



Comprehensive Curriculum

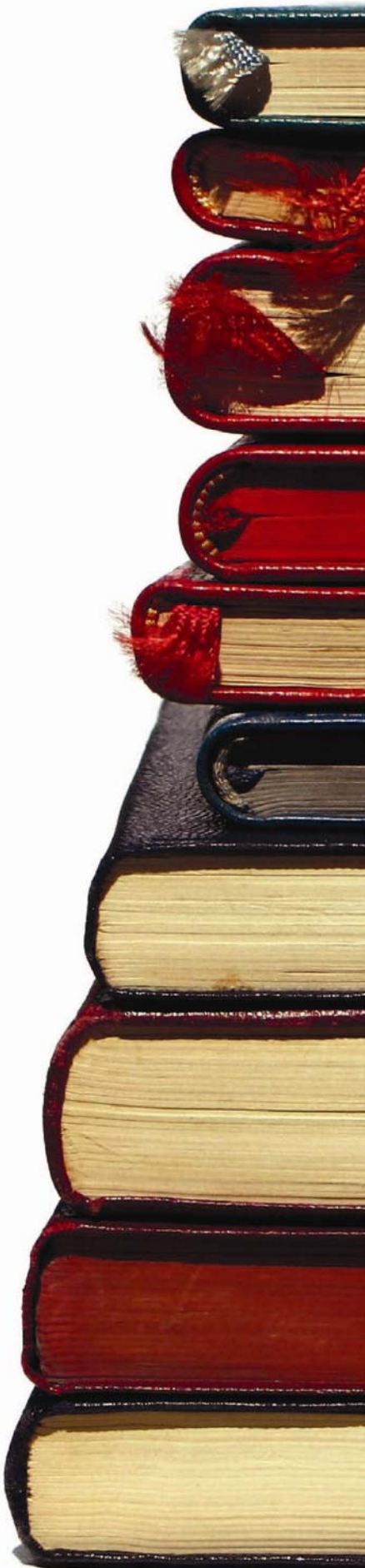
Revised 2008

Civics



Louisiana Department of
EDUCATION

Paul G. Pastorek, State Superintendent of Education



Civics

Table of Contents

Unit 1: Principles of Government and Political Systems	1
Unit 2: Philosophical and Historical Origins of the United States Constitution and Government.....	9
Unit 3: United States Constitution and Government.....	18
Unit 4: Citizen Participation in Government	32
Unit 5: Rights and Responsibilities of Citizens	50
Unit 6: International Relations	59

Louisiana Comprehensive Curriculum, Revised 2008 Course Introduction

The Louisiana Department of Education issued the *Comprehensive Curriculum* in 2005. The curriculum has been revised based on teacher feedback, an external review by a team of content experts from outside the state, and input from course writers. As in the first edition, the *Louisiana Comprehensive Curriculum*, revised 2008 is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of *iLEAP* assessments.

District Implementation Guidelines

Local districts are responsible for implementation and monitoring of the *Louisiana Comprehensive Curriculum* and have been delegated the responsibility to decide if

- units are to be taught in the order presented
- substitutions of equivalent activities are allowed
- GLEs can be adequately addressed using fewer activities than presented
- permitted changes are to be made at the district, school, or teacher level

Districts have been requested to inform teachers of decisions made.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the Grade-Level Expectations associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

New Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/1de/uploads/11056.doc>.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for each course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. The *Access Guide* will be piloted during the 2008-2009 school year in Grades 4 and 8, with other grades to be added over time. Click on the *Access Guide* icon found on the first page of each unit or by going directly to the url <http://mconn.doe.state.la.us/accessguide/default.aspx>.



Civics
Unit 1: Principles of Government and Political Systems

Time Frame: Approximately one week



Unit Description

This unit shows why and how people create and change political systems of power, authority, and governance.

Student Understandings

Students understand that there are competing ideas for both the purpose of government and of programs created to serve the needs of citizens. Students understand the uniqueness of U.S. government in interaction with other nations.

Guiding Questions

1. Can students identify the services and protections the government provides citizens?
2. Can students articulate why a public educational system is important?
3. Can students articulate why the government provides social services (e.g., unemployment benefits, Medicare, Medicaid)?
4. Can students identify what forms of government exist in the world today?
5. Can students explain why the United States government wants to promote democracy around the world?
6. Can students explain how majority rule supports democracy?
7. Can students identify what types of governments have been in conflict with the United States?
8. Can students identify why it is important to understand how other countries are governed?

Unit 1 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Civics: Structure and Purposes of Government	
1.	Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary (C-1A-H1)
2.	Identify and describe services provided by government and assess their necessity and effectiveness (e.g., health care, education) (C-1A-H1)

GLE #	GLE Text and Benchmarks
3.	Identify programs, institutions, and activities that fulfill a given governmental or political purpose (e.g., the court system, the military, revenue sharing, block grants) (C-1A-H1)
4.	Analyze ways in which the purposes of the U.S. government, as defined in the U.S. Constitution, are achieved (e.g., protecting individual rights, providing for the general welfare) (C-1A-H1)
5.	Compare and contrast various forms of government among nations that have been significant in U.S. history (e.g., absolute monarchy in England or France, Germany under Hitler, the Soviet Union under Stalin) (C-1A- H2)
17.	Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, the Fourteenth Amendment) (C-1A-H5)
28.	Explain the meaning and importance of principles of U.S. constitutional democracy in American society (C-1B-H1)

Suggested Activities

Activity 1: Explaining the Need for Government (GLEs: 1, 4, 5)

Materials List: chart paper, markers, Classifying Governments Chart BLM

In small groups, have students create their own countries as if stranded on a desert island. The students should include a country name, flag, government structure, and rights. Students should present their work to the class. A class discussion of the type of government each group created should follow the group presentations. Class discussion on the need for government should follow the group presentations.

Have students select a current country to examine. Using the Classifying Governments Chart BLM (see sample below), students should write the name of their country in the appropriate column. Use the chart in a discussion focusing on the rights of the people and the source of power. Some governments may be judged aristocratic (Communist Party rule in the former Soviet Union) or autocratic (Stalin dictatorship). For definitions of democracy, aristocracy and autocracy, see Activity 4 in this unit. Discuss differences as well as difficulties in classifying governments under each political descriptor. The contemporary and historical examples might include:

United Kingdom	Nazi Germany	Former Soviet Union
United States	France	Saudi Arabia
Pakistan	Israel	Sweden
China	Canada	North Korea
Roman Empire	Sudan	Ancient Greece

Classifying Governments Chart

Democracy	Aristocracy	Autocracy

Use the following questions to guide the process for the chart above:

- What is the source of power in the country, and is it legitimate or illegitimate?
- Are the rulers elected?
- Does the government recognize a privileged class?
- Does this country share the same views as the United States about the purpose of government (e.g., promote the general welfare, provide for the common defense, etc.)? If so, provide evidence for your analysis.

Have students use information from the Internet, reference materials, textbook, or government publications to answer these questions and complete the chart above (See BLM.).

Activity 2: Using Primary Sources to Define the Purposes of Government (GLEs: 1, 4, 17)

Materials List: Schoolhouse Rock video clip, copies of the Preamble (or use the copy included in the civics textbook), chart paper, markers

Have students listen to the Schoolhouse Rock version of the Preamble to the United States Constitution (available in video format from Disney Stores at: http://disney.store.go.com/DSSectionPage.process?Section_Id=13532&Product_Id=111456 or listen at <http://www.school-house-rock.com/Prea.html>). Provide copies of the *Preamble* to the Constitution of the United States. Ask students to explain what is meant by the following phrases in the Preamble:

- *we the people (sovereignty)*
- *promote the general welfare*
- *ensure domestic tranquility*
- *provide for the common defense*
- *secure the blessings of liberty*

How does the Preamble provide for government programs and the ability to govern? List responses on the board. In small groups, have students create skits to describe each of the phrases in the Preamble or in small groups, have students illustrate the concepts in the Preamble by creating a mural with five examples of one of the concepts.

Activity 3: The Need for Government (GLEs: 2, 3)

Materials List: Internet (optional), newspapers and/or magazines

Have students make a list of ten activities they performed since waking up this morning. Have students review their list and discuss any activity that is not governed by some government agency. Discuss the importance of government in our daily lives. Ask students to brainstorm what it is that governments do. Ask them to list functions that government provides in their community, state, and nation. The list might include:

- provide services (e.g., library, fire, health care)
- protect individuals and groups (social security)
- educate people (schools)
- protect values in society (regulate films)
- promote cooperation among people (social services)
- provide rules (law)
- defend against internal and external threats (police, military)
- finance public projects (revenue sharing, block grants)
- decide just outcomes to conflicts between individuals and/or their governments (courts)
- provide for the common good

Have students collect Internet, newspaper and/or magazine articles that illustrate functions of the government. Ask students to identify governmental institutions and/or programs that deliver those services (e.g., address the needs). Guide the activity so the class discusses government institutions at local, state, and national levels.

Activity 4: Classifying Forms of Government /Modeling a Direct Democracy (GLE: 5)

Materials List: Types of Government Systems BLM, class poster, markers

Classical Greece provided terminology that described the range of participation in government. *Democracy* is a complex concept derived from the Greek word, *demokratia*, where *demo-* means the people and *kratia (-cracy)* means power or rule. Literally, then, democracy means government by the people, exercised either directly by the people (New England town meetings) or through elected representatives (republican form of government). Democratic government is accomplished by majority rule. Therefore, pure democracy is a form of government in which every citizen participates directly, and representative democracy is a form of government that consists of representatives elected by the people.

One way to comprehend democracy is to define what it is not. It is not an autocracy, which comes from the Greek, *auto-* meaning self or one and *-cracy* meaning power or rule. Thus autocracy literally means rule by a single person. Examples in history would include a *dictator* (Adolph Hitler in Nazi Germany or Joseph Stalin in the Soviet Union)

or an *absolute monarch* (17th century England and France). Therefore, an absolute monarchy is a form of government by a sole and absolute ruler such as a king or emperor, and a dictatorship is a form of government controlled by one person having absolute authority over the government of the state. Democracy is also not an aristocracy. From the Greek, *aristo-* means the best (elite) and *-cracy* means power or rule. Thus, aristocracy literally means government by a ruling class (nobility or best qualified) considered superior to others. An oligarchy is a form of government where a small group of people hold power.

Split-page notetaking ([view literacy strategy descriptions](#)) is a strategy that assists students in organizing their notes. This strategy also helps to encourage active reading and summarizing. It provides a visual study guide for students to use when they review the material in preparation for their test.

Split-page notetaking is a procedure in which students organize their page into two columns. One column is used to record big ideas, key dates, names, etc., and the other is used to record the answers.

Using the *split-page notetaking* format, ask students to define different types of government systems (See Types of Government Systems BLM and the sample below.). Also, ask students to give examples of each government system.

Types of Government Systems

democracy	government by the people
pure democracy	
representative democracy	
oligarchy	

Create a class government modeled on the town meeting (direct democracy). Challenge the class to create rules governing an important activity in which they would have a variety of interests. Guide discussion of the activity to illustrate the difficulty of individuals directly shaping laws. Contrast the difficulty of a direct democracy with the ease of an autocracy, where one person decides the law.

Conduct a similar activity where the class elects a committee of three to five students who act as the government and form rules for a class function in which students have diverse interests. Contrast this representative government with direct democracy and autocracy, asking such questions as:

- What do we mean by the rule of the majority?
- Does representative government protect minority interests?

Ask students to describe some of the difficulties that arose when trying to form a class government. Ask them to compare it to what their local government must come up against when trying to do what is best for a community.

Have students write a brief description of the pros and cons of direct democracy. Use their descriptions to build a class poster illustrating the collective list that can be used for later reference when discussing civic participation.

Activity 5: Fundamental Principles of American Government (GLE: 28)

Materials List: Fundamental Principles Word Grid BLM

Ask students to describe the fundamental principles of government. List the following on the board: rule of law, *consent of the governed*, limited government and constitutionalism. Have students create sentences using these terms while describing their own country. Have students share their sentences. Have students compare their definitions to the ones below.

- **Rule of Law:** All societies make rules (laws) that govern how people will behave and conduct their affairs. In a democracy, the people make rules either directly or through elected representatives. Laws made by the peoples' representatives are binding on all people and their government. Majority rule is the concept that makes democracy work. Individuals in any society hold different views of what is good and wise to make law. Quite simply, laws supported by a majority of the people are easier to enforce in any society.
- **Consent of the governed** is the concept that the people are the source of all power (sovereignty) in a society. In an autocratic society, the people are subjects of the ruler who holds all power. In a democracy, the people create government and laws through elected representatives. The people give their consent to be governed.
- **Limited government** follows from the previous concepts. A democratic government is limited to the power given to it by the people. Through elected representatives the people always have the power to change their government.
- **Constitutionalism** is a way of thinking about the relationship between the rulers and the ruled in a community. It combines two concepts, limited government and the rule of law, which permeate the constitution, a country's framework for government.

Another way to examine differences between political systems is to determine how each system practices these guidelines. A *word grid* ([view literacy strategy descriptions](#)) is a strategy which involves building a grid with essential vocabulary listed on the vertical axis of the grid and major features, characteristics, or important ideas listed on the

horizontal axis. Students fill in the grid, indicating the extent to which the key words possess the stated features or are related to important ideas. Students may fill in the grid with pluses or minuses or they may use a scale of 0, 1, and 2. Once the grid is completed, students are led to discover both the shared and unique characteristics of the vocabulary words. Using a *word grid*, ask students to research and determine how different countries of the world respect the four concepts above (See Fundamental Principles Word Grid and sample below.).

Fundamental Principles Word Grid

Country	Rule of law	Limited government	Consent of the governed	Constitutionalism

Ask students to use information from the *word grid* to write an essay describing how life in a democracy differs from life in an autocracy. The essay must include references to the four principles of government: consent of the governed, limited government, constitutionalism and the rule of law.

Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from student activities.

General Assessments

- Students should create and present their own country to the class.
- In small groups, have students create skits to describe each of the phrases in the Preamble.
- In small groups, have students illustrate the concepts in the Preamble by creating murals with five examples of one of the concepts.

- Students can create political cartoons examining the purpose, function, or power of government.

Activity-Specific Assessments

- Activity 1: In small heterogeneous groups of four, students should create their own country. On chart paper, have students invent a country name, create a country flag, develop the structure and organization of their country's government, and list the rights in their country. As a group, each student should present one part of their project to their classmates. Class discussion should follow the group presentations
- Activity 3: Over the course of the unit, students should gather newspaper clippings and/or magazine articles that show the United States government in action. With each article, students should be able to identify the level of government (local, state, or national), identify the government agency or program that is in action, and describe the service or function provided by the agency or program.

Civics
Unit 2: Philosophical and Historical Origins
of the United States Constitution and Government

Time Frame: Approximately one week



Unit Description

European philosophers and documents played a key role in shaping the United States Constitution and American democracy. This unit includes the philosophical and historical foundation and central ideas in the United States Constitution and government.

Student Understandings

Students understand the philosophical and historical origins of the United States Constitution and government.

Guiding Questions

1. Can students identify key European philosophers who influenced the development of the American democratic government?
2. Can students explain the purpose and importance of key historical documents (e.g., Magna Carta, English Bill of Rights, United States Constitution) in United States government?
3. Can students explain compromises that were necessary to create the United States Constitution?
4. Can students explain the importance of the United States Constitution and its role in the development of American society?
5. Can students explain the importance of the United States Constitution as the supreme law of the land?

Unit 2 Grade-Level Expectations (GLEs)

GLE#	GLE Text and Benchmarks
Foundations of the American Political System	
25.	Analyze the significance of the Magna Carta, English common law, and the English Bill of Rights in creating limited government in the United States (C-1B-H1)
26.	Explain how European philosophers (e.g., Rousseau, Locke, Montesquieu, Voltaire) helped shape American democratic ideas (C-1B-H1)

27.	Analyze central ideas in an American historical document and explain the document's significance in shaping the U.S. Constitution (C-1B-H1)
28.	Explain the meaning and importance of principles of U.S. constitutional democracy in American society (C-1B-H1)
29.	Assess the importance of the U.S. Constitution as the Supreme Law of the Land, and ways in which U.S. Constitutional government has helped shape American society (C-1B-H1)
31.	Explain issues involved in various compromises or plans leading to the creation of the U.S. Constitution (C-1B-H2)

Sample Activities

Activity 1: Philosophers and the American Constitution (GLE: 26)

Ask students to list major ideas that Americans supported in 1787. Ask students to write brief descriptive biographies of Rousseau, Locke, Voltaire, and Montesquieu detailing their major writings and the time period in which they lived. In discussion, associate the following ideas with these writers:

- natural rights of man
- social contract
- divided government
- freedom of the press
- separation of church and state

Have students write a brief speech for one of the philosophers. The speeches should represent what the philosopher's beliefs on a modern issue might be. Have students present their speeches to the class.

Activity 2: Historical Origins of American Government (GLE: 25)

Materials List: Document Summaries BLM, Articles of Confederation Opinionnaire Worksheet BLM

Write the names of the following on the board: *Magna Carta*, the *English Bill of Rights*, English Common Law, the *Mayflower Compact*, the *Declaration of Independence*, and the *Articles of Confederation*. To determine background knowledge, have students *brainstorm* ([view literacy strategy descriptions](#)) what they know about each of these and discuss how they might have influenced the U.S. Constitution. Ask students to turn to a neighbor first to discuss these for a couple of minutes, and then gather responses from the whole class. Write all responses on the chalkboard. Revisit this exercise at the end of the activity.

Provide copies of the summaries of the above documents for student reading (See the Document Summaries BLM and its inclusion below.). Guide discussion of each summary and ask students to describe how each contributed to limited government in the United States.

* * * * *

Magna Carta

The Magna Carta was the charter of English political and civil liberties granted by King John at Runnymede, England, in June of 1215. The document limited the king's power and is therefore considered the beginning of constitutional government in England. The most notable of rights guaranteed is trial by jury.

* * * * *

English Bill of Rights (Rights of Englishmen)

The Rights of Englishmen were derived from the Magna Carta and verified in the Glorious Revolution of 1688. Essentially, the English parliament, in offering the throne to William of Orange in 1688, demanded that the king approve a bill of rights for all Englishmen, which became known as the English Bill of Rights in 1689. These rights included the following:

- The king could not suspend the laws.
- Only parliament could tax and expend money.
- There was freedom of speech in parliament.
- Bail was not to be excessive.
- Parliament was to meet regularly.

* * * * *

English Common Law

The common law legal system is a system of laws that originated and was developed in England. The laws are based on court decisions and the doctrines implied in those decisions. These laws are based on customs and usages rather than on codified laws.

* * * * *

Mayflower Compact

The Mayflower Compact of 1620 asserted the rights of American colonists under English Common Law. English kings argued that they should rule as absolute monarchs (autocrats) because they had divine right (i.e., they believed they were ordained as sovereign by God and the Church). The nobility and merchants argued that they had rights as Englishmen to choose representatives to parliament—a parliament that would control taxes. The Mayflower Compact was

an expression by the Pilgrims who agreed to be governed under a compact (e.g., government by the consent of the governed).

* * * * *

Declaration of Independence

By 1775, the experience with British colonialism taught the American colonists that their rights as Englishmen were in competition with the power of the English king and parliament. Ideas expressed in the Declaration of Independence declared:

- The King had not protected Englishmen from their enemies.
- All men have unalienable rights (e.g., life, liberty, and the pursuit of happiness).
- All men are equal before the law.

The rights of colonists had been violated by taxation and regulation by the English parliament without colonial representation in that legislative body (e.g., without consent of the governed).

* * * * *

Articles of Confederation

The Articles of Confederation was America's first plan of national government put into effect in 1781. It loosely organized the former thirteen colonies into a confederation of thirteen states under a weak national government. It was replaced later by the federal government created under the U. S. Constitution in 1789.

Discuss: The new states (formerly colonies) frequently quarreled over tariffs, trade restrictions, and boundaries. Thus, when the Articles were ratified, the provisions created a weak central government with powerful state governments. *Opinionnaires* ([view content literacy strategies](#)) help develop meaningful understandings of content area topics by activating prior knowledge. *Opinionnaires* also help to build interest and motivation to learn more about a topic.

Provide students with the framework of the Articles of Confederation on a BLM worksheet (See the Articles of Confederation Opinionnaire Worksheet BLM and the sample below.). If needed, see <http://libertyonline.hypermall.com/ArtConfed.html> for a copy of the Articles of Confederation.

Articles of Confederation Opinionnaire Worksheet

Read through the summaries of the provisions of the Articles of Confederation

below. Indicate whether each provision strengthened (S) or weakened (W) the national government. In the space provided explain why you made that choice and how the United States Constitution corrected the problem.

The Articles created a loose confederation of independent states that gave limited powers to a central government. Circle S W

Activity 3: Using Primary Resources on Government (GLE: 27)

Materials List: copies of the Mayflower Compact, Mayflower Compact Worksheet BLM

Provide copies of the Mayflower Compact for a class reading. If needed, see <http://www.historyplace.com/unitedstates/revolution/mayflower.htm> for a copy of the Mayflower Compact. The old English in these original documents is challenging and the class should read the important passages with teacher guidance. Students can place their answers on the Mayflower Compact Worksheet BLM (See the Mayflower Compact Worksheet BLM and the sample below.).

Mayflower Compact Worksheet

After reading and discussing the opening sentence of the Mayflower Compact, write a sentence describing how the colonists believed in the divine right of the English King. Mark words from the document that support your statement.

In the name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord, King James, by the Grace of God, of Great Britain, France and Ireland, King, Defender of the Faith, etc.

Ask students to write a statement explaining how these early colonists believed that they had individual rights limiting the power of the English King and Parliament.

Activity 4: Compromise and the United States Constitution (GLE: 31)

Ask students:

- What does creating rules entail for a town? A school system? An individual school? A classroom?
- What problems might arise and why?

The Constitutional Convention faced difficult issues in securing ratification of a new constitution. Ask students to describe and explain compromises in the convention that resolved these issues:

- *the Great Compromise* (representation)
- *the Three-fifths Compromise* (enumeration of non-citizens)
- the Slave Trade Compromise (protected for 20 years)
- *the Commerce Compromise* (regulation of trade)
- *the Election Compromise* (election of members of the House and Senate, and of the President)

Using the textbook and the Internet, have students research the above compromises with focus on important figures and their viewpoints on the issue. Have students present their findings in the persona of that individual and discuss the issues debated over the compromise. In pairs, students should make presentations so that the arguments are more easily presented.

Activity 5: Principles of Constitutional Government and Supreme Law (GLEs: 28, 29)

Materials List: 3x5 or 5x7 index cards, Vocabulary Card on the Principles of Government BLM, poster boards, newspaper items on principles of the Constitution, case briefings on Supreme Court decisions protecting minority rights

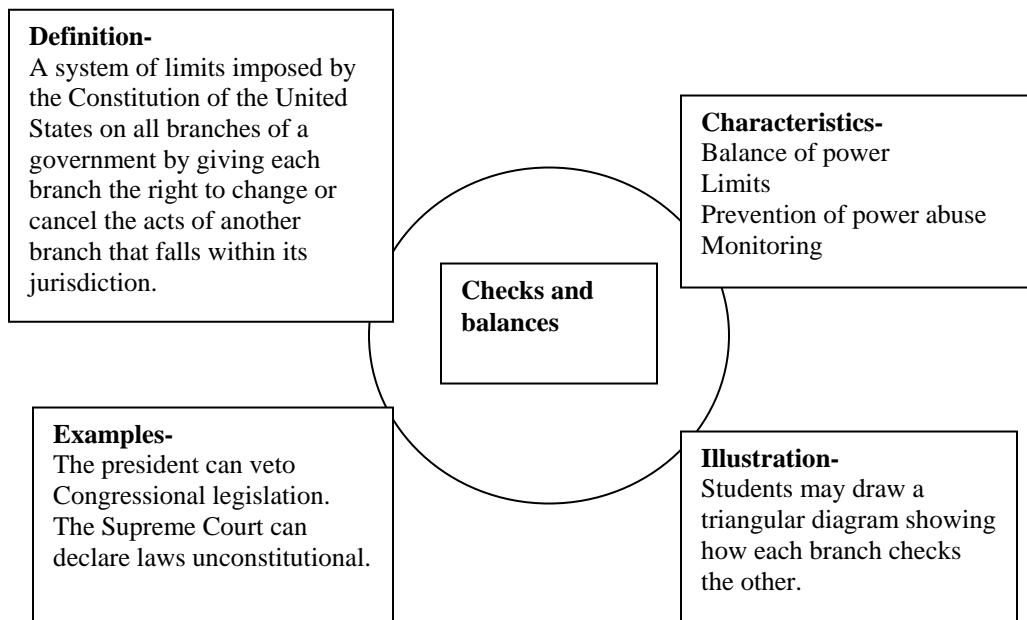
Ask students to list the principles of the Constitution.

Review the following principles:

- *checks and balances*
- *separation of powers*
- due process
- *federalism*
- *judicial review*
- limited government
- *popular sovereignty*
- *consent of the governed*

- supreme law
- rule of law

Students need multiple opportunities to reflect on and manipulate key vocabulary. Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) for terms related to the principles of the Constitution. Distribute 3x5 or 5x7 inch index cards to each student and ask them to follow directions in creating a sample card. On the board, draw a sample card and place a targeted word or principle (e.g., checks and balances) in the middle of the card, as in the example below. Ask students to provide a definition of the word(s). It is best if a principle can be defined in the students' own words. Write the definition in the appropriate space. Next, invite students to list the characteristics or description of the word and write that information in the appropriate space on the card. Next, ask for examples of the term and include one or two of the best ones in the designated area on the card. Finally, create a simple illustration of the term in the last area of the card. (See the Vocabulary Card on the Principles of Government BLM.).



Once the sample card has been created, ask students to make their own word cards for the other principles in the list above. Allow them time to review the words on the cards, and then find a partner to quiz, holding each other accountable for accurate information on the cards. Students need multiple exposures to and multiple opportunities to reflect on and manipulate key vocabulary in order to learn them well.

Use a poster board for each of the principles and bring in newspaper clippings, articles, pictures, etc., representing each.

Review the supreme law of the land clause in the Constitution. Ask students to review the challenge brought by nullification and secession in American history.

Why did states' rights advocates believe state governments could nullify a federal law and/or secede from the Union? Why was the Civil War a test of the supreme law of the land? Ask students to explain how Supreme Court decisions have used judicial review to protect the rights of minorities. Provide case briefings for students to read, analyze, and describe how the following cases protected minority rights:

- *Brown v Board of Education, Topeka, Kansas*
- *University of California v. Bakke*

All federal laws, treaties, and court decisions are the supreme law of the land unless expressly denied by the Constitution or reserved to the states. Ask students to explain this duality. Have students present through role play one of the two cases listed above.

Sample Assessments

General Guidelines

- Students should be monitored throughout the work in all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from student activities.

General Assessments

- Students may write speeches about the positions of various philosophers who affected the creation of the United States Constitution.
- Students may bring in newspaper clippings, articles, pictures, etc., which represent each of the concepts presented in the unit.
- Students may create a concept wall of definitions for this unit.

Activity-Specific Assessments

- Activity 2: Have students create a classroom diagram or tree listing important documents and events that contributed most heavily to the United States Constitution. Have individual students write descriptive passages explaining the significance of each document and/or event on the diagram.
- Activity 3: Have students evaluate another primary source document that existed prior to the writing of the U. S. Constitution that had a profound impact on the delegates who wrote the Constitution.
- Activity 4: Have students research the compromises made at the Constitutional Convention of 1787 with major focus on important historical figures and their viewpoints on the issues of the day. Have students present their findings on these individuals and discuss the issues debated over the compromises made.

Civics
Unit 3: United States Constitution and Government

Time Frame: Approximately six weeks



Unit Description

This unit shows how the U.S. system of government works and how the rule of written law and the values of liberty and equality impact individual, local, state, and national decisions.

Student Understandings

Students understand that the U.S. Constitution distributes powers and responsibilities within the federal and state system. Students learn to analyze and assess issues by understanding the structure and relationships among federal, state, and local government. Students learn how a bill becomes a law and how the people empowered to make decisions gain their authority. Students learn to evaluate the impact of government decisions based on their knowledge of provisions contained in the U.S. Constitution.

Guiding Questions

1. Can students identify the branches of government and their purposes?
2. Can students explain the roles and responsibilities of the branches of government?
3. Can students identify the powers associated with each branch of government?
4. Can students explain the vision of the Founding Fathers in designing a government with different branches of government?
5. Can students explain how a bill becomes a law?
6. Can students identify and explain the importance of the Bill of Rights and the Fourteenth Amendment?

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Structure and Purposes of Government	
6.	Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government (C-1A-H3)
7.	Categorize governmental powers as delegated, reserved, concurrent, or implied (C-1A-H3)

GLE #	GLE Text and Benchmarks
8.	Identify powers denied to federal or state governments by the U.S. Constitution (C-1A-H3)
9.	Analyze or assess issues related to the distribution of powers at the federal level (e.g., tensions among the three branches of government; roles and responsibilities of the three branches) (C-1A-H3)
10.	Explain the structure and functions of the three branches of the federal government, including regulatory and independent agencies and the court system (C-1A-H4)
11.	Cite the roles, duties, qualifications, and terms of office for key elected and appointed officials (C-1A-H4)
12.	Explain the structure and functions of state, parish, and local governments (C-1A-H4)
13.	Discuss the advantages or disadvantages of various types of local government (C-1A-H4)
14.	Examine constitutional provisions concerning the relationship between federal and state governments (C-1A-H4)
15.	Explain the processes and strategies of how a bill becomes a law at the federal and state level (C-1A-H5)
16.	Evaluate a specific law or court ruling on given criteria (C-1A-H5)
17.	Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, the Fourteenth Amendment) (C-1A-H5)

Sample Activities

Activity 1: Government in Action (GLEs: 6, 7, 8, 9)

Materials List: copies of the Constitution, Analysis of Articles of the United States Constitution BLM, Governmental Powers BLM

It is important for students to understand the significant relationships in government that make the system work. Discuss how power in government flows back and forth between branches of government and between the states and the federal government. Provide examples of when the Supreme Court has taken power to limit the authority of the states (e. g., *Brown v. Board of Education*), when Congress has taken the power of the executive, and when the executive has taken the power of the Congress. Explain how this struggle becomes even more intense when different political parties control each branch of government.

Ask students to *brainstorm* ([view literacy strategy descriptions](#)) events in American history when the federal government has expanded its powers, when the executive branch has been in a struggle with the judiciary, or when the executive branch and Congress have fought to keep or obtain power. Have students turn to a partner and come up with two or three events. Then have student pairs share their ideas with the entire class.

Fearful of government, the Founding Fathers divided powers and responsibilities among three branches of government. In addition, they limited government by denying powers to the federal government and the states, guaranteeing a bill of rights, and creating a system of checks and balances among the *three branches of government*. Ask students to use their notes from an analysis of the Constitution to answer a series of questions about checks and balances, powers *denied* Congress, and powers denied the states. Prepare worksheets similar to the example below and ask students to analyze Articles IV, V, VI and VII of the Constitution (See the sample below and use the Analysis of Articles of the United States Constitution BLM to complete this activity.).

Analysis of Articles of the United States Constitution

Students will summarize Articles IV, V, VI, and VII in their own words in the space provided.

Article IV. Relationships between states and the federal government

- What does full faith and credit mean?
- Why is it important that citizens in one state have the rights of citizenship in all other states?
- What is extradition?
- How did the Constitution treat runaway slaves?
- Why is it important that every state have a republican form of government?

Have students list the delegated powers, implied powers (necessary and proper clause), and powers held concurrently with the states—e.g., police power. Ask students to list powers reserved to the states. (See the sample below and use the Governmental Powers BLM to complete this activity.)

Governmental Powers

Powers Reserved To the States	Concurrent Powers (Shared)	Congressional Powers
_____	_____	Delegated: _____
_____	_____	Implied: _____
_____	_____	_____

Using collected data, ask students to identify, list, and describe powers denied Congress (federal government) and the states. As the lists are developed, ask students to compare delegated and implied powers to powers denied government. Reviewing American colonial history, ask students to explain why each denied power appears in the Constitution.

Activity 2: Applying Concepts of Checks and Balances (GLE: 9)

Materials List: Opinionnaire BLM

Opinionnaires ([view content literacy strategies](#)) help develop meaningful understandings of content area topics by activating prior knowledge. *Opinionnaires* also help to build interest and motivation to learn more about a topic.

Have students complete the Opinionnaire BLM on opinions about the branches of government (See the sample below and the Opinionnaire BLM to complete this activity.). Students will discuss their answers following completion of the *opinionnaires*. After completion of their study of the three branches, have students return to their answers on the *opinionnaire* to decide whether their original responses have changed. Students should justify their answers to the class.

What Are Your Opinions About the Branches of Government?

1. The executive branch is the most powerful branch of our government._____

Your reasons:

Ask students to analyze and/or assess the significance of issues arising from the division of power among the three branches of government.

Use a series of contemporary issues to stimulate student thinking about the following issues, which are examples only:

- President Bill Clinton found it difficult to get his judicial appointments approved (advise and consent) by the Senate. President George W. Bush had the same problem. Why?
- Congress passed a law recognizing travel access to Cuba only to have it opposed and stopped by President George W. Bush. Why?

In teams, have the students describe the issues, analyze the conflicts, and assess or evaluate their importance.

Conclude with an informal debate over the merits of checks and balances and limited government.

Activity 3: Analyzing the Three Branches of Government (GLEs: 10, 11)

Materials List: copies of the U. S. Constitution, Constitutional Analysis BLM

The Constitution outlines three branches of government in Article I (legislative), Article II (executive), and Article III (judicial). Provide worksheets, like Example A below, to guide student analyses of each Article and section of the Constitution. Students could be assigned to work in pairs and then share their work with the class, or the class might be divided into thirds, with each assigned one of the worksheets. Every student must have the opportunity to read the document (primary resource), hear the information, and record the information on a worksheet. During class discussion of the Constitution, students can modify and correct data in their worksheet. Data from these worksheets are vital to meet numerous other objectives in this unit (See the sample below and use the Constitutional Analysis BLM to complete this activity.).

Sample

<p>Article I, U.S. Constitution</p> <p>Article I creates a national legislature that represents the people in making rules governing the country. The article has ten (10) sections. In the spaces provided below, write a summary of each section in your own words.</p> <p>Section 1. Congress What does vested mean?</p> <hr/> <hr/>

Guide discussions of each article to reinforce student information and to correct errant student knowledge.

Building on prior knowledge, have students use their notes on Articles I, II, and III of the United States Constitution to discuss the roles, duties, qualifications, and terms of office for key elected and appointed officials. Have students verify their notes using their textbooks or a copy of the United States Constitution.

Guide the discussion to emphasize differences between justices, legislators, and the president.

- Why were federal judges to be appointed for life?
- Which *amendment* changes the terms of office of the president?
- Why was it necessary to amend the Constitution on the election of the president?

Using the textbook or government websites, ask students to identify the terms of appointment for cabinet officers, White House staff, and members of commissions (e.g., Federal Communications Commission).

- Ask students to explain the general pattern of terms of office for bureaucratic appointments.
- Ask students to define the phrase “serving at the pleasure of the President.”

Divide the class into three different groups to represent the three different branches of government. Each group will be responsible for presenting through role-play the following:

- showing at least three powers of their branch in action.
- displaying the structure of their branch of government in a unique format.
- citing the roles, qualifications, and terms of office for members of their branch who were elected or appointed.
- demonstrating how their branch of government plays a role in the system of checks and balances as illustrated by a real-life issue.

Students should have several days to prepare for their presentations.

- Part One: Investigate powers and structure of the branch of government.
- Part Two: Investigate the roles, qualifications, and terms of offices.
- Part Three: Investigate the role of the branch in relation to checks and balances.

Activity 4: Defining Federalism (GLEs: 6, 7, 8, 12,14)

Materials List: newspaper or magazine articles, scrapbook supplies

Review the meaning of federal government (e.g., division of power between a national and state government).

Students will build on data from Activity 1, Article I, describing powers of the Congress (federal government); Article I, Section 10, powers reserved to state governments; and Amendment X of the Bill of Rights. Have students define the relationship between the national (federal) government and state government. Their definitions must include reserved, implied, and delegated powers of the federal government and denied, reserved, and concurrent powers of the states.

In pairs, have students choose an example of federalism, such as new coins being minted or a meeting of a local school board to set policy. Have them collect newspaper or magazine articles and create a scrapbook in which they place articles, a short summary of each article, and which principle of federalism is illustrated.

Have each pair of students create a poem, rap, cheer, or song that presents the ideas of federalism, separation of powers, and checks and balances, and include a justification for what they believe to be the most important.

Activity 5: Analyzing Local Government (GLEs: 10, 12, 13, 14)

Materials List: large wall charts for comparisons of branches of government, Governmental Functions BLM

Local governments, parish and city, are chartered and empowered by the Louisiana Constitution and laws passed by the Louisiana legislature. The U.S. Constitution specifically describes relationships between the state and federal government, but it does not provide guidance on local government.

Ask students to list important local issues, and then ask them to look through the U.S. Constitution to find guidance on how to structure government. Have them share what they find or don't find. Ask students to explain why local government is called "a creature of the state."

Ask students to compare the *structures and functions of federal, Louisiana, and parish/city governments* by analyzing each branch of government. Provide large wall charts illustrating how each branch is similar and different in its organization—e.g., the president appoints the U.S. Attorney General while Louisiana elects its Attorney General (See the sample below and use the Governmental Functions BLM to complete this activity.).

Governmental Functions

Legislative Branch

Congress	Louisiana Legislature	Parish Level
House of Representatives: Senate: Majority Leaders: Legislative Checks on Executive and Judicial Branches:	House of Representatives: Senate: Majority Leaders: Legislative Checks on Executive and Judicial Branches:	Parish Council/ Police Jury:

Building on the chart of federal, state and local governments (structures and functions), ask students to explain why local governments vary significantly in how laws are administered and passed, and how courts are organized. Introduce concepts of *charter* and *home rule* guaranteed by the Louisiana state constitution for localities. Have students compare three possible ways to organize city government: (1) *mayor/council*, (2) *city manager*, and (3) *commission plan*. Ask students to describe and explain by whom and how executive actions are conducted, by whom and how legislative actions are

conducted, and by whom and how judicial actions are conducted in each local governing system.

There is much memory and language involved in comparing federal, state, and local governments. Guide a discussion of terms that have the same or similar meanings and create a concept wall of definitions. For example: law, supreme law, state law, ordinance, and proposition share a basic origin, while legislature, Congress, council and commission share similar functions. Make certain that students use the concepts (terms) with precision to avoid mistaken information.

Direct class discussions of the charts detailing special powers and positions within each branch of government. When the charts are complete, ask students to compare how state and federal governments are similar in organization and function and why local government is different by writing descriptive paragraphs explaining each level of government and its respective branches. Have them emphasize the advantages and disadvantages of various types of local government.

Activity 6: How a Bill Becomes a Law (GLE: 15)

Materials List: posters or bulletin board paper

Following a brief presentation by the teacher on the 1960's, ask students to describe the setting and mood of that period. What major events or issues were of historical significance (e.g., civil rights issues, assassinations of political figures, Vietnam War protests, etc.)?

Ask students what knowledge they have of the Civil Rights Act of 1964. Have students explore the following information through primary and secondary resources and then record their findings:

- List the primary political leaders involved in the debate over the Civil Rights Act of 1964. To which political party did they belong? From which area of the country were they?
- Name the key civil rights leaders of the 1960s.
- Define such terms as bipartisan, cloture, lobbyist, filibuster, petition, committee, mark-up, quorum, draft, sponsor, and ordering a bill reported.

Students will create a chart illustrating *how a bill becomes a law* using the Civil Rights Act of 1964 as their focus. Students can use their textbook or the Internet at <http://www.leginfo.ca.gov/bil2lawd.html> to complete the chart. Students will categorize the responsibilities of the House of Representatives, the Senate, and the President in the process of a bill becoming a law. They will compare the different steps the Civil Rights Act of 1964 took between the House of Representatives and Senate. Next, they will summarize the positions of the groups involved in the development of the bill and relate these positions to the major politicians involved. Then, students will apply the dynamics of the legislative process of the Civil Rights Act of 1964 to a contemporary scenario.

Students will formulate an opinion about why southern Democrats opposed the bill's passage and prepare a speech against the Civil Rights Act of 1964 based on the position of a southern Democrat. Students will select the one member of Congress they think was the most influential in getting the Civil Rights Act of 1964 passed and justify their answers. Then, they will select one governmental organization, individual, or event they believe was the most critical in the drafting and passage of the Civil Rights Act of 1964. Have them justify their answers.

Have students respond to the phrase "There ought to be a law to ..." Then, have them write a bill they feel should be passed by the legislative branch.

Finally, the teacher may want to compare the federal process to the state process of how a bill becomes a law.

Activity 7: Examining the Legislative Process (GLE: 15)

Materials List: RAFT Writing BLM

Introduce students to the organizations and features of both houses of Congress (e.g., standing committees, majority and minority leaders, political party whips, debate, and filibuster). Ask the class to consider the persuasive power of the president on pending legislation, the power of popular opinion on legislators, and the role of political parties in forming laws.

Ask students to describe how the legislative process is complicated if each house of Congress is controlled by a different political party, and if Congress is of one party and the president is of another party. Students will explain the role of standing committees, conference committees, control of the calendar, and organizations (lobbyists) interested in particular legislation.

Ask the class to reconsider their explanation of "How a Bill Becomes a Law" in Activity 6 and to enrich the diagram. Students will choose a lobbyist group that they would support, then list the viewpoints with which they agree. Once students have acquired this new information, ask them to demonstrate their understanding of "How a Bill Becomes a Law" by completing a *RAFT writing* ([view content literacy strategies](#)) assignment (See the sample below and use the RAFT writing BLM to complete this activity.). Afterward, allow time for students to share their *RAFT writing* with a partner or the whole class. Students should listen for accuracy and logic.

R – Role (role of the writer- newspaper editor)

A – Audience (to whom or what the RAFT is being written - newspaper readers)

F – Form (the form the writing will take, as in letter, song, etc. - newspaper editorial)

T – Topic (the subject focus of the writing - a bill they wish to see passed or rejected)

RAFT Assignment

You are a newspaper editor, and you want to convince people to think the way you do. Pick a bill you wish to see passed or rejected. Write a newspaper article trying to convince others of your point of view. Include fact and opinion in your newspaper article. Include a picture in the box.

Activity 8: Analysis of a Supreme Court Ruling (GLE: 16)

Materials List: U. S. Supreme Court case briefing on *Brown v. Board of Education of Topeka, Kansas*, textbook or Internet access

Have students look at the word “precedent” and determine the root word “precede.” What do they think the word “precedent” means when referring to court cases (a judicial decision that may be used as a standard in subsequent similar cases: a landmark decision that set a legal precedent)?

- Ask students to hypothesize what it means when we say that a court decision can set precedent.
- Ask students if they know of any such cases.
- Discuss and review the mood of the 1950’s and 1960’s and the various opinions of the time period on civil rights.

Have students visit the following website on *Plessy v. Ferguson*:

http://www.americaslibrary.gov/jb/progress/jb_progress_plessy_1.html . Then, have them discover which court case overruled *Plessy v. Ferguson*.

Provide students with a case briefing (facts of the case, arguments before the court, the decision, and the majority opinion) of *Brown v Board of Education of Topeka, Kansas*. Make certain they understand that common law in the seventeenth and eighteenth centuries generally supported separating people of different races in schools and public conveyances. The Supreme Court in *Plessy v. Ferguson* (1896) was interpreted by some states as approval that schools could be segregated if they were “separate but equal.” Ask students to evaluate the *Brown* case against the following criteria:

- unalienable rights of American citizens (Declaration of Independence)
- equality before the law
- Bill of Rights
- justice before the law

Have students choose a specific law or court case they are interested in researching from the following list of cases, and have them evaluate the law/case, considering the time period in which it was presented, and discussing how it reflected the morals, values, or state of the union when it occurred. For information on these cases, see the textbook or: http://www.socialstudieshelp.com/USRA_Judiciary.htm or <http://www.landmarkcases.org/>.

Marbury v. Madison (1803). This case dealt with the issue of whether or not the U.S. Supreme Court had the power, under Article III, Section 2 of the Constitution, to interpret the constitutionality of a law passed by Congress. On the eve of John Adams' last day as president in 1801, he filled many positions with members of the Federalist Party. Marbury was one of these individuals who was appointed as a federal justice of the peace. When Jefferson (a member of the new Democratic-Republican Party) took office he advised his Secretary of State, James Madison, not to deliver the appointment. Marbury sued Madison for the appointment he felt was due him. The Judiciary Act of 1789 permitted the Supreme Court to issue a *writ of mandamus*, which Marbury requested.

McCulloch v. Maryland (1819). The state of Maryland brought an action suit against James William McCulloch, a bank cashier, for not paying a tax the state had imposed on the National Bank.

Gibbons v. Ogden (1824). This case involved the issue of whether the New York statute that prohibited vessels licensed by the United States from navigating the waters of New York was unconstitutional.

Brown v. Board of Education of Topeka (1954). The issue of the case was whether segregation of children in public schools denied African Americans their Fourteenth Amendment right of equal protection under the law.

Mapp v. Ohio (1961). The issue in this case was whether Mapp's Fourth Amendment right to be secure from search and seizure was violated during the search of her residence.

Gideon v. Wainwright (1963). Clarence Earl Gideon was denied his request for a lawyer after being charged with a felony. The issue was whether the state of Florida violated Gideon's Sixth Amendment right to counsel.

Miranda v. Arizona (1966). While being questioned after being arrested, Miranda was not informed that he did not have to answer questions or that he had the right to a lawyer. The case involved whether the state of Arizona violated Miranda's constitutional rights under the Fifth, Sixth, and Fourteenth Amendments.

Tinker v. Des Moines School District (1969). Marybeth and John Tinker wore black armbands to school protesting the Vietnam War. School officials had adopted a regulation banning the armbands when they were made aware of the students' intentions. The case involved the issue of whether the Tinkers' First Amendment right to free speech included wearing black armbands as a symbol of protest in a public forum.

Furman v. Georgia (1972). In an attempt to burglarize a home, William Henry Furman killed the homeowner when he dropped his gun. He was sentenced to

death. The issue was whether his death sentence was a violation of the Eighth and Fourteenth amendments.

Board of Education, Island Trees School District v. Pico (1982). After the removal of nine books from district public school libraries, four students sued the school district citing it was a violation of the First Amendment guarantee of freedom of speech.

New Jersey v. T.L.O. (1985). After two students were discovered smoking in school, their purses were searched and marijuana and other items were found implicating one of the students in drug dealing. The issue was whether the principal violated the student's Fourth Amendment right of protection from "unreasonable search," her Fifth Amendment right of protection from self-incrimination, and her right to due process guaranteed in the Fifth and Fourteenth Amendments.

Hazelwood School District v. Kuhlmeier (1988). Two students writing for the school paper wrote an article about pregnancy and an article on divorce. The principal objected to the articles and two pages were deleted from the newspaper. The issue was whether the school district violated the First Amendment right to expression by regulating the content of the paper.

Harmelin v. Michigan (1991). Harmelin was convicted of possessing cocaine and was sentenced to life in prison. The issue was whether Michigan's mandatory life sentence was a violation of the Eighth Amendment.

Vernonia v. Acton (1995). A drug policy was enacted at Vernonia school district that authorized urinalysis drug testing of student athletes. James Acton refused to be tested and was not allowed to take part in the football program. The issue was whether drug testing of student athletes violated their Fourth Amendment right against unreasonable search and seizure.

Activity 9: Evaluating the Role of Law in a Democracy and the Bill of Rights (GLE: 17)

Materials List: poster board, copies of the Bill of Rights, Bill of Rights BLM, copies of political cartoons

The United States has more laws than any other nation on earth, and yet we claim to be the nation guaranteeing the most freedoms to its citizens. By contrast, totalitarian regimes have few laws, although they often have harsh punishments for those who break those few laws. One line of thought says that freedom is best defined not by laws that specify the extent of liberty, but by laws that delimit those things that encroach upon our freedoms. The law does not enumerate those things we are allowed to do, but simply

those things citizens are not allowed to do. In other words, although it may seem counterintuitive, the more laws we have in a democracy, the better defined our liberty.

Rights and responsibilities of citizens are closely related to freedom and rules (law). Provide the class with a series of statements and ask students to provide ideas that support and/or refute these statements:

- Without rules, there is no freedom.
- The man who stated, “Give me liberty or give me death!” held other people in bondage.
- Rules define freedom: the more rules, the more freedom.
- Freedom gives you the right to be wrong, not to do wrong.
- Your freedom to swing your fist ends where another person’s nose begins.

Ask students the following questions and record answers on poster board: How does the *Bill of Rights* limit government? How does the Bill of Rights define the phrase that “all men have unalienable rights” found in the Declaration of Independence (Revisit these questions after the entire activity and make the necessary changes.)?

Hand out a copy of the Bill of Rights (or use the textbook copy). Ask students to read and complete a worksheet similar to the sample below (See the Bill of Rights BLM to complete this activity.).

The Bill of Rights

Identify the following freedoms and rights with the specific amendments in the Bill of Rights:

Amendment Number	Freedom or Right
_____	(1) freedom of speech
_____	(2) freedom of religion
_____	(3) freedom of the press
_____	(4) freedom of assembly
_____	(5) right to petition government

In pairs, have students create and design a book, multimedia project, or any creative presentation that includes a summary indicating the importance of each of the Bill of Rights amendments, listing and discussing at least one court case or a newspaper reflecting each amendment, and an original political cartoon or one from the newspaper representing each amendment. Also, have students identify historical reasons why each right was included in the Bill of Rights. For example, no quartering of soldiers can be traced to the quartering of British soldiers during the period preceding the Revolutionary War.

Have students write an essay envisioning life without a Bill of Rights.

Sample Assessments

General Guidelines

- Students should be monitored throughout the work in all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- Students can create charts for this unit. Examples include charts of governmental powers and charts of roles, duties, qualifications and terms of office of key governmental officials at each level of government.
- Students can create diagrams for this unit. Examples include a diagram of “How a Bill Becomes a Law” and checks and balances.
- Students can make speeches for this unit. Examples include speeches about supporting the Civil Rights Act of 1964.
- Students could create a concept wall of definitions for this unit.

Activity-Specific Assessments

- Activity 3: Students can create mobiles to identify the structure and/or function of each of the branches of government.
- Activity 4: Students can create a poem, rap, cheer, or song that presents the ideas of federalism, checks and balances and separation of powers.
- Activity 8: Students should research landmark Supreme Court cases and report their findings to the class. The report should include the facts and history of the case, the issue involved in the case, the finding of the court and their own assessment of the Court’s decision.
- Activity 9: In pairs, students can create a book or multimedia project on the amendments to the Constitution. The project should include the history of the amendment, a summary of the amendment, at least one court case dealing with the amendment, and an original or newspaper political cartoon representing the amendment.

Civics
Unit 4: Citizen Participation in Government

Unit Time Frame: Approximately four weeks



Unit Description

This unit shows that the political behavior of people under a government system—the United States—requires citizen participation.

Student Understandings

Students understand the role of political parties and how they achieve their goals in an election process. Students learn that citizens both participate in and are affected by media, interest groups, conflicting information, position statements on issues, leadership qualities, and public service values. Students learn about present and past experiences that demonstrate how the U.S. system’s effectiveness depends on citizen commitment to participation.

Guiding Questions

1. Can students identify the major political parties and their ideological differences?
2. Can students explain the campaign process and its importance to the American election system?
3. Can students explain the importance of the media and public opinion in American politics?
4. Can students define and identify propaganda?
5. Can students explain why it is important to have a knowledgeable and competent citizenry?
6. Can students explain the roles of lobbyists, special interest groups, and associations in the American political process?
7. Can students define and give examples of political leadership?
8. Can students explain the purpose and importance of public service?

Unit 4 Grade-Level Expectations (GLEs)

GLE #	GLE and Benchmarks
Foundations of the American Political System	
35.	Explain the two-party system and assess the role of third parties in the election process (C-1B-H5)

GLE #	GLE and Benchmarks
36.	Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system (C-1B-H5)
37.	Analyze the use and effects of propaganda (C-1B-H5)
38.	Identify key platform positions of the major political parties (C-1B-H5)
39.	Evaluate the role of the media and public opinion in American politics (C-1B-H6)
40.	Explain historical and contemporary roles of special interest groups, lobbyists, and associations in U.S. politics (C-1B-H6)
Roles of the Citizen	
54.	Describe various forms of political participation (C-1D-H3)
55.	Evaluate current and past political choices that individuals, groups, and nations have made, taking into account historical context (C-1D-H3)
56.	Describe the importance of political leadership to American society, and identify ways in which citizens can exercise leadership (C-1D-H4)
57.	Identify examples of public service, and describe the importance of public service to American society (C-1D-H4)
58.	Evaluate the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry (C-1D-H4)
59.	Compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present (C-1D-H4)

Sample Activities

Activity 1: Political Parties and the American Government (GLE: 35)

Materials List: research materials such as books or Internet access, paper, markers

Political parties were not included in the Constitution. In fact, several of the Founding Fathers hoped that political parties would not come into existence. Parties began almost immediately after the Constitution was ratified. Alexander Hamilton became the voice of the Federalists, while Thomas Jefferson became the leader of the Democratic-Republicans or Anti-Federalists. While the names of these two great parties changed over time, the Republicans (the party of Abraham Lincoln) and the Democrats (the party of Andrew Jackson) are really descendants of those first parties. The definition of a party is "a group of people working together to establish or promote particular theories or principles of government—a view that the members share." Political parties are groups actively seeking to put their principles into practice by influencing or directing government.

Ask the class to express their feelings about political parties using the following guiding questions:

- Are political parties a good thing or a necessary evil?

- Do you know someone who is a member of a political party?
- Do you know how to join a political party?
- Are political parties public or private organizations?

Ask the class to list the names of political parties and post them on the chalkboard. Encourage the class to list current political parties as well as those they remember from American history.

In democratic societies, political parties participate in a number of actions as they seek to promote their principles in government. Ask students to research and explain how political parties in the United States do the following:

- Hold mass meetings (local) and *conventions* (state and national), where they nominate party leaders and candidates for public office.
- Conduct party primaries in some states to nominate candidates for public office.
- Use mass meetings and conventions to create platforms that make public the principles held commonly by the party.
- Direct campaigns for their candidates.
- Raise money for their candidates' campaigns.
- Encourage party members to work in the campaigns.
- Promote loyalty (discipline) to the party by encouraging members to vote for and support their candidates.

Organize students into seven groups and assign each group one of the seven roles of political parties from the list above. Provide each group with a sheet of paper divided into two columns headed "Why?" and "Why not?" Using the round robin technique, have each group member write a reason why their assigned role should or should not be performed by political parties. Students should read their reasons to the class. If a student disagrees with a reason, they should explain their challenge.

Have students rank the importance of the roles of the political parties from most important to least important. Students should explain their reasoning.

Assign students to work in pairs to research one current and/or past political party (e.g., the Know-Nothings, the Prohibition, Whig Party). Each pair will report on a series of questions, including:

- When was the party formed?
- Why was the party formed?
- What were their primary beliefs about government?
- Were their political views narrow or broad?
- Was the party successful?
- Did they win any (many) elections?

Have students create a class timeline showing the development of political parties and have it include the names of the political leaders who supported the views of each political party.

Students may use *SPAWN writing* ([view literacy strategy descriptions](#)) to complete the next activity. *SPAWN writing* is used to develop critical thinking skills. SPAWN is an acronym that stands for five categories of writing options (Special Powers, Problem Solving, Alternative Viewpoints, What If? and Next). Students can respond to a W – What If ? prompt from *SPAWN* such as, “ What if the Democrats and Republicans join together as the Unity Party? Write about how this change would affect the government and the citizens of the United States.” Students can share their writing with a partner or read their papers to the class.

Activity 2: Invitation to Speak (GLE: 35)

Materials List: newspaper, magazine or Internet news articles

Have students bring in articles about upcoming local, state, and national elections. Have them write brief summaries of the articles and post them in the room. Have them formulate questions about the candidates and/or issues, and invite representatives of the local Democratic and Republican parties to meet with the class. Ask the representatives to bring an organizational chart of the party showing parish, city, state, and national party organizations.

Before the arrival of the speaker(s), ask students to prepare for the visit by creating a list of questions for each speaker. They can use questions they formulated from the articles. Questions could include the following examples:

- How does the party organize in mass meetings? State and national conventions?
- What is the party’s role in nominating candidates?
- Why is a *primary election* required in some states?
- What does the party do during elections?
- How does the party raise money for party functions (campaigns and party organization)?
- What is an open primary?
- What is a closed primary?
- Is a primary election good or bad for the party?
- Why do you belong to this political party?
- How is the party organized at the local, state, and national levels?

Organize students into groups of four or five. Assign each group a separate topic relating to the political party process. Topics may include nomination, campaign, patronage, precinct, local party organization, national party organization, and *platform*. Each group should prepare a visual aid to present their topic to the class.

If possible, have students visit the campaign headquarters of someone running for political office.

Activity 3: The Impact of Political Parties (GLE: 35)

Materials List: research materials such as books or Internet access, Democrat or Republican BLM

In the United States, two major political parties regularly win elections and dominate government. Minor political parties or *third parties* nominate candidates for public office but usually with very little success. The United States is said to be a *two-party political system*.

Use the Internet or other resources to research and complete the Democrat or Republican BLM (See BLM and sample below.).

	Democrat	Republican	Other
Louisiana's two U.S. Senators			
Louisiana's U.S. Representatives			
Democrats in the Louisiana House			
Republicans in the Louisiana House			

Follow up on student research by having students analyze the data they have collected, and then discuss how a majority of Democratic or Republican legislators or governors at the federal and state level can influence legislation.

Provide students with information on the voting records of some of their elected officials and discuss how their voting may or may not be affected by their party affiliation. Ask for student opinions as to whether the elected officials vote the party line or sometimes vote their own conscience.

Have students create a chart of the similarities and differences between the two major political parties.

Have students define one party, two party, and multiparty. Have them create a chart of the advantages and disadvantages of each type of political party system. Then, students should give examples of countries that have each of these systems.

Activity 4: Right, Left or Middle (GLE: 38)

Materials List: Political Ideology Word Grid BLM, Democrat or Republican Issues BLM, political leaders’ pictures (optional)

Both major political parties have so many members that it is virtually impossible to have every member agree with the party on all the issues. The two major parties declare that they are like a large tent where people with common principles may join while having disagreements on a specific issue. To win statewide and national elections, party candidates have to appeal to individual voters with markedly different views on the issues. As a result both major parties attempt to govern from the center of the political spectrum. Minor parties tend to promote single issues or at least single principles. As such, they often have difficulty drawing a large number of voters to their cause. If we consider the Republican Party to be conservative (tending to limit government and changes in government) and the Democratic Party to be liberal (government should be active and willing to change society), minor parties tend to hold views more conservative or liberal than the two major parties.

Have students define the following: independent, *conservative*, *moderate*, *liberal*, *right wing*, *left wing*, and *centrist*. Students may complete a *word grid* ([view literacy strategy descriptions](#)). A *word grid* is a strategy which involves building a grid with essential vocabulary listed on the vertical axis of the grid and major features, characteristics or important ideas listed on the horizontal axis. Students fill in the grid, indicating the extent to which the key words possess the stated features or are related to important ideas. Students may fill in the grid with pluses or minuses or they may use a scale of 0, 1, and 2. Once the grid is completed, students are led to discover both the shared and unique characteristics of the vocabulary words. Ask students to research and locate the following political parties on the *word grid*: Democratic Party, Republican Party, Socialist Party, Green Party, Libertarian Party, Greenback Party, and Communist Party (See the Political Ideology Word Grid BLM and sample below).

Political Ideology Word Grid

Party	Liberal	Moderate	Conservative
Democratic Party			
Republican Party			

After completing the chart, have students write an essay explaining their political ideology. Students should share their essays with a partner or with the class.

Have students complete the Democrat or Republican Issues BLM, in which they will identify whether a statement or political issue would best describe the principles of the Democratic or Republican Party (See BLM and sample below.). Students may interview parents or a political party member to assist them in completing the form.

- ___ Government should protect social security as it is.
- ___ Government should protect the life of a fetus. (Right to life)
- ___ Government should increase the amount of money spent on national defense.

Ask students to describe the issues of each party and explain why they would be left or right of center and who the leadership is in each party. Have students place the leaders' names, and, if possible, pictures on a classroom continuum.

Activity 5: Advertising and Political Campaigns (GLEs: 36, 37, 39)

Materials List: student journals, advertisements (newspaper, magazine or Internet ads), Propaganda Technique Comparison BLM

Campaigns of one type or another are constantly in progress. Advertising campaigns are one way to introduce youth to private efforts to "sell a product." Political campaigns are similar in that political parties nominate the candidates most likely to be elected and parties campaign to "sell" those candidates to the voters. The candidates must become known (name identification) to a maximum number of voters. The candidates must inform the voters of the most important issues in their election. This means that the campaign must use every form of media to reach the attention of the voters (e.g., leaflets distributed by supporters, newspapers, radio, and television).

Have students keep a journal while viewing television commercials. Have them describe what was said or done to promote a product, service, or individual. Discuss student findings.

Ask students to research and define the following (propaganda) techniques in persuading voters:

- *bandwagon*
- *testimonials*
- *plain folks*
- *glittering generalities*
- *transfer/association*
- *name calling*
- *card stacking*

Ask students to describe how these techniques are used in commercial advertising and in a political campaign. Have students bring in newspaper, magazine, or Internet advertisements for popular products (e.g., *Nike* shoes). Have students identify the

advertising/propaganda techniques used in the ads. Using their definitions and the information they have gathered about their ads, ask them to compare a product advertisement with a political advertisement by identifying and comparing the specific techniques they observed in the print ad with a political advertisement either in print or on television. Have students fill in the Propaganda Technique Comparison BLM *graphic organizer* ([view literacy strategy descriptions](#)) as they discuss the techniques and comparisons (See BLM and sample below.).

Advertising/Propaganda Technique	Product Advertisement	Political Advertisement
Testimonial	Famous Athlete	Famous Business Organization

Ask students how political ads are significant to campaigning. Have students perform commercials or political advertisements using at least three propaganda techniques. Have students who are not performing use a checklist to show each technique used in the commercial or advertisement.

Have students watch the news and use the same checklist of propaganda techniques for evaluation.

Activity 6: Campaign Finance and the Media (GLE: 39)

Materials List: research materials such as books or Internet access

The cost of political campaigns is directly related to the *media* that must be used to reach the public. Television spots are most expensive, while leaflets distributed by party workers are least expensive. The larger the media market, the greater the expense. Political parties raise money to support the candidates' campaigns, but that is typically only a small portion of what is needed. Candidates form campaign committees to raise money from party members and other supporters to run the campaign. Candidates are often more influenced by their campaign committees than by the overall party organization. Fundraising is also expensive, and in very large campaigns, political advisors tend to have great influence on the candidate. Individuals may act on the behalf of their own special interests with or without belonging to an organization. Frequently, individuals make contributions directly to political campaigns. There are laws governing the amounts that individuals and special interest groups can contribute to political campaigns and candidates. Even more laws have been proposed to prevent undue influence that money can have on democratic issues, elections, and candidates.

Ask students what they think is the most effective way to influence public opinion in American politics and why they believe this.

Other activities focus on the importance of the media in shaping public opinion (e.g., campaigns, advertising). Ask students to work in teams and to evaluate the importance of the media by researching one of the following:

- campaign contributions and the outcome of selected elections (Does the most money always win?)
- access to the media without paid ads (Do the free media [e.g., evening news, talk show hosts, newspaper columnists] assist candidates and their message?)
- public opinion polls keep the public informed frequently about leading candidates in a campaign (Do opinion polls influence how people vote?)

Have students report their findings to the class and discuss their opinions on controlling campaign contributions, the free press, and polling used in political campaigns.

Have students work in groups of two or three to design a public opinion poll on a school related issue. Students should poll a representative sample of the school population through a printed questionnaire.

Activity 7: Campaign Finance and Free Speech (GLE: 36)

Materials List: research materials such as books or Internet access, campaign paraphernalia

Large contributors may have exceptional influence on the candidate. There has been a debate raging about limiting campaign contributions in the country for some time. Those who oppose limits on campaign contributions argue that it is a violation of the right of free speech. Those who favor limiting campaign contributions believe it is necessary to control the influence of the rich and powerful.

Have students research recent laws concerning campaign finance reform and discuss the findings in small groups.

Using *RAFT writing* ([view literacy strategy descriptions](#)), ask students to write a letter to the local newspaper editor or design a political cartoon expressing their opinion on campaign contribution limits. *RAFT* is an acronym that stands for:

- R – Role (role of the writer – concerned citizen)
- A- Audience (readers of newspapers)
- F- Form (letter to the editor or political cartoon)
- T- Topic (opinion about campaign contribution limits)

This *RAFT writing* assignment allows students to be creative, share their point of view and inform others about the information they have gathered concerning campaign finance reform. Students should share their letters with the class while students listen for accuracy and logic in their classmates' *RAFTs*.

Divide the class into teams, each team monitoring one or more of the campaigns for office (e.g., governor, state senator, U.S. senator). Over an extended period, each team will collect campaign paraphernalia (e.g., buttons, posters, leaflets, newspaper ads, radio and TV ads, and media reports of candidate activities including issues and controversial topics). Each team will create a collage containing articles they have acquired. The team should attach a commentary and explain how the material contained in their collage helped them to answer the following questions:

- What are the three most important issues in the campaign?
- How did each candidate respond to these issues?
- Was their position on the issues based upon facts and evidence?
- Were the issues clearly explained in their campaign literature? Radio spots? TV spots?
- Did the candidate's position on the issues change during the campaign?
- Which aspects of the campaign seemed to be most effective?

Ask students to explain which questions were difficult to answer using the collage as a reference and why.

Activity 8: The Electoral College (GLE: 36)

Materials List: research materials such as books or Internet access

Ask students to briefly describe how a national election is won. Revisit this question at the end of the simulation and allow students to change their responses.

Simulate the *Electoral College* as it was originally described. The class will serve as electors, representing different states and different parties, with one-third of the class assigned as Federalists favoring John Adams and C.C. Pinckney, and two-thirds of the class assigned as Democratic-Republicans favoring Thomas Jefferson and Aaron Burr in the Presidential election of 1800. Debrief the simulation.

Ask the following questions:

- Why did the election of 1800 end in a tie?
- Why was this a problem?
- Why was an Electoral College created by the Founding Fathers?
- Why was the Electoral College considered a compromise between those who wanted legislatures to elect the president as they did senators for a time and those who thought the President should be elected directly by the people?
- Why not directly elect the president by popular vote?

Continue the simulation by creating a House of Representatives with the same makeup by states as in 1801. Discuss the merits of choosing one party candidate over another.

- Discuss why this would cause a problem.

- Discuss the procedure by which the House of Representatives would elect a President.

Have students create a timeline of the results of the Electoral College throughout America's history. Students should especially note the times in history when the person who won the popular vote did not win the Electoral College vote, and lost the election for President, as a result (1824, 1876, 1888, and 2000).

Activity 9: The Census and You (GLE: 36)

Materials List: research materials such as books or Internet access

Article I, Section 2 of the United States Constitution explains that representation for each state shall be determined by a population *census* within every ten years. Subsequent legislation has fixed the size of the House of Representatives to 435 voting members. Thus, the number of people apportioned to each representative equals the U.S. population (determined by census) divided by 435. An exception exists for states with less than the requisite population, which must have at least one representative.

Ask students to consider how the ten-year census impacts the following issues:

- federal funding for projects in their state
- population changes that require states to add to or reduce the number of congressional districts in the state
- gerrymandering and how it happens
- how the size and shape of districts depend on the political party in power in the state
- The lowest population states (e.g., North Dakota) have two votes in the Senate and one in the House of Representatives. Is that fair? Does this give exceptional power to people living there?

Put students in groups of five and have them jigsaw the issues so one individual in each group is the expert in one of the topics. Have students share their findings with their group, and hold students responsible for gaining relevant information.

Have each group present its findings and share its opinions on the issues listed above.

Jigsaw procedure

Jigsaw procedures divide the work among individuals within a team, and require the students to teach material they studied to others in the group and to the rest of the students in the class. The jigsaw method is an alternative to lecture and individual reading assignments. The steps typically followed include:

- Students are assigned to cooperative groups.

- The reading material is divided up into parts similar to a jigsaw puzzle, so that each student (or a particular group) has part of the materials needed to complete the assignment.
- Each student receives a unique section of the topic to learn.
- Members study their topics, and their responsibility is to teach this information to the other members of the group.
- The group synthesizes the presentations of the members into the whole picture or puzzle.
- Group members cannot learn the full topic without the parts of information provided by the others in the group.
- Each student has to participate actively in order for his/her group to be successful.
- Each group may meet with individuals from other groups that dealt with the same topic to discuss their findings, and then report to the whole class.
- Or, group members assigned a specific topic might hold discussions before individual members of the group begin to teach their group's topic to another group.

Activity 10: Special Interest Groups of the Past (GLE: 40)

Materials List: research materials such as books or Internet access, Interest Groups and Political Parties Word Grid BLM

Political parties consist of people who share common views on some issues. Individuals in the party may differ with the party on any one issue but remain loyal to it. Individuals who identify strongly with a single issue often form political interest groups (e.g., environmentalists). The Sierra Club, for example, was organized to defend the environment against almost any governmental action. These *special interest groups* may form around a particular interest of a group of businesses (e.g., oil producers and refiners) or labor groups (e.g., AFL-CIO). Special interest groups raise money to promote their cause. These monies may be used to promote candidates who agree with their cause, to hire *lobbyists* to influence government officials and legislators, and/or to produce media to influence public opinion. They act much like a political party except they do not nominate candidates for public office. Special interest groups help to inform the public and public officials about issues.

Ask students to research how special interest groups and/or individuals have had an impact on the following (add to the list):

- Teapot Dome
- Spanish-American War and Yellow Journalism
- *Uncle Tom's Cabin*
- American support for Israel
- Healthcare
- Campaign finance reform

Ask students to describe the role interest groups played in each event above. Conclude with questions about the positive and negative impact of interest groups in American politics.

Students will complete the Interest Groups and Political Parties Word Grid BLM by researching the websites of the special interest groups listed on the *word grid* ([view literacy strategy descriptions](#)) (See the BLM and sample below.). They will search for the websites of the special interest groups and associations, assess the special interests of each group, and fill in the blanks on the chart. Students will determine how each listed group aligns with political parties and check off the following appropriate symbol:

R=Republican D=Democratic N=Neutral B=Both

Special Interest Group	R	D	N	B
National Education Association				
Chambers of Commerce				
Airline Pilots Association				

Have the students answer the following questions:

- Why did you have difficulty identifying a specific issue for some groups?
- Is it possible that some interest groups might support candidates without regard for party? Why?
- Did you find the websites to be informative?
- Would they help legislators gather information on a particular issue? Why?

After identifying several school or community issues, have students create their own special interest group. Students should create a group name and a purpose statement. They should design a course of action to get more members, influence public opinion and achieve their goals. Then, students should conduct a mock press conference to announce their group and their plan of action.

Have students choose one of their issues. Then, organize students into three groups. The groups should include government officials and two opposing special interest groups. Each special interest group should try to convince the government to pass their public policy. At the end of the role-play, have the government officials announce their decision on the public policy.

Have students write a letter to the editor of their community’s newspaper or school newspaper expressing their opinion on a school or community issue. Have students watch for any responses to their letter.

Activity 11: Voter Participation (GLE: 54)

Materials List: research materials such as books or Internet access, poster boards, sample voter registration forms, overhead projector (optional)

Participation in the political process (*voting*, volunteering in campaigns) is important to democracy. Participation is highest in presidential election years and lowest in local elections when there is no statewide or national campaign. Voting in the United States is voluntary, while many democracies require their citizens to exercise their vote.

Ask students if voting is a right or a privilege and why they think so. What kind of impact does failing to vote have on a country? Have students list reasons why many people don't vote (e.g., too busy, lack of transportation, apathy, registration is too difficult or time consuming).

Copy or scan a voter registration form into an overhead projection. See a form sample at <http://www.sos.louisiana.gov/tabid/457/Default.aspx>.

The form asks for all of the information required in registering (e.g., date of birth, citizenship, address, time in residence).

- Provide each student with a blank form and complete the registration process together.
- Point to each blank on the form and ask the class to explain why that information is required and important.
- Students will complete each blank with the teacher. Voter registrars are very willing to help complete this task for you while motivating students to become active voters.

Tell students they will have the opportunity to vote in a mock presidential election if they choose. Provide ballots listing the candidates and a space for students to indicate their gender. Place the ballots in a location of the room where students can vote in private. Later in the day, tell students they are now all required to vote. Use different colored ballots for the second election to distinguish the two votes. Tally the ballots separately. Lead a discussion with students as they respond to the following questions.

- How do the two votes differ?
- Were boys or girls more likely to vote when given the option?
- Might an election be affected if only the people who choose to vote do so? How might people required to vote affect an election?
- Why is voting important?

What ways other than voting can people participate in the political process (e.g., join a special interest group, volunteer at the polls, volunteer to work on a local campaign committee)? Collect data on voter participation in several countries. Be certain to include both democratic and non-democratic countries. Distribute data to the class to be graphed—a graph of democratic countries, a graph of non-democratic countries, and a graph combining all countries. When the data have been graphed, analyze the data through a series of important questions:

- Why does political participation in the U.S. rank so low among democratic countries?
- Among all countries?
- Countries that require voting (fines for non-voters) rank highest. Is this a good thing?
- Should the U.S. require people to vote?
- Is a democracy in danger when people do not exercise their rights of citizenship?

Have students create posters that might persuade others to vote, whether it is a school election or a presidential election.

Activity 12: Elected Officials and History (GLEs: 55, 56)

Materials List: research materials such as books or Internet access

Ask students to *brainstorm* ([view literacy strategy descriptions](#)) historical events and identify the political leaders at the time. List these on the board.

Given the following historical events, have students evaluate how the voters' choices for political leadership contributed positively or negatively to the event. (Add more events generated from the brainstorming session. The evaluation could be of choices made by groups and/or nations.)

- Jackson closed government accounts in the National Bank.
- John C. Calhoun argued for secession as a right of the states.
- Wilson proposed a League of Nations.
- Bush suspended some individual rights to fight terror.

How did members of the opposition party view these events? Can these events be judged or evaluated without political bias? Why or why not?

Have the students choose one event from the list and write a paper on the event as if the political leader had been the one who lost their election. Using their knowledge of political parties and beliefs, students can hypothesize what may have been different. At the conclusion of their paper, have students describe the importance of political leadership. Have a class discussion regarding how citizens can better exercise leadership on the local, state, or federal level.

Have students write an essay on whether or not the negative image of politicians is deserved.

Activity 13: Public Service and Public Servants (GLE: 56, 57)

Materials List: thank you note paper

Have students list three things the community does for them. Have students list three things they have done for the community. Define *public service* and public servants. Ask students to list the many ways they have personally benefited from public service by adults (e.g., Girl Scout leader, teacher aides, local festival boards, coaching club sports).

Discuss why they think these people are role models for citizenship in their community. Have students list ways in which they could be role models for younger people or people of their own age. Ask students to write a brief note to an adult of their choice, thanking them for their public service.

Have students describe how society would work differently if public servants were not around. Examples could include police officers, firemen, educators, lawmakers, etc.

Activity 14: Politics and Citizenship (GLE: 58)

Materials List: research materials such as books or Internet access

Ask students to define politics and to respond to the phrase “politics is a good thing.”

Ask students if they think a negative attitude toward politicians frequently clouds the judgment of citizens and discourages their participation in politics. Have them explain how and why and research examples.

Ask students to consider the following questions as they participate in the suggested role-play activity below:

- Why are public issues and policies the responsibility of citizens even if they do not participate?
- How would a citizen know the impact of a public policy or decision on their lives if they did not study and understand the issues involved?
- How can citizens defend their sovereignty without knowledge?

Role-Play Scenario

- Have two students role-play a conversation between a person running for office and a person who does not vote. The person running for office needs to persuade the nonvoter why they should participate.
- Have two students role-play a conversation between two neighbors. One is planning to attend a school board meeting to express an opinion about a proposed new school tax and is trying to persuade the other to come to the meeting and support him.

- Have a student role-play a person in a shopping mall seeking signatures for a petition to stop the pollution of a local waterway. Have two other students role-play passersby who express their opinions about signing the petition.

Debrief the role-play activity by answering the questions students considered before the role-play activity.

Activity 15: Comparing Political Leaders (GLE: 59)

Materials List: research materials such as books or Internet access

Ask students to name political leaders they believe are/were of good character and who showed style as well as effectiveness. List their choices and have them explain why they regard them as they do.

Ask students to compare the following political leaders, evaluating each on the basis of character, style, and effectiveness: (add others)

- George Washington and Dwight D. Eisenhower
- William J. Clinton and George W. Bush
- Huey Long and Mary Landrieu

Pose the following questions for the comparisons:

- Is there a single style of political leadership that is most effective in moving governmental policy?
- Do Americans act positively toward particular professions or experience?

Have students create a political platform for an imaginary presidential candidate. Have the platform include the candidate's stand on issues such as education, taxes, foreign policy, space exploration, health care, stem cell research, etc. Have the students present their platforms to the class and conduct a small primary election to see who the top three candidates would be. Have students analyze why they believe these candidates were chosen and why others were not.

Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.

- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- Students can create a chart of the similarities and differences between the two major political parties.
- Students can create a timeline of the results of the Electoral College throughout America's history.
- Students can write letters to the editor expressing their opinion on a community issue.

Activity-Specific Assessments

- Activity 1: Students should create a timeline showing the development of political parties throughout the history of the United States. On one side of the timeline, students should include political leaders who supported the views of each political party. Programs such as Tom Snyder's *Inspiration*® can be used to create the timelines or teachers may prefer to use paper and pen type timelines.
- Activity 5: Students should perform commercial or political advertisements for the class. They should use at least three propaganda techniques in their performances. Students who are not performing should use a checklist to identify each technique used in the commercial or ad.
- Activity 7: Students should design a political cartoon to express their opinion on campaign contribution limits. An alternate assessment would be to have students write a letter to the local newspaper editor expressing their opinion on campaign contribution limits.

Civics
Unit 5: Rights and Responsibilities of Citizens

Time Frame: Approximately two weeks



Unit Description

This unit shows the rights and responsibilities of citizens to participate in and shape public policy and contribute to the maintenance of our democratic way of life.

Student Understandings

Students understand that they have both responsibilities and rights as citizens in the American system of government. Students analyze and evaluate past and present policy on the scope and limits to citizenship. Students explain how our government is financed and the role citizens play in determining both the limits of taxation and the distribution of available financial resources.

Guiding Questions

1. Can students identify and explain different types of taxes?
2. Can students state the purposes and uses of particular types of taxes?
3. Can students explain the fairness issue related to different types of taxes?
4. Can students distinguish between different types of rights?
5. Can students define social injustice and give examples in American society?
6. Can students define civic responsibility and give examples in American society?

Unit 5 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Structure and Purposes of Government	
21.	Explain how government is financed (e.g., taxation, fines, user fees, borrowing) (C-1A-H7)
22.	Identify the major sources of tax revenue at the federal, state, and local level (C-1A-H7)
23.	Analyze or evaluate various uses of tax dollars (e.g., the public's need for services versus the public's resistance to taxation) (C-1A-H7)
24.	Use the rules of taxation (ability, equity, ease of payment, convenient times to pay) to analyze or evaluate a given tax practice (C-1A-H7)

GLE #	GLE Text and Benchmarks
Foundations of the American Political System	
30.	Identify and describe examples of freedoms enjoyed today but denied to earlier Americans (C-1B-H1)
32.	Interpret, analyze, or apply ideas presented in a given excerpt from any political document or material (e.g., speech, essay, editorial, court case) (C-1B-H2)
33.	Analyze a given example of American political or social conflict, and state and defend a position on the issue (C-1B-H3)
34.	Analyze discrepancies between American ideals and social or political realities of life (e.g., equal protection v Jim Crow laws) (C-1B-H4)
Roles of the Citizen	
49.	Distinguish between personal, political, and economic rights of citizenship (C-1D-H1)
50.	Describe the importance of various rights of citizenship to the individual or to society at large (C-1D-H1)
51.	Analyze an amendment or law concerning the rights of citizens in terms of their effect on public policy or American life (e.g., Nineteenth Amendment, Americans with Disabilities Act) (C-1D-H1)
52.	Evaluate and defend a position on a given situation or issue in terms of the personal, political, or economic rights of citizens (C-1D-H1)
53.	Assess the difference between personal and civic responsibilities (C-1D-H2)

Sample Activities

Activity 1: Rights and Responsibilities of Citizenship–Focus on Taxes (GLEs: 21, 22, 23)

Materials List: Internet access (optional)

Ask students to list the *rights* that American citizens enjoy. When completed, ask students to make a second list of *responsibilities* of American citizenship. Compare the two lists. Why is the second list shorter than the first? Add elements that the students missed (e.g., responsibility to *pay taxes* in support of governmental services).

Have students answer the question “What are some kinds of taxes you and your family pay?” Compile a list for future use.

Revenue to operate government is collected as taxes, fines, licenses, fees, and borrowing. Using textbooks or websites such as <http://www.census.gov/govs/www/qtax.html>, have students identify and describe the primary sources of tax revenues for parish/city, Louisiana, and federal governments. Ask them to classify the revenue sources into the following categories:

- taxes on income
- taxes on sales of goods
- consumption taxes
- property taxes

Ask students to define and describe the impact of each of the following taxes on individual citizens:

- Why do we say that the income tax is a *progressive tax*? What is a head tax? Why was it necessary to ratify the *Sixteenth Amendment*?
- Why do we say that the sales tax is a *regressive tax*? Is it fair to tax everyone equally?
- Why is the gasoline tax (consumption tax) a *proportional tax*? What does the gasoline tax provide for in government services?
- What are property taxes most often used for in the budget?

Ask students which tax provides the most revenue for the federal government, for Louisiana and for the parishes. Why are taxes the best source of revenue for governments? Why are *finer, licenses, and fees* an unpredictable source of revenue? How could high fines, licenses, and fees discourage rather than encourage participation in government and the economy? At which level of government would fines, licenses, and fees provide the greatest source of income (e.g., car and truck licenses, speeding fines, library fees). Have students list the major sources of tax revenues. Have students use *SPAWN writing* ([view literacy strategy descriptions](#)). Using the W or What If? category from *SPAWN* have students respond to the following questions, “What if you lived in a country that had no taxes on any level. How would teachers, firemen, and policeman be paid? How would school buildings and roads be built and maintained?” Have students include a solution to paying for such services (lotteries, contributions, etc.), as well as for those they listed. Afterwards, allow students to share their *SPAWN writing* with a partner or the whole class. Students should listen for creative solutions that are also logical.

Activity 2: Government Borrowing and Deficits (GLEs: 21, 22, 23)

Materials List: newspapers or other local publications, Internet access (optional)

Borrowing as a revenue source is simply mortgaging the future for government spending in the present. Whenever a government spends more money on services than it collects in revenues it must borrow or run a deficit.

Ask students to research the national debt and the number of times in the last thirty years that the federal government has operated with a deficit.

- Why is debt a burden on the treasury?
- What is the interest cost of the national debt?

Research limits on deficit spending in Louisiana using local papers and publications.

- Can Louisiana run deficits as the national government does? Why or why not?

- Can Louisiana fund debt by issuing bonds?
- How about parish and city governments?

Have students visit the website <http://www.federalbudget.com> and in pairs respond to the following questions:

- Define the national debt.
- Describe debt held by the government.
- Describe debt held by the public.
- Did the United States have a federal deficit or surplus in 1998? Approximately how much?
- When does the fiscal year for the U.S. Government begin and end?
- When, before 1998, did the U.S. Government have a surplus?
- Approximately how much does the national debt increase every day?
- Has the interest on the national debt been increasing or decreasing in the past two years?
- What is the difference between the national debt and the federal deficit?
- What else did you learn from this lesson?

The concept of limited government indicates that citizens should be taxed the least possible.

- Do taxpayers resist paying taxes?
- Do taxpayers demand governmental services?
- What is the balance between resisting taxes and receiving services?

Review the list of services government provides from Unit 2. Ask students to recommend tax revenues that should be collected to pay for each service (e.g., a military for common defense, interstate highways, libraries, police protection, *social security*). Ask students: Should citizens who do not want a governmental service be allowed to avoid taxes?

Have students answer the question “Is the power of the federal government to tax more or less important than it was 200 years ago?”

Have students create a bulletin board titled “Our Taxes at Work.” Students should bring in newspaper articles to prove the title of the board.

Activity 3: Evaluating Taxes (GLE: 24)

Materials List: research materials, Internet access (optional)

Every tax can be evaluated on selected criteria:

- ability of citizens to pay
- equity among payers
- ease of payment
- convenient times to pay

Ask students to apply these criteria to the federal *income tax* and explain why it is the preferred form of taxation for the government. Then ask students to apply the same criteria to the property tax in Louisiana. Information on Louisiana tax structure can be found at <http://www.statetaxcentral.com/Louisiana/>.

How do the two taxes compare? Why are property taxes often used to fund schools in local communities?

In small groups, have students design a tax plan that would be beneficial to their parish, yet not unfair to others. Make sure it meets the criteria listed above. Students should share their plans with the class.

Activity 4: Freedom in Democratic Societies (GLE: 30)

Materials List: research materials such as books, Internet access (optional), paper for timelines

Although the Declaration of Independence states that all men are created equal, that has not always been the case in American history. Ask students to identify and describe ways in which they have freedoms today that were denied to earlier Americans. Begin a discussion of the list with the most obvious differences (e.g., African-Americans, women, Native Americans and disabled persons are citizens with equal rights). Divide the class into research groups. Have groups research one historical event and create a timeline piece of their event that increased rights for American citizens (e.g., Snyder Act of 1924, Civil Rights Act of 1964). Students should present their item for the timeline and place their timelines on the classroom walls or boards. Discuss times in history when rights were denied to Americans (e.g., Japanese Internment). Is it ever acceptable for the government to deny people rights? Conclude the lesson with a discussion of current equal protection issues (e.g., privacy, technology).

Activity 5: Using Primary Sources (GLE: 32)

Materials List: Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Roosevelt's declaration of war speech in 1941, *Great American Speeches: 80 Years of Political Oratory* (optional), excerpt from George W. Bush's 2002 State of the Union Speech

Watch the segments of Martin Luther King, Jr.'s "I Have a Dream" speech at www.usconstitution.net/dream.html and Franklin Roosevelt's Declaration of War at www.historyplace.com/speech/fdr-infamy.htm or locate them in *Great American Speeches: 80 Years of Political Oratory*, and discuss the impact that each of the two speakers had on the United States, politically, socially, and otherwise. (If the speeches cannot be accessed through the Internet, have them printed and hand them out to groups of students.) What has changed in the country and in the world from the times when these

public speakers made their addresses? What has stayed the same? How does each man's manner of addressing his audience differ? What did each speaker hope to accomplish through his words? Did he succeed? Why is each style effective?

Activity 6: Analyzing Conflicted Issues (GLE: 33)

Materials List: research materials such as books, Internet access (optional)

Have students *brainstorm* ([view literacy strategy descriptions](#)) with a partner current issues of social and/or political conflict, and have them share ideas as a large group.

Using the list and providing more if needed (e.g., extending Medicare to include a drug benefit for senior citizens, involvement in the Middle East, immigration laws, school vouchers, etc.), have students research at least three areas of interest and compile information to share with the class.

The questions for a researcher of a controversial issue should be – Why is this issue controversial? What is actually known about this issue? What motivates people to advocate specific positions? What are the facts? How many different perspectives are there on this issue? What political and/or economic interests are involved in the issue? Whose position is heard most? Have acts of violence taken place because of this controversy? Who was responsible for the violence?

Group students according to their interests. Have students write a paper on the conflict, countering opposition arguments while defending their position.

Activity 7: Democratic Ideals and Practice (GLEs: 34, 49, 53)

Materials List: Classifying Rights BLM

American democracy was founded on ideals that practice has not yet fully achieved. Ask students to respond (add to the list) to one or more of the following statements by explaining how the ideal sets a standard beyond social realities:

- Internet connections make direct democracy possible while we continue with an Electoral College and representative legislatures.
- The Declaration of Independence provides for the pursuit of happiness and the Constitution provides for the pursuit of property.
- All citizens have equal rights before the law but two-thirds of all prisoners are African-Americans.

Ask students to use a *word grid* ([view literacy strategy descriptions](#)) to classify individual rights of citizens as *personal*, *political*, and *economic*. The list of rights to be classified might include:

due process	voting	jury trial	open business
free speech	free association	assembly	religion
purchase of goods	pay taxes	join political party	driver's license

Use the Classifying Rights BLM to complete this chart (See BLM and sample below.).

Rights of Citizens	Personal	Political	Economic
religion	X		
voting		X	
open business			X

Once the grid is completed, allow time for students to review the information with a partner in preparation for quizzes and other class activities. Ask students if they can explain why these rights also require responsibilities. What are the differences between personal and civic responsibilities?

After exploring the rights in this activity, explain in a paper why three of these rights also require responsibilities.

Activity 8: Determining Limits on Personal Freedoms (GLE: 50)

Materials List: research materials such as books on Supreme Court cases, Internet access (optional), Supreme Court case reviews

Ask students to describe the meaning and limits of “freedom of speech.”

Using textbooks, other books, or Internet sites such as <http://www.maxwell.syr.edu/plegal/scales/fos.html>, provide reviews of Supreme Court cases that have limited and delimited freedom of speech (e.g., shouting fire in a theatre, Tinker Case [1969], censorship, banned books, the Sedition Act [1798], *Hazelwood School District v. Kuhlmeier* [1988], *Brandenburg v. Ohio* [1969], *Minersville School District v. Gobotis* [1940], *West Virginia State Board of Ed. v. Barnette* [1943]).

Have students write a paper explaining their understanding of individual rights under freedom of speech. Extend the question to include the phrase “freedom of expression.” Ask students to consider how freedom of expression impacts groups of citizens who are offended by music, film and literature without censoring. When is censorship a good thing? Have students share their paper with the class.

Activity 9: New Freedoms through Amendments (GLE: 51)

Materials List: copies of the Constitution, research materials (books, library resources, and primary documents), butcher paper

Have students read the *Fifteenth* and *Nineteenth Amendments* to the Constitution. Teachers and students should discuss the history and implications of these two amendments.

Assign an analytical paper where students explain how these amendments impacted public policy, challenged American traditions, upheld American ideals and enhanced American democracy. Questions to be considered:

- Why did the Fifteenth Amendment only enfranchise African-American men?
- Why and who were some American citizens still without voting rights after the ratification of the Fifteenth Amendment?
- Did the Nineteenth Amendment provide freedoms to women at the expense of men? Or, were men also freed by passage of the amendment?

Divide students into pairs, and assign each pair a decade between 1848 and the present. Instruct students to use textbooks, library resources, and documents to identify events related to women's suffrage that occurred in their assigned decade. Make a timeline on butcher paper, and attach it to a blank wall in the classroom. Ask each pair to choose the most significant events or developments related to women's suffrage, and place them on the timeline. Following analysis of the documents and further research into the women's suffrage movement, divide students into groups of five. Instruct student groups to write and stage a one-act play about the events and personalities in the struggle for women's suffrage. The acts might focus on Susan B. Anthony's arrest in 1872, the suffrage movement among black women, the picketing of the White House in 1917, or the final battle for ratification of the Nineteenth Amendment in the Nashville statehouse in August 1920. Encourage students to quote directly from the documents. If possible, schedule a media specialist to videotape the final productions.

Activity 10: Assessing the Rights of Citizens (GLE: 52)

Materials List: research materials such as books, Internet access (optional)

Have students debate informally whether women should be in the armed forces and to explain why or why not. Discuss how the conscription of American youth ceased after the Vietnam War in favor of an all-volunteer army. Young men must register when they reach age 18, but they are not required to serve in the military.

Have students conduct research to explore the response from Americans to women involved in the military in the twenty-first century. Ask students to evaluate this condition in terms of personal, political, and economic rights of citizens. Address questions about the rights and roles of women, rights and roles of young men, and the

responsibilities of all citizens. Have students write a position paper defending their position on women in the military and how their position stance would affect women personally, politically, and economically.

Sample Assessments

General Guidelines

- Students should be monitored throughout the work in all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- Students can create a scenario of a country without taxes. Students can create ways to pay for government services.
- Students can devise a tax plan for their parish.
- Reports can be written on issues of political or social conflict, how rights require responsibility, or whether or not women should be in combat.
- Students can write protest letters about court cases.

Activity-Specific Assessments

- Activity 2: Students should research and write a report on the federal budget for the current year. The report should indicate which agencies and programs have reduced levels of spending and which have increased levels of spending. The report should conclude with a discussion of the spending philosophy reflected in the budget.
- Activity 5: Students can assess a different speech with historical significance.
- Activity 9: In groups of five, students should write and stage a one-act play to describe the events, personalities, and struggles for women's suffrage.

Civics
Unit 6: International Relations

Time Frame: Approximately three weeks



Unit Description

This unit shows how major elements of international relations and world affairs affect people’s lives and the security and well being of their community, state, and nation.

Student Understandings

Students understand that the United States federal government plays an important role in maintaining peace and security in the world. Students learn about the importance of international interaction and relationships by examining issues that affect the economic welfare and strategic interests. Students learn that decisions on international relations emanate from domestic policy and constitutional principles.

Guiding Questions

1. Can students define domestic and foreign policy and give an example of each?
2. Can students explain the purpose, importance, and role of the United Nations?
3. Can students identify and explain how the United States government protects its national interests?
4. Can students explain how protecting national interests could cause problems with other foreign powers?
5. Can students identify the major political divisions in the world and explain why they exist?
6. Can students explain how and why nation-states interact?

Unit 6 Grade Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Structure and Purposes of Government	
18.	Define domestic and foreign policies (C-1A-H6)
19.	Analyze responsibilities of the federal government for domestic and foreign policy (e.g., monetary policy, national defense) (C-1A-H6)
20.	Analyze a past or present domestic or foreign policy issue from a news article or editorial (C-1A-H6)

GLE #	GLE Text and Benchmarks
International Relationships	
41.	Identify the political divisions of the world and the factors that contribute to those divisions (C-1C-H1)
42.	Analyze and assess the various ways that nation-states interact (C-1C-H1)
43.	Explain, analyze, and assess the role of the United Nations or other international organizations in political interactions and conflicts (C-1C-H1)
44.	Analyze ways in which the interactions of nation-states or international organizations affect the United States (C-1C-H1)
45.	Describe the means by which the United States upholds national security, protects its economic welfare and strategic interests, and attains its foreign policy objectives (e.g., aid, sanctions, embargos, treaties) (C-1C-H2)
46.	Assess the extent to which a given U.S. foreign policy position has helped or hindered the United States' relations with the rest of the world (C-1C-H2)
47.	Explain how U.S. domestic policies, constitutional principles, economic behavior, and culture affect its relations with the world (C-1C-H3)
48.	Describe ways in which ideas, actions, and problems of other nations impact the United States (C-1C-H3)

Sample Activities

Activity 1: Forming American Foreign Policy (GLE: 18)

Materials List: Opinionnaire BLM, research materials such as books or the Internet, list of political conflict situations

Opinionnaires ([view literacy strategy descriptions](#)) help develop meaningful understandings of content area topics by activating prior knowledge. *Opinionnaires* also help to build interest and motivation to learn more about a topic.

Have students complete the Opinionnaire BLM on opinions about foreign policy (See the sample below and the Opinionnaire BLM to complete this activity.). Students will discuss their answers following completion of the *opinionnaires*. After completion of their study of foreign policy, have students return to the *opinionnaire* to decide whether their original responses have changed. Students should justify their answers to the class.

<p>What Are Your Opinions About Foreign Policy?</p> <p>America's foreign policy should always be consistent with its political values.</p> <p>Agree _____ Disagree _____</p> <p>Your reasons:</p>

Present the class with a series of political conflict situations around the world that produce moral dilemmas for Americans. Groups or areas of conflict might include:

- Chechnya and Russia
- Palestinians and Israelis
- India and Pakistan (Kashmir)
- North Korea and South Korea
- China and Taiwan

Divide the class into teams and make each responsible for researching and writing a *foreign policy* statement about a world situation in which conflicts over minority rights and self-determination threaten to destabilize a region. The foreign policy statement might include:

- the historical background of the conflict
- the issue at hand
- two or more sides of the issue
- the different approaches the U.S. could take in dealing with the issue
- the position the U.S. government takes today on the issue
- the protection of American interests in the region

Have each team present and defend its foreign policy statement in class discussion.

Activity 2: Classifying Domestic and Foreign Policy Issues (GLEs: 18, 19, 20)

Materials List: Classifying Policy Issues BLM

Domestic policy relates to events within a country, while foreign policy relates to situations outside one's own country. Sometimes domestic policies create foreign policy issues and vice versa. See the Classifying Policy Issues BLM and the sample below.

Ask students to mark the following political actions as:
D=domestic or F=foreign or B=both: (Add many more examples.)

- _____ Income tax rates are reduced by Congress.
- _____ Tariffs are increased on steel imports.
- _____ The Americans with Disabilities Act (1990) is passed.

Guide the discussion of each example, asking students to defend their choices.

Place students in three large groups to investigate one of the following:

1. The Preamble to the Constitution asserts that the federal government is responsible for the general welfare of its citizens.

- Have students explain how the Social Security Act of 1935 established domestic policies to meet this obligation of government.
2. Article II of the Constitution gives the executive branch (president) power to conduct foreign relations and, with advice and consent from the Senate, to enter into treaties with other countries.
 - Ask students to explain how the U.S. dollar became the standard currency for international trade. What happens if the U.S. dollar is devalued or increases in value?
 3. Have students explain how monetary policy is a domestic policy that impacts foreign relations. Ask students to research the International Monetary Fund.
 - How did the United States establish a foreign policy by joining the IMF?

Have each group present its findings to the entire class using a unique but effective way to teach the material (e.g., role playing, simulation, using multimedia technology, etc.). Have students explain whether spending money on *national defense* is of utmost priority. Why or why not?

Activity 3: Viewing History and Domestic Policies (GLE: 20)

Materials List: research materials such as research books on the National Bank or the Internet

Review the history of the National Bank proposed by Alexander Hamilton and discuss Andrew Jackson's decision to deposit federal funds in state banks. Ask students to explain the following aspects of banking and monetary policy in the early nineteenth century.

- Who favored an increased supply of money?
- Who favored a steady, controlled supply of money?
- Does monetary policy continue to be a political issue today?
- How has the Federal Reserve Banking system eased this political debate?

Have students follow the on-line simulation and complete the quiz at the following website:

<http://www.kc.frb.org/fed101/policy/money.cfm>.

After successfully completing the on-line tutorial and quizzes, have students create a simulation as if there were not a Federal Reserve Bank and the government did not have the power to increase or decrease the money supply. Have students research and write an essay on the issues surrounding the establishment of the National Bank.

Activity 4: International and Regional Associations (GLE: 41)

Materials List: research materials such as books on NAFTA, the European Union, the Arab League, OPEC, the Confederation of Independent States, the Organization for African Union, NATO, or the Internet

Open discussion on why, since the *collapse of the former Soviet Union*, world divisions are less distinct than during the Cold War.

Set up a jigsaw and have students research and explain how the following organizations and/or philosophies divide the world:

- NAFTA
- European Union
- Arab League
- OPEC
- Confederation of Independent States
- Organization for African Union
- *NATO*

Jigsaw procedure

Jigsaw procedures divide the work among individuals within a team and require the students to teach material they studied to others in the group and to the rest of the students in the class. The jigsaw method is an alternative to lecture and individual reading assignments. The steps typically followed include:

- Students are assigned to cooperative groups.
- The reading material is divided up into parts similar to a jigsaw puzzle, so that each student (or a particular group) has part of the materials needed to complete the assignment.
- Each student receives a unique section of the topic to learn.
- Members study their topics, and their responsibility is to teach this information to the other members of the group.
- The group synthesizes the presentations of the members into the whole picture or puzzle.
- Group members cannot learn the full topic without the parts of information provided by the others in the group.
- Each student has to participate actively in order for his/her group to be successful.
- Each group may meet with individuals from other groups that dealt with the same topic to discuss their findings, and then report to the whole class.
- Or, group members assigned a specific topic might hold discussions before individual members of the group begin to teach their group's topic to another group.

Have students choose a country that has been involved in civil war or political strife and have them identify, by research, characteristics that divided that country and created regional associations (e.g., economic systems, restraint of trade, mutual defense, and religion).

Activity 5: Analyzing the Way Nations Interact (GLE: 42)

Materials List: newspaper or Internet articles, outline map of the world, yarn, poster board

Countries interact through economic, political and social actions. They establish relationships by exchanging *ambassadors*, establishing *embassies*, negotiating *treaties*, forming mutual defense agreements, and coordinating commercial relationships.

Students should create a poster illustrating regional conflicts. They should place an outline map of the world in the center of the poster with “hot spots” marked in red. Have students bring in newspaper or Internet articles regarding conflict between nation-states. Yarn can be used to connect the article to its hot spot.

Ask students to research and define the ways in which countries recognize the legitimacy of other nations (e.g., *de facto*, exercising power or serving a function without being legally or officially established; and *de jure*, according to law or by right).

In small groups, have students apply these terms (i.e., *de facto*, *de jure*, etc.) to some past international relationships, such as:

- U.S. recognition of Panama (1903)
- U.S. refusal to recognize Japanese conquest of the Philippine Islands (1942)
- U.S. recognition of Nationalist China on the island of Taiwan (1950)
- U.S. refusal to recognize the Peoples Republic of China (1950)
- U.S. recognition of Jerusalem as the capital of Israel (2003)
- U.S. refusal to recognize the Taliban government in Afghanistan (2001)

Have students respond in written form to the following:

- How do *de facto* and *de jure* recognition impact U.S. interactions with a nation-state?
- Why is it important to have an embassy in other countries?

Activity 6: Reflecting on United Nations’ Actions (GLE: 43)

Materials List: poster boards, map of the world

Ask students to define union and alliance. Then, have them state some of the unions or alliances that they are part of (e.g., teams at school, their extended families, clubs, or religious groups). What are the benefits of being part of these groups? What are the

drawbacks? Ask students to explain why they think countries might want to form unions or alliances. What benefits might nations gain from maintaining agreements, alignments, or coalitions with each other? What might be the drawbacks?

The United Nations (UN) has two main bodies—a General Assembly with representatives from all member countries and a Security Council that has permanent representatives and rotating representatives from non-permanent countries. Students can make posters illustrating the work of all of the different agencies of the United Nations. The permanent members of the Security Council have an absolute veto over any action brought before them. Ask students to research the role of the United Nations in the Arab-Israeli conflict. Ask:

- What role do United Nations resolutions play in controlling the expansion of Israeli settlements?
- Why does and how can the United States sometimes ignore these resolutions?
- What is the policing role of the UN? Has the UN been effective in resolving disputes requiring police action by the UN?

Given a world map, have students identify and label areas of the world where the UN has troops dividing parties in conflict (e.g., Kashmir). Display the map. Have students discuss the question of whether or not the United Nations should have a standing army. Divide the class into small groups. Using the What If? category of the *SPAWN writing* strategy ([view literacy strategy descriptions](#)), ask the groups to respond to a prompt that asks them, What if they lived in a fictitious country? Inform them that their country is located on a continent with several other countries, each of which has its own national music, food, language, and other cultural traditions. The other countries have just voted to join together as a union that will permit tariff-free trade, have the same currency throughout the continent, and allow citizens in union countries to live and work in any of the union countries. Tell students that their country is the smallest on the continent and that many citizens are concerned that their cultural traditions will be lost and that they will be taken over by the other countries' cultures, not to mention their country's large businesses. Ask groups to discuss this scenario and to determine what they think would be the pros and cons of their country joining the new union. Have each group write a report that explains these pros and cons and whether they think their country should join. Be sure groups give their country a name. When finished, allow groups to share their responses with the rest of the class for comment and discussion.

Activity 7: Assessing the Impact of International Organizations on the United States (GLE: 44)

Materials List: research materials such as books on OPEC or Internet access

In preparation for a discussion on the topic: “The Organization of Petroleum Exporting Countries (OPEC) was organized to maintain the price level of crude oil,” have students explore in pairs the websites and topics below. Each group should come up with a short summary on the structure and function of OPEC, a description of the oil-producing

countries that are not members of the institution, and a basic analysis of whether OPEC has been successful in its mission to "stabilize the oil market."

- OPEC Home Page
<http://www.opec.org>
- EIA OPEC Fact Sheet
<http://www.eia.doe.gov/emeu/cabs/opec.html>
- World Oil Market and Oil Price Chronologies: 1970-2000:
<http://www.eia.doe.gov/emeu/cabs/chron.html>
- Oil Price History and Analysis:
<http://www.wtrg.com/prices.htm>
- WTRG Economics Collection of Articles Written on OPEC:
<http://www.wtrg.com/opec/index.html>
- International Energy Outlook 2001: World Oil Markets:
<http://www.eia.doe.gov/oiaf/ieo/oil.html>

When demand for crude oil declines, it causes great disruptions in the economies of oil-producing nations. OPEC members agree to limit the supply of crude oil entering the market, thus ensuring a stable price.

- How does OPEC interfere with domestic policies in the U.S.?
- How does a high price for crude oil impact prices for goods and services in the U.S.?
- How could the U.S. interfere with OPEC's ability to control prices?
- What might happen if the U.S. reduced its consumption of oil through conservation?

Have students list and discuss other international organizations that affect the United States.

Activity 8: Attaining U.S. Foreign Policy Objectives (GLEs: 45, 48)

Materials List: research materials such as books on U.S. foreign policy or Internet access

Have students *brainstorm* ([view literacy strategy descriptions](#)) *sanctions*, embargoes, and treaties that have helped the United States uphold national security, protect the economy, and attain foreign policy objectives.

Ask students to describe how the United States develops different foreign policies to maintain its interests in the Middle East. American foreign policy goals in the Middle East are to maintain peace, ensure a regular supply of oil at reasonable prices, defend against terrorism, and ensure the survival of Israel. Ask students to identify and describe different policy actions the U.S. may take (or is taking) to accomplish its goals (e.g., economic and military support for Israel, treaty with Egypt to recognize Israel, military action in Iraq and Afghanistan, isolation of Iran, and offering economic and military assistance and establishing special relationships with some Middle Eastern nations such as with Saudi Arabia).

The United States is the only superpower that survived the Cold War. This produces complex foreign policy questions about the role of the U.S. and that of the UN in the world. Have students write an opinion paper about the U.S. acting as a world policeman.

Activity 9: Assessing an American Foreign Policy Issue (GLE: 46)

Materials List: newspaper editorials

Have an open discussion debating whether the United States should have invaded Iraq. Ask students to collect media accounts of the Iraq issue preceding President Bush's decision to invade Iraq.

Choose a pro and con newspaper editorial on the American intervention in Iraq and distribute them to the class. Ask students to analyze the editorials and evaluate their accuracy in portraying the policy. Why was the UN unwilling to support the American decision? Why did the president's decision alienate some former close allies (e.g., France, Germany, and Russia)? What is the impact of this action on Palestinian-Israeli relations? How will this action impact OPEC? Is this action consistent with American belief in democratic values (e.g., individual freedom)?

Activity 10: Examining the Complexities of a Foreign Policy Issue (GLE: 47)

Materials List: research materials such as books on U.S. relations with China or Internet access

American belief that people are sovereign and have basic human rights clashes with communist and authoritarian beliefs in the Peoples Republic of China (PRC). Ask students to identify and explain how democratic values interfere with and influence U.S. foreign policy toward the Peoples Republic of China.

Trace the history of American-Chinese relationships since 1950 (e.g., Nationalist China on Taiwan, de facto recognition of the PRC, and finally de jure recognition of the PRC as the legitimate government of China).

What is the relationship of the U. S. to its former ally Nationalist China on Taiwan? Why have Americans continued to have trading relationships with Taiwan? What is America's position on Tibet, which was taken over by Chinese forces in 1959? How has American belief in free market economics influenced Chinese life? After guided discussion of this Two Chinas Dilemma, ask students to take positions on American foreign policy actions regarding the PRC and to defend that position. Have students debate this issue defending their position on American foreign policy actions regarding the PRC. Some guidelines to use for creating a position statement include: an introduction, a thesis statement, a

minimum of three arguments for the position, several statements that refute counter arguments, and a conclusion.

Activity 11: Forces Influencing American Foreign Policy (GLE: 48)

Materials List: newspaper articles

When North Korea invaded South Korea after World War II, the United States requested UN action to stem the invasion. An armistice was declared in 1953, but North Korea remains technically at war with South Korea and American forces stationed there.

Have students collect articles from newspapers and other sources describing North Korean threats to build nuclear weapons and ICBM delivery systems. Ask students to review the news articles and write a position paper explaining America's interests in the region and how North Korean actions threaten the United States. Questions to consider might include:

- What are nuclear weapons? How do they differ from other weapons?
- What is the history of nuclear weapons?
- Who has them now and how many are there?
- Do they make the world safer or less safe?
- What U.S. issues are at stake in this issue?
- What should the U.S. long-term goals be concerning nuclear weapons?

Have students use *RAFT writing* ([view literacy strategy descriptions](#)) to create an American foreign policy statement in regard to North Korea. Then, have them discuss the possible economic, political, or social repercussions to such a statement. Afterwards, allow time for students to share their *RAFT writing* with a partner or the whole class. Students should listen for accuracy and logic.

R – Role (role of the writer-foreign policy advisor for the U.S.)

A – Audience (to whom or what the RAFT is being written –the American public)

F – Form (the form the writing will take, as in letter, song, etc. – foreign policy briefing)

T – Topic (the subject focus of the writing – U.S. foreign policy in North Korea)

Sample Assessments

General Guidelines

- Students should be monitored throughout the work in all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from student activities.

General Assessments

- Students can present findings on issues to the entire class using multimedia presentation equipment. One example might be an assessment of U.S. domestic and foreign policy.
- Students can write essays for this unit. Examples might include: whether or not the United States spends too much on defense, or whether or not there is a need for a National Bank.
- Students can create charts for this unit. One example is the pros and cons of joining a world union.

Activity-Specific Assessments

- Activity 5: Have students work in small groups to make a bulletin board illustrating regional conflicts. Students should place an outline map of the world in the center of the bulletin board with “hot spots” marked in red. Newspaper articles about each spot can be posted around the map. Yarn can be used to connect an article to its hot spot.
- Activity 6: Students should make posters illustrating the work of all of the various agencies of the United Nations.
- Activity 8: Students should create a timeline showing international events that the United States has been involved in since 1800. Programs such as Tom Snyder’s *Timeliner*[®] can be used to create the timelines, or teachers may prefer to use paper and pen timelines.