars



Answer the following using short answers.

18. Between 1922 and 1929 to where did people begin to move?

19. What catastrophic economic event led to the Great Depression?

20. What Democratic President helped ease the hardship of the Great Depression for Americans with the New Deal?





Keys

Practice (pp. 145-146)

1. speakeasies
2. Bootleggers
3. Dow Jones Industrial Average
4. Social Security Act
5. New Deal
6. Prohibition
7. NAACP
8. installment plan
9. credit

Practice (p. 147)

1. the cities
2. People made a profit and sold their stocks. People lost money and went bankrupt if they could not sell their stocks.
3. short skirts; bright and colorful dresses; and waistless dresses
4. They were treated badly. Often there were race riots.
5. stock market crash
6. Dust Bowl
7. Franklin D. Roosevelt

Practice (p. 148)

1. True
2. True
3. False
4. False
5. True

Practice (p. 149)

1. B
2. C
3. A
4. D

Practice (p. 150)



Correct answers will include the following in any order: North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, and Texas.

Practice (p. 151)

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Practice (pp. 152-153)

1. Answers will vary but may include the following:

Pros	Cons
decrease of crime, wife and child abuse, and accidents on the job	led to speakeasies and bootleggers
more money to spend on food and clothing	led to organized crime
less health problems and alcoholism	supplied criminals with a new source of enormous income

2. Answers will vary.
3. Answers will vary.



Keys

Practice (p. 154)

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Practice (p. 155)

Causes

- availability of easy credit
- old and decaying factory equipment
- stock market speculations
- farm crisis
- uneven distribution of income

Effects

- factory closures causing unemployment
- widespread bank failures
- decrease in worldwide trade
- stock market crash
- widespread hunger and illness

Practice (p. 156)

1. urbanization
2. Great Depression
3. flapper
4. stock market; Black Tuesday
5. Dust Bowl
6. Harlem Renaissance
7. Franklin D. Roosevelt

Unit Assessment (pp. 63-65TG)

1. J
2. F
3. B
4. H
5. C
6. A
7. I
8. D
9. G
10. E
11. c

12. b
13. a
14. c
15. b
16. c
17. a
18. to cities
19. the Stock Market Crash
20. Franklin D. Roosevelt



Unit 8: Domestic Policy and Foreign Affairs

This unit emphasizes major domestic and foreign policy problems facing our nation.

Unit Focus

- areas of domestic policy concern
- areas of foreign policy concern
- duties of the legislative and executive branches regarding foreign policy

Suggestions for Enrichment

1. Discuss current events related to foreign policy.
2. Have students individually or in groups research the other branches and agencies.
3. Have students select and examine a major political, military, or economic event that has occurred since the 1950s.
4. Have students examine and explain major domestic and foreign issues during the administrations of the first presidents including the development of political parties, the War of 1812 and the Monroe Doctrine, and the Louisiana Purchase and the acquisition of Florida.
5. Ask students if they believe the United States could follow a policy of isolationism at the present and ask them to support their answer.
6. Have students write a letter to George Washington or James Monroe explaining why the policy of avoiding “entangling alliances” is not possible today.



7. Have students choose one of the events listed below as a topic for a mock debate in which they discuss the effectiveness of United States foreign policy since World War II.
 - the origins of both foreign and domestic consequences of the Cold War
 - the collapse of communism and the end of the Cold War
 - the Korean War
 - the Vietnam War
 - Desert Storm
8. Ask students if they believe world peace is ever possible and have them support their answer.
9. Have students discuss the foreign policy activities of the President.
10. Have students determine through research which countries the United States does not recognize at the present time and if the United States follows a consistent policy in granting or withholding recognition.
11. Have students create newspaper headlines summarizing the foreign policy powers of Congress. For example: *Senate Rejects Arms Treaty*.
12. Have students read how other countries' newspapers and magazines present our current national issues. Ecola offers online links to English-speaking newspapers and magazines at <http://www.ecola.com>.
13. Have students research various organizations and agencies of the UN at <http://www.un.org/geninfo/>.



14. Discuss the problems associated with applying United States laws to a hypothetical “moon colony.” Discuss how the moon colonists would compare to the early American colonists. Discuss potential problems and suggestions for solutions.
15. Present students with the following decision-making matrix to analyze a teacher-generated “decision question” with choices or alternatives to be considered. Have students rank or weight the criteria in the first column using a three-point numeric ranking or weighting system as follows.

3	=	very important
2	=	somewhat important
1	=	not very important

Next, ask students to determine the degree to which each alternative possesses each of the criteria as follows.

3	=	totally
2	=	somewhat
1	=	a little
0	=	not at all

Finally, have students calculate the quality points each alternative has by multiplying the criterion weights by the alternative weights. (In other words, multiply the number in each cell by the number at the beginning of each row and then enter that product in each cell.) Tally the quality points for each alternative and determine which alternative has the most points. (Explain to students that after seeing the results of the matrix process, they may legitimately change the weights they are assigned.) Have students make a decision based on their quantification and explain the reasoning behind their decision.



Sample

Decision-Making Matrix			
Decision Question: Who would be the best national leader if the entire world were at peace?			
Criteria	Alternatives		
	Martin Luther King, Jr.	Anwar Sadat	Franklin D. Roosevelt
good negotiation skills (rank or weight from 1-3) Criteria Weight =	alternative weight x criteria weight = quality points ___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
charismatic leader (rank or weight from 1-3) Criteria Weight =	___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
knowledge of cultures (rank or weight from 1-3) Criteria Weight =	___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
knowledge of international finances (rank or weight from 1-3) Criteria Weight =	___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
Total of Quality Points	_____	_____	_____

Criteria Weight

Ranking system:

- 3 = very important
- 2 = somewhat important
- 1 = not very important

Alternative Weight

The degree to which each alternative possesses each criteria:

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all



Decision-Making Matrix			
Decision Question:			
Criteria	Alternatives		
(rank or weight from 1-3) Criteria Weight =	alternative weight x criteria weight = quality points — x — = —	— x — = —	— x — = —
(rank or weight from 1-3) Criteria Weight =	— x — = —	— x — = —	— x — = —
(rank or weight from 1-3) Criteria Weight =	— x — = —	— x — = —	— x — = —
(rank or weight from 1-3) Criteria Weight =	— x — = —	— x — = —	— x — = —
Total of Quality Points	_____	_____	_____

Criteria Weight

Ranking system:

- 3 = very important
- 2 = somewhat important
- 1 = not very important

Alternative Weight

The degree to which each alternative possesses each criteria:

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all



16. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|-------|---|-----------------------|
| _____ | 1. basic rights of all individuals | A. alliance |
| _____ | 2. goods sold to other countries | B. balance of trade |
| _____ | 3. having to do with other countries | C. capitalism |
| _____ | 4. trade restrictions | D. domestic |
| _____ | 5. agreement between two countries to help each other | E. economic sanctions |
| _____ | 6. economic system of the United States | F. exports |
| _____ | 7. goods bought from other countries | G. foreign |
| _____ | 8. world peace-keeping organization | H. human rights |
| _____ | 9. occurring within a country | I. imports |
| _____ | 10. value of imports equals value of exports | J. United Nations |

Circle the letter of the correct answer.

11. Which of the following is *not* a foreign policy issue?
- human rights
 - Social Security
 - balance of trade
 - peace treaties



12. Which of these does Congress *not* have the power to do?
 - a. approve or reject appointments of ambassadors
 - b. approve or reject treaties
 - c. prepare the budget
 - d. declare war

13. Which of these is a domestic concern?
 - a. trade with Cuba
 - b. war in Lebanon
 - c. automobile safety
 - d. the United Nations

14. Which of these is *not* one of the long-range goals of United States foreign policy?
 - a. provide a more perfect union
 - b. aid the development of foreign countries
 - c. promote American economic interests
 - d. maintain peace in the world

15. Which of these can help maintain peace?
 - a. alliances
 - b. membership in the United Nations
 - c. military deterrence
 - d. all of these

16. Which of the following is *not* a way in which the United States gives foreign aid?
 - a. sharing ideas
 - b. increasing amount of exports
 - c. providing technical assistance
 - d. financial aid

17. Which of the following is *not* a basic human right?
 - a. right to a capitalist economy
 - b. right to participate in government
 - c. freedom from hunger
 - d. right to humane treatment



Answer the following using complete sentences.

18. What domestic policy issue is of greatest concern to you? Why?

19. What foreign policy issue is of greatest concern to you? Why?



Keys

Practice (p. 171)

Answers will vary.

Practice (p. 172)

Foreign Policy

President	Congress
command military	approve budget
sign executive agreements	approve treaties
prepare the budget	declare war

Domestic Policy

President	Congress
enforce laws	pass bills (laws)
appoint cabinet offices	approve appointments

Practice (p. 173)

1. neutrality
2. nationalism
3. imperialism
4. United Nations
5. isolationism
6. economic system

Practice (p. 174)

1. F
2. F
3. F or D
4. D
5. D
6. D
7. F
8. F

Practice (pp. 175-176)

1. French Revolution
2. Monroe Doctrine
3. imperialism
4. World War II
5. Korea
6. Cold War
7. Vietnam

Practice (p. 177)

1. Capitalism
2. deterrent
3. imports
4. exports
5. domestic
6. foreign
7. mediator
8. United Nations

Practice (p. 178)

1. Security Council
2. sanctions
3. alliance
4. human rights
5. balance of power
6. General Assembly
7. balance of trade

Unit Assessment (pp. 75-78TG)

1. H
2. F
3. G
4. E
5. A
6. C
7. I
8. J
9. D
10. B
11. b
12. c
13. c
14. a
15. d
16. b
17. a
18. Answers will vary.
19. Answers will vary.
20. United States became more aggressive and active in world events.



Keys



Unit 9: The Politics of a Democracy

This unit emphasizes the relationship between the American political system and the American way of life (social, economic, and religious ideals).

Unit Focus

- two major political parties and their traditional values and beliefs
- description of a political platform
- impact of third parties in American politics
- description of the election process
- definition of electoral college

Suggestions for Enrichment

1. Stage a mock presidential election. Assign half of the students to be Democrats and half to be Republicans. Hold debates over selected topics and then have students vote.
2. Have students create a map of the United States that shows the electoral votes of each state.
3. Have students write a letter, send a fax, or send an e-mail message to one of their representatives and express their views about an issue of personal concern.
4. Have students evaluate the extent to which popular media influences political campaigns.
5. Have students analyze three basic persuasive techniques or appeals (i.e., tradition, rhetoric, and reason) used by political candidates during televised debates. In groups, have students focus on examples they found of the four types and present their findings to the class.



6. Invite local campaign managers for candidates to represent their candidate's views in a debate.
7. Have students list local, state, and national issues of concern, focusing on such issues as the environment, natural resources, pollution, education, health care, child care, elderly care, and social security.
8. Encourage all 18-year-olds and 17-year-olds that will be 18 within the voting year to register to vote.
9. Have the class organize the student body for voter registration by making posters encouraging students to register to vote.
10. Have students read campaign literature on candidates and submit questions of concern.
11. Use a "jigsaw" technique where each group is responsible for learning about one or more items from a voter's pamphlet (e.g., candidates, state initiatives, local issues), then ask students from each group to give an oral presentation to the class.
12. Provide students with unlabeled summaries of the Republican and Democratic party platforms. (See next page for addresses to obtain party platforms.) Ask students to make a check by the position with which they most agree. Based on this survey, place students into two groups and ask them to compare views looking for areas of consensus.

Explain to students that when political platforms are written there is usually a great deal of debate, dissension, and compromise required to agree on a final document and sometimes individuals find it necessary to break away and start their own party. Have students view examples of actual party platforms (minus names) to prepare a final draft of their own platform. Have them name their new party and defend the party's platform in a presentation with a question/debate to follow.

Return the first Democratic and Republican platform summaries and ask students if their choice of parties would still be the same. Identify the two parties and have students write a paper comparing their views on current issues with those of the two major parties.



To write for party platforms:

Republican Party
310 First St., S.E.
Washington, DC 20003

Democratic Party
430 Capitol St., S.E.
Washington, DC 20003

American Party of the U.S.
P.O. Box 597
Provo, UT 84604

Communist Party U.S.A.
235 West 23rd St.
New York, NY 10001

Socialist Party U.S.A.
516 W. 25th St.
New York, NY 10001

Libertarian National Committee
301 W. 21st St.
Houston, TX 77008

Prohibition National Committee
P.O. Box 2635
Denver, CO 80201

Americans for Democratic Action
815 13th St. N.W.
Washington, DC 20005

The Federalist (Hamiltonian) and Democratic-Republicans (Jeffersonian) platforms can also be used to give students a greater understanding of the foundations of the two major political parties in our country.

13. Discuss the role played by experts in a presidential campaign and the importance they have in aiding the presidential candidate in a bid for victory.
14. Discuss the philosophy of how polls are constructed (random selection, selection process), how polls may be inaccurate (people lie, interview techniques, questionnaires, sample selection, probability sample), and how polls may be used (determination of political climate, candidate identification, voter priorities and expectations, and issue identification).
15. Ask students to predict election results using their knowledge of the issues and then monitor and compare their predictions.
16. Have students compare and contrast two political leaders and identify their political philosophies using Vote-Smart on the Internet: <http://www.vote-smart.org/> and teacher-directed instruction.



17. Discuss reasons people do not vote and whether these reasons are valid. Have students suggest what can be done to encourage voter participation.
18. Debate the pros and cons of having an Electoral College to elect the President.
19. Discuss how Internet voting might encourage people to vote, why people might hesitate to vote online, how Internet voting might further skew election results, and what some privacy issues of concern with voting on the Internet might be.
20. Have students research the history of different political parties and present their findings to the class.
21. Have students investigate changes in the voting process over the past 220 years. Have students research presidential elections and find the text of historical speeches given by candidates and examine how Americans would view these candidates today.
22. Have students research election laws, political parties, and governments in other countries.
23. Have students search the Internet for information about specific candidates, political parties, and special interest groups.
24. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|--|------------------------------|
| _____ 1. a person running for elected office | A. campaign |
| _____ 2. a group of people who share some beliefs about how our government should be run | B. candidate |
| _____ 3. delegates who elect the President based on the results of general state elections | C. conservative |
| _____ 4. a list of things a party believes in | D. Democrats and Republicans |
| _____ 5. person who wants change or reform | E. Electoral College |
| _____ 6. person who does not want change | F. liberal |
| _____ 7. an election to pick the candidates of each political party | G. platform |
| _____ 8. to run for an elected office | H. political party |
| _____ 9. an election held after a primary election to make the final choice of a party's candidate | I. primary election |
| _____ 10. the two main American parties | J. runoff |



Circle the letter of the correct answer.

11. What are the two main political parties in the United States?
 - a. Political and Social
 - b. Liberal and Conservative
 - c. Republican and Democratic
 - d. Communist and Socialist

12. Which of these is a function of political parties?
 - a. to provide a choice of candidates
 - b. to form pressure groups
 - c. to change American values
 - d. to limit the spread of nuclear weapons

13. If no candidate wins a majority in a primary election what happens?
 - a. The other party gets to fill the office.
 - b. The campaign goes back to the basics.
 - c. There is a runoff election.
 - d. There is a vacant office.

14. What is the party's position on each issue called?
 - a. campaign
 - b. party platform
 - c. candidate's choice
 - d. primary election

15. About what percentage of Americans vote in presidential elections?
 - a. 10
 - b. 50
 - c. 85
 - d. 100



Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 16. In a closed primary, only Republicans can vote in a Republican primary election.
- _____ 17. Political parties do not try to inform the voters about what they believe.
- _____ 18. Primary elections are held to decide who the party's candidate will be in the general election.
- _____ 19. Americans tend to vote for the party that makes the most promises.
- _____ 20. More Americans vote in presidential election years than in nonpresidential election years.



Keys

Practice (p. 189)

1. R
2. R
3. D
4. R
5. D
6. D
7. R
8. D

Practice (pp. 190-191)

Answers will vary.

Practice (p. 192)

1. 1984
2. 1990
3. presidential election years
4. Answers will vary.

Practice (p. 193)

1. G
2. F
3. J
4. B
5. C
6. A
7. I
8. H
9. L
10. E
11. D
12. K

Practice (p. 194)

1. general election
2. candidate
3. platform
4. primary
5. decentralizing
6. political party
7. campaign
8. runoff

9. open primary
10. third party
11. closed primary
12. independent

Unit Assessment (pp. 85-87TG)

1. B
2. H
3. E
4. G
5. F
6. C
7. I
8. A
9. J
10. D
11. c
12. a
13. c
14. b
15. b
16. True
17. False
18. True
19. False
20. True

Appendices

Instructional Strategies

Classrooms include a diverse population of students. The educator's challenge is to structure the learning environment and instructional material so that each student can benefit from his or her unique strengths. Instructional strategies adapted from the Florida Curriculum Frameworks are provided on the following pages as examples that you might use, adapt, and refine to best meet the needs of your students and instructional plans.

Cooperative Learning Strategies—to promote individual responsibility and positive group interdependence for a given task.

Jigsawing: each student becomes an “expert” on a topic and shares his or her knowledge so eventually all group members know the content.

Divide students into groups and assign each group member a numbered section or a part of the material being studied. Have each student meet with the students from the other groups who have the same number. Next, have these new groups study the material and plan how to teach the material to members of their original groups. Then have students return to their original groups and teach their area of expertise to the other group members.

Corners: each student learns about a topic and shares that learning with the class (similar to jigsawing).

Assign small groups of students to different corners of the room to examine and discuss particular topics from various points of view. Have corner teams discuss conclusions, determine the best way to present their findings to the class, and practice their presentation.

Think, Pair, and Share: students develop their own ideas and build on the ideas of other learners.

Have students reflect on a topic and then pair up to discuss, review, and revise their ideas. Then have the students share their ideas with the class.

Debate: students participate in organized presentations of various viewpoints.

Have students form teams to research and develop their viewpoints on a particular topic or issue. Provide structure in which students can articulate their viewpoints.

Brainstorming—to elicit ideas from a group.

Have students contribute ideas about a topic. Accept all contributions without initial comment. After a list of ideas is finalized, have students categorize, prioritize, and defend their contributions.

Free Writing—to express ideas in writing.

Allow students to reflect on a topic, then have them respond in writing to a prompt, a quotation, or a question. It is important that they keep writing whatever comes to mind. They should not self-edit as they write.

K–W–L (Know–Want to Know–Learned)—to provide structure for students to recall what they know about a topic, deciding what they want to know, and then after an activity, list what they have learned and what they still want or need to learn.

Before engaging in an activity, list on the board under the heading “What We Know” all the information students know or think they know about a topic. Then list all the information the students want to know about a topic under, “What We Want to Know.” As students work, ask them to keep in mind the information under the last list. After completing the activity, have students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know.

Learning Log—to follow-up K–W–L with structured writing.

During different stages of a learning process, have students respond in written form under three columns:

“What I Think”

“What I Learned”

“How My Thinking Has Changed”

Interviews—to gather information and report.

Have students prepare a set of questions in interview format. After conducting the interview, have students present their findings to the class.

Dialogue Journals—to provide a way to hold private conversations with the teacher or share ideas and receive feedback through writing (this activity can be conducted by e-mail).

Have students write on topics on a regular basis. Respond in conversational writing to their writings with advice, comments, and observations.

Continuums—to indicate the relationships among words or phrases.

Using a selected topic, have students place words or phrases on the continuum to indicate a relationship or degree.

Mini-Museums—to create a focal point.

Have students work in groups to create exhibits that represent, for example, the setting of a novel.

Models—to represent a concept in simplified form.

Have students create a product, like a model of a city, or a representation of an abstract idea, like a flow chart of governmental procedures.

Reflective Thinking—to reflect on what was learned after a lesson.

Have students write in their journals about a concept or skill they have learned, comment on the learning process, note questions they still have, and describe their interest in further exploration of the concept or skill. Or have students fill out a questionnaire addressing such questions as: Why did you study this? Can you relate it to real life?

Problem Solving—to apply knowledge to solve problems.

Have students determine a problem, define it, ask a question about it, and then identify possible solutions to research. Have them choose a solution and test it. Finally, have students determine if the problem has been solved.

Predict, Observe, Explain—to predict what will happen in a given situation when a change is made.

Ask students to predict what will happen in a given situation when some change is made. Have students observe what happens when the change is made and discuss the differences between their predictions and the results.

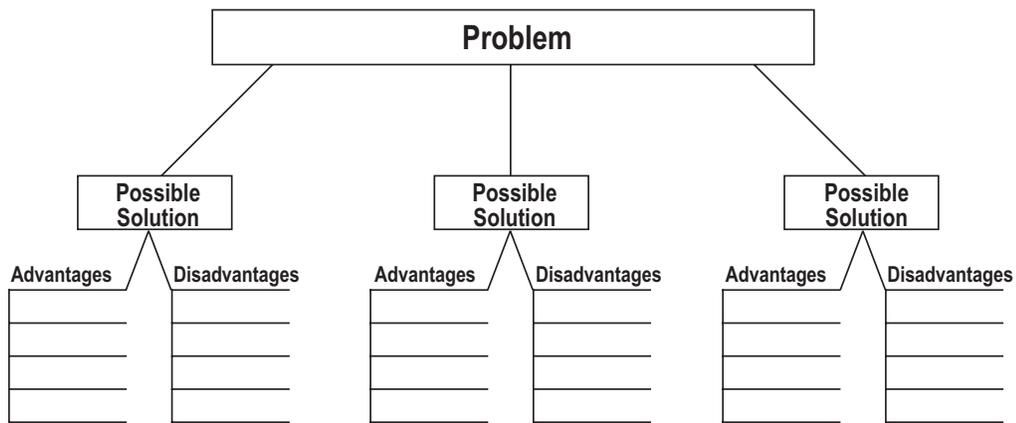
Literature, History, and Storytelling—to bring history to life through the eyes of a historian, storyteller, or author, revealing the social context of a particular period in history.

Have students locate books, brochures, and tapes relevant to a specific period in history. Assign students to prepare reports on the life and times of famous people during specific periods of history. Ask students to write their own observations and insights afterwards.

Graphic Organizers—to transfer abstract concepts and processes into visual representations.

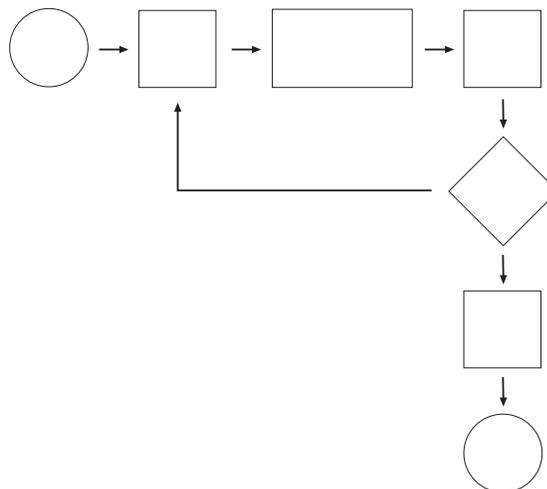
Consequence Diagram/Decision Trees: illustrates real or possible outcomes of different actions.

Have students visually depict outcomes for a given problem by charting various decisions and their possible consequences.



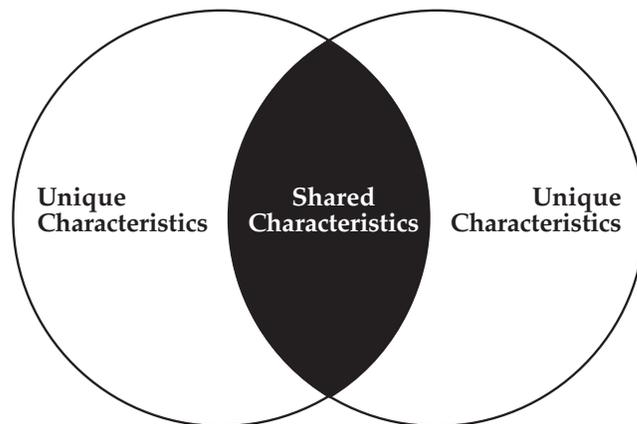
Flowchart: depicts a sequence of events, actions, roles, or decisions.

Have students structure a sequential flow of events, actions, roles, or decisions graphically on paper.



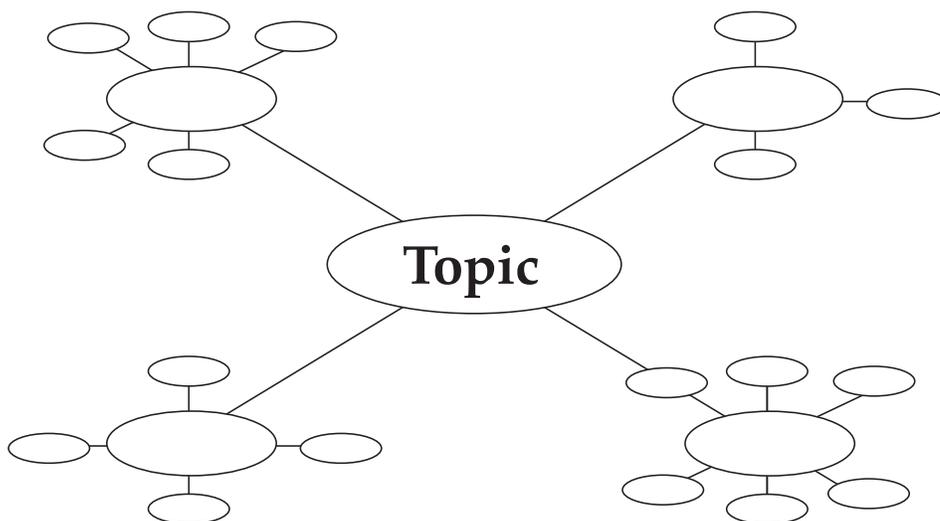
Venn Diagram: creates a visual analysis of the similarities and differences among, for example, two concepts, objects, events, or people.

Have students use two overlapping circles to list unique characteristics of two items or concepts (one in the left part of the circle and one in the right); in the middle have them list shared characteristics.



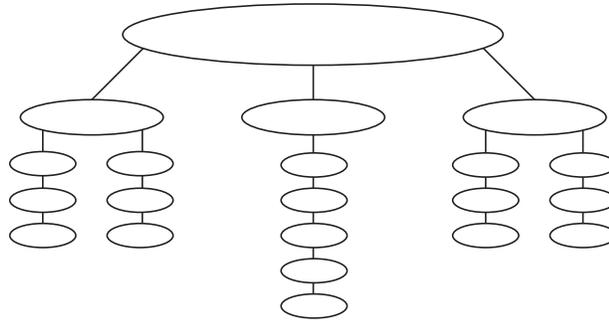
Webbing: provides a picture of how words or phrases connect to a topic.

Have students list topics and build a weblike structure of words and phrases.



Concept Mapping: shows relationships among concepts.

Have students select a main idea and identify a set of concepts associated with the main idea. Next, have students rank the concepts in related groups from the most general to most specific. Then have students link related concepts with verbs or short phrases.



Portfolio—to capture the extent of students’ learning within the context of the instruction.

Elements of a portfolio can be stored in a variety of ways; for example, they can be photographed, scanned into a computer, or videotaped. Possible elements of a portfolio could include the following selected student products:

<p>Written Presentations</p> <ul style="list-style-type: none"> • expressive (diaries, journals, writing logs) • transactional (letters, surveys, reports, essays) • poetic (poems, myths, legends, stories, plays) 		
<p>Representations</p> <ul style="list-style-type: none"> • maps • graphs • dioramas • models • mock-ups • displays • bulletin boards • charts • replicas 	<p>Oral Presentations</p> <ul style="list-style-type: none"> • debates • addresses • discussions • mock trials • monologues • interviews • speeches • storytelling • oral histories • poetry readings • broadcasts 	<p>Visual and Graphic Arts</p> <ul style="list-style-type: none"> • murals • paintings • storyboards • drawings • posters • sculpture • cartoons • mobiles
<p>Performances</p> <ul style="list-style-type: none"> • role playing, drama • dance/movement • reader's theater • mime • choral readings • music (choral and instrumental) 	<p>Media Presentations</p> <ul style="list-style-type: none"> • films • slides • photo essays • print media • computer programs • videotapes and/or audiotapes 	

Learning Cycle—to engage in exploratory investigations, construct meanings from findings, propose tentative explanations and solutions, and relate concepts to our lives.

Have students explore a concept, behavior, or skill with a hands-on experience and then explain their exploration. Through discussion, have students expand the concept or behavior by applying it to other situations.

Field Experience—to use the community as a laboratory for observation, study, and participation.

Before the visit, plan and structure the field experience with the students. Engage in follow-up activities after the trip.

Teaching Suggestions

The standards and benchmarks of the Sunshine State Standards are the heart of the curriculum frameworks and reflect Florida's efforts to reform and enhance education. The following pages provide samples of ways in which students could demonstrate achievement of specific benchmarks through the study of American Government.

Time, Continuity, and Change

1. Have students examine foreign newspapers or magazines (in translation) that report on the same event. (SS.A.1.4.3.a)
2. Have students research and report on alternative systems of recording time (e.g., Egyptian, Indian, Mayan, Muslim, and Jewish), and the astronomical systems upon which they are based (e.g., solar, lunar, or semilunar). Have students provide an example for comparison, such as how the same astronomical event might have been recorded in each system. (SS.A.1.4.4.a)
3. Have small groups of students select one of the topics listed below from Athens' classical period to research and have them present written and oral reports with visual aids and supporting quantitative data. (SS.A.2.4.4.a)
 - Greek mythology
 - significance of citizenship
 - contributions of Greek philosophers (including Socrates, Plato, and Aristotle), playwrights, poets, historians, sculptors, architects, scientists, and mathematicians
4. Have students analyze and discuss the spread of Hellenistic culture by Alexander the Great. (SS.A.2.4.4.b)
5. Have students take one side in a discussion on whether the method for granting Roman citizenship was a key to the Roman military domination of the Mediterranean basin and Western Europe or ultimately contributed to Rome's downfall. (SS.A.2.4.5.a)

6. Have students present an analysis of the impact of Pax Romana on the economic, social, and political systems and how it affected the origins, traditions, customs, beliefs, and spread of Christianity and Judaism. (SS.A.2.4.5.b)
7. Have small groups of students select, analyze, and present a written and oral report to the class on Roman contributions in art and architecture, technology and science, literature and history, language, religious institutions, and law. (SS.A.2.4.5.c)
8. Have students evaluate and discuss the reasons for the decline and fall of the Roman Empire. (SS.A.2.4.5.d)
9. Have students prepare a plan for a museum exhibit featuring a significant leader or event since the Renaissance (leaders such as Louis XIV, Peter the Great, or Frederick the Great; events such as the Glorious Revolution or the French Revolution). Have students construct a well-rounded exhibit by including the opinions and accounts of a variety of different people who knew the leader or who were involved in the event (for example, peasants, sans culottes, urban laborers, clergy, and nobility in the French Revolution). Then have the students describe how the exhibit presents these perspectives for the museum visitor. (SS.A.3.4.6.a)
10. Have small groups of students select between Hobbes, Locke, Montesquieu, or Rousseau to discuss which of those philosophers' most significant ideas are reflected in a major social and political document of the 18th century (such as the Declaration of Independence, the United States Constitution, or the Declaration of the Rights of Man and the Citizen). (SS.A.3.4.6.b)
11. Have students select a major political, military, or economic event since the 1950s (such as the development of atomic power, the rise of Germany and Japan as economic powers, revolutionary movements, or the independence of various African and Asian countries) and research its impact on international relations. (SS.A.3.4.10.a)

12. Have small groups of students prepare an oral presentation in which they compare the early national government under the Constitution to the present government and also present their interpretations of the Constitution on a significant issue such as states' rights or judicial review. Have students identify the issues that define each period and trace how the Constitution has evolved since that time. (SS.A.4.4.5.a)
13. Have students examine and explain major domestic and foreign issues during the administrations of the first Presidents including the development of political parties, the War of 1812 and the Monroe Doctrine, and the Louisiana Purchase and the acquisition of Florida. (SS.A.4.4.5.b)
14. Have students assume the role of Supreme Court Justices in discussing decisions that affected the interpretation of the Constitution, including *Marbury v. Madison* and *McCulloch v. Maryland*. (SS.A.4.4.5.c)
15. Have students explain the reasons for the end of the Ottoman Empire and describe the creation of new states in the Middle East. (SS.A.5.4.3.a)
16. Have students explain reasons for the declining role of Great Britain and the expanding role of the United States in world affairs. (SS.A.5.4.3.b)
17. Have students select one of the topics listed below and present an oral report in which they explain the topic's significance to society in the 1920s and 1930s and present society. (SS.A.5.4.4.a)
 - music, dance, and entertainment
 - Harlem Renaissance
 - automobile, prohibition, speakeasies, and bootlegging
 - women's suffrage
 - racial tensions and labor strife
 - urban and rural electrification

18. Have students identify key factors that contributed to the 1929 Stock Market Crash and the Great Depression and explain how these factors affected the economy leading up to the Depression. (SS.A.5.4.4.b)
19. Have students write an essay describing how the Depression affected a family (real or imaginary) in a specific part of the United States and explaining how specific government policies designed to counteract the effects of the Depression impacted this family. (SS.A.5.4.4.c)
20. Have students write a research paper about the impact of the Great Depression on the state of Florida (e.g., in terms of social, political, economic, environmental, or cultural impacts), present their findings in an oral presentation, and field questions from the class. (SS.A.5.4.4.d)
21. Have students research and write a report in which they construct an argument regarding the significance of a topic to World War II and society in the United States during that time. Have the students use a variety of sources to support their findings. Some suggested research topics are listed below. (SS.A.5.4.5.a)
 - rise and aggression of totalitarian regimes in Germany, Italy, and Japan
 - role of the Soviet Union
 - appeasement, isolationism, and the war debates in Europe and the United States
 - impact of mobilization for war at home and abroad
 - major battles, military turning points, and key strategic decisions
 - Holocaust and its impact
 - reshaping of the role of the United States in world affairs

22. Have students construct an argument that supports or critiques the decision to use the atomic bomb on Hiroshima at the close of World War II. Have students identify criteria upon which to base the argument, gather supporting information from a variety of sources, and address a variety of different perspectives on this event. (SS.A.5.4.5.b)
23. Have students research the impact of World War II on the state of Florida and trace the legacy of the war to the present, including the significance of the Cold War and the space age, or the tourist industry. Next, have students make a presentation to the class, using a variety of visual aids, such as photographs, to illustrate how the war affected Florida. (SS.A.5.4.5.c)
24. Have students use the following topics listed below to debate the effectiveness of United States foreign policy since World War II. (SS.A.5.4.6.a)
 - origins of both foreign and domestic consequences of the Cold War
 - communist containment policies in Europe, Latin America, and Asia
 - strategic and economic factors in Middle East Policies
 - political and economic relationships with South Africa and other African nations
 - collapse of communism and the end of the Cold War
25. Have students analyze and describe *Brown v. Board of Education*, reapportionment cases, and voting rights legislation and the influence these have had on political participation and representation and affirmative action. (SS.A.5.4.7.a)
26. Have students examine and describe civil rights demonstrations and related activities leading to desegregation of public accommodations, transportation, housing, and workplaces. (SS.A.5.4.7.b)

27. Have students compare conservative and liberal economic strategies. (SS.A.5.4.8.a)
28. Have students explain current patterns in Supreme Court decisions and evaluate the impact of these patterns. (SS.A.5.4.8.b)
29. Have students compare the positions of major and minor political parties and interest groups on major issues. (SS.A.5.4.8.c)

People, Places, and Environments

1. Have students prepare maps that indicate the approximate locations of different political cultures in the United States in order to predict voting patterns. (SS.B.1.4.3.a)
2. Have students select appropriate maps to analyze world patterns of the diffusion of contagious diseases and compare these maps to their own mental maps of these patterns. (SS.B.1.4.3.b)
3. Have students gather and present examples of how language, ethnic heritage, religion, political philosophies, social and economic systems, and shared history contribute to unity and disunity in regions. (SS.B.1.4.4.a)
4. Have students find examples of how various technologies have been used to reinforce nationalistic or ethnic elitism, cultural separateness and/or independence in different places in the world, and discuss with others how these factors have led to the division of geographic regions. (SS.B.1.4.4.b)

Government and the Citizen

1. Have students select examples of constitutional democracies and totalitarian regimes and discuss in small groups their similarities and differences. (SS.C.1.4.1.a)
2. Have students write about a writer whose ideas influenced the creation of limited government in the United States. (SS.C.1.4.2.a)

3. Have students participate in a mock debate in which one half of the class argues for the benefits of a Federalist system of political organization and the other half argues against. (SS.C.1.4.3.a)
4. Have students determine which features of the Constitution best address the following concerns: responsive government, protection of individual rights, and the promotion of the common good. (SS.C.1.4.3.b)
5. Have students outline the development of political parties in the United States and evaluate their role in resolving or contributing to conflict between majority and minority groups. (SS.C.1.4.4.a)
6. Have students evaluate the extent to which popular media influences, and are influenced by, the political system. (SS.C.1.4.4.b)
7. Have students compare their political viewpoints on national, state, and local issues with those of the majority at each level and with peers, and develop a rationale for the support of those views. (SS.C.2.4.1.a)
8. Have students determine how they can affect the political decision-making process, and recognize and apply the rules of resolving conflicts in a pluralistic society. (SS.C.2.4.2.b)
9. Have students develop generalizations about the sources of political power in the community, state, and nation. (SS.C.2.4.3.a)
10. Have students use generalizations about sources of political power to explain an issue at each of the levels of government. (SS.C.2.4.3.b)
11. Have small groups of students create charts that explain the distinctions between citizens and noncitizens (e.g., rights, responsibilities). (SS.C.2.4.4.a)
12. Have students write an essay explaining all the ways that a particular personal, political, or economic right is secured (e.g., the right to be secure against unreasonable searches and seizures). (SS.C.2.4.5.a)

13. Have students construct support for or against the notion that poverty, unemployment, and urban decay limit both political and economic rights. (SS.C.2.4.6.a)
14. Have students write a letter, send a fax, or send an e-mail message to one of their representatives and express their views about an issue of personal concern. (SS.C.2.4.7.a)

Production, Distribution and Consumption

Using the following scale: A = very positive; B = somewhat positive; C = neutral; D = somewhat negative; E = very negative, have students evaluate the effect the following policy changes would have on the economy of Florida and on the economy of Kentucky.

- federal government greatly increases military spending
- federal government decreases aid to schools in large urban areas
- federal government cuts off tobacco to another country
- federal government loosens restrictions on illegal alien workers

Have the students explain their reasoning for the rating and describe the effects of these policy changes on the economy of Florida and Kentucky. (SS.D.2.4.3.a)

Accommodations/Modifications for Students

The following accommodations/modifications may be necessary for students with disabilities and other students with diverse learning needs to be successful in school and any other setting. Specific strategies may be incorporated into each student's individual educational plan (IEP) or 504 plan, or academic improvement plan (AIP) as deemed appropriate.

Environmental Strategies

- Provide preferential seating. Seat student near someone who will be helpful and understanding.
- Assign a peer tutor to review information or explain again.
- Build rapport with student; schedule regular times to talk.
- Reduce classroom distractions.
- Increase distance between desks.
- Allow student to take frequent breaks for relaxation and small talk, if needed.
- Accept and treat the student as a regular member of the class. Do not point out that the student is an ESE student.
- Remember that student may need to leave class to attend the ESE support lab.
- Additional accommodations may be needed.

Organizational Strategies

- Help student use an assignment sheet, notebook, or monthly calendar.
- Allow student additional time to complete tasks and take tests.
- Help student organize notebook or folder.
- Help student set timelines for completion of long assignments.
- Help student set time limits for assignment completion.
- Ask questions that will help student focus on important information.
- Highlight the main concepts in the book.
- Ask student to repeat directions given.
- Ask parents to structure study time. Give parents information about long-term assignments.
- Provide information to ESE teachers and parents concerning assignments, due dates, and test dates.
- Allow student to have an extra set of books at home and in the ESE classroom.
- Additional accommodations may be needed.

Motivational Strategies

- Encourage student to ask for assistance when needed.
- Be aware of possibly frustrating situations.
- Reinforce appropriate participation in your class.
- Use nonverbal communication to reinforce appropriate behavior.
- Ignore nondisruptive inappropriate behavior as much as possible.
- Allow physical movement (distributing materials, running errands, etc.).
- Develop and maintain a regular school-to-home communication system.
- Encourage development and sharing of special interests.
- Capitalize on student's strengths.
- Provide opportunities for success in a supportive atmosphere.
- Assign student to leadership roles in class or assignments.
- Assign student a peer tutor or support person.
- Assign student an adult volunteer or mentor.
- Additional accommodations may be needed.

Presentation Strategies

- Tell student the purpose of the lesson and what will be expected during the lesson (e.g., provide advance organizers).
- Communicate orally and visually, and repeat as needed.
- Provide copies of teacher's notes or student's notes (preferably before class starts).
- Accept concrete answers; provide abstractions that student can handle.
- Stress auditory, visual, and kinesthetic modes of presentation.
- Recap or summarize the main points of the lecture.
- Use verbal cues for important ideas that will help student focus on main ideas. ("The next important idea is....")
- Stand near the student when presenting information.
- Cue student regularly by asking questions, giving time to think, then calling student's name.
- Minimize requiring the student to read aloud in class.
- Use memory devices (mnemonic aids) to help student remember facts and concepts.
- Allow student to tape the class.
- Additional accommodations may be needed.

Curriculum Strategies

- Help provide supplementary materials that student can read.
- Provide *Parallel Alternative Strategies for Students (PASS)* materials.
- Provide partial outlines of chapters, study guides, and testing outlines.
- Provide opportunities for extra drill before tests.
- Reduce quantity of material (reduce spelling and vocabulary lists, reduce number of math problems, etc.).
- Provide alternative assignments that do not always require writing.
- Supply student with samples of work expected.
- Emphasize high-quality work (which involves proofreading and rewriting), not speed.
- Use visually clear and adequately spaced work sheets. Student may not be able to copy accurately or fast enough from the board or book; make arrangements for student to get information.
- Encourage the use of graph paper to align numbers.
- Specifically acknowledge correct responses on written and verbal class work.
- Allow student to have sample or practice test.
- Provide all possible test items to study and then student or teacher selects specific test items.
- Provide extra assignment and test time.
- Accept some homework papers dictated by the student and recorded by someone else.
- Modify length of outside reading.
- Provide study skills training and learning strategies.
- Offer extra study time with student on specific days and times.
- Allow study buddies to check spelling.
- Allow use of technology to correct spelling.
- Allow access to computers for in-class writing assignments.
- Allow student to have someone edit papers.
- Allow student to use fact sheets, tables, or charts.
- Tell student in advance what questions will be asked.
- Color code steps in a problem.
- Provide list of steps that will help organize information and facilitate recall.
- Assist in accessing taped texts.
- Reduce the reading level of assignments.
- Provide opportunity for student to repeat assignment directions and due dates.
- Additional accommodations may be needed.

Testing Strategies

- Allow extended time for tests in the classroom and/or in the ESE support lab.
- Provide adaptive tests in the classroom and/or in the ESE support lab (reduce amount to read, cut and paste a modified test, shorten, revise format, etc.).
- Allow open book and open note tests in the classroom and/or ESE support lab.
- Allow student to take tests in the ESE support lab for help with reading and directions.
- Allow student to take tests in the ESE support lab with time provided to study.
- Allow student to take tests in the ESE support lab using a word bank of answers or other aid as mutually agreed upon.
- Allow student to take tests orally in the ESE support lab.
- Allow the use of calculators, dictionaries, or spell checkers on tests in the ESE support lab.
- Provide alternative to testing (oral report, making bulletin board, poster, audiotape, demonstration, etc.).
- Provide enlarged copies of the answer sheets.
- Allow copy of tests to be written upon and later have someone transcribe the answers.
- Allow and encourage the use of a blank piece of paper to keep pace and eliminate visual distractions on the page.
- Allow use of technology to check spelling.
- Provide alternate test formats for spelling and vocabulary tests.
- Highlight operation signs, directions, etc.
- Allow students to tape-record answers to essay questions.
- Use more objective items (fewer essay responses).
- Give frequent short quizzes, not long exams.
- Additional accommodations may be needed.

Evaluation Criteria Strategies

- Student is on an individualized grading system.
- Student is on a pass or fail system.
- Student should be graded more on daily work and notebook than on tests (e.g., 60 percent daily, 25 percent notebook, 15 percent tests).
- Student will have flexible time limits to extend completion of assignments or testing into next period.
- Additional accommodations may be needed.

Correlation to Sunshine State Standards

Course Requirements for American Government

Course Number 2106310

These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

1. Compare the structure and functions of government at all levels: national, state (Florida), county, and municipal.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.C.1.4.1 Understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).	1, 2	
SS.C.1.4.2 Understand the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy and the concept of popular sovereignty).	1, 2	
SS.C.1.4.3 Understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).	1, 2, 3	

2. Analyze the basic principles of political organization embodied in the Constitution of the United States and the State Constitution of Florida.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.C.1.4.3 Understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).	1, 3	

3. Compare the decision-making process at all levels of the three branches of government.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.C.1.4.3 Understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).	3, 4	

Correlation to Sunshine State Standards
Course Requirements for American Government
Course Number 2106310

4. Examine the influence of individuals and interest groups in the governmental decision-making process.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.5.4.7 Understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.	6	
SS.C.1.4.4 Understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts in the development of public policy and the political process.	5, 9	

5. Trace the evolution of the relationship between majority rule and individual rights.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.2.4.4 Understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.	2	
SS.A.2.4.5 Understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.	2	
SS.A.3.4.6 Understand transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.	2	
SS.C.2.4.5 Understand how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.	1, 4	

Correlation to Sunshine State Standards
Course Requirements for American Government
Course Number 2106310

6. Analyze the effectiveness of our federal system of government in addressing domestic and foreign problems.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.3.4.10 Understands the political, military, and economic events since the 1950s that have had a significant impact on international relations.	6	
SS.A.4.4.5 Understands the significant political events that took place during the early national period.	8	
SS.A.5.4.3 Understands significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.	8	
SS.A.5.4.5 Knows the origins and effects of the involvement of the United States in World War II.	8	
SS.A.5.4.6 Understands the political events that shaped the development of United States foreign policy since World War II and knows the characteristics of that policy.	8	
SS.A.5.4.7 Understands the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.	6	
SS.A.5.4.8 Knows significant political events and issues that have shaped domestic policy decisions in contemporary America.	7, 8	

7. Examine the relationship between American political traditions and the American way of life (i.e., social, economic, and religious ideals).		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.5.4.4 Understands social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.	7	
SS.B.1.4.4 Understands how cultural and technological characteristics can link or divide regions.	6, 7	
SS.C.2.4.6 Understands the argument that personal, political, and economic rights reinforce each other.	9, 10	
SS.D.2.4.3 Understands how government taxes, policies, and programs affect individuals, groups, businesses, and regions.	7	

Correlation to Sunshine State Standards
Course Requirements for American Government
Course Number 2106310

8. Demonstrate understanding of the importance of participation in community service and political activities.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.C.2.4.1 Develop and define his or her own political beliefs and tendencies.	9	
SS.C.2.4.2 Assesses the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.	9, 10	
SS.C.2.4.3 Understands issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.	10	
SS.C.2.4.4 Understands the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.	10	
SS.C.2.4.7 Knows the points at which citizens can monitor or influence the process of public policy formation.	9	

9. Examine career opportunities and requirements in government service.
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10. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.3 Evaluates conflicting sources and materials in the interpretation of a historical event or episode.	2, 3, 4, 5, 7	
SS.A.1.4.4 Uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
SS.B.1.4.3 Uses mental maps of physical and human features of the world to answer complex geographic questions.	7	

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Production Software

- Adobe PageMaker 6.5. Mountain View, CA: Adobe Systems.
- Adobe Photoshop 3.0. Mountain View, CA: Adobe Systems.
- Macromedia Freehand 8.0. San Francisco: Macromedia.
- Microsoft Word 5.0. Redmond, WA: Microsoft.

