<table>
<thead>
<tr>
<th>Grade 10 Civics</th>
<th>Unit 1: Citizenship</th>
<th>Length of Unit: 2 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Standards and National Standards for Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NCSS1: CULTURE</strong> What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NCSS2: TIME, CONTINUITY, AND CHANGE</strong> How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NCSS10: CIVIC IDEALS AND PRACTICES</strong> How are the ideals, principles and practices of citizens influenced by individual rights and responsibilities within a democratic society?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT FOCUS Questions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking Skill Category</td>
<td>What is citizenship? (NCSS1, NCSS10)</td>
<td>What are the rights of citizens? (NCSS2, NCSS10)</td>
</tr>
<tr>
<td><strong>Content Knowledge Objectives</strong></td>
<td>Define the meaning of citizenship in the United States.</td>
<td>Identify the rights of citizens in the United States.</td>
</tr>
<tr>
<td><strong>Initial Understanding</strong></td>
<td>Explain the meaning of citizenship in the United States.</td>
<td>Select a right of a citizen of the United States and explain the meaning of that right.</td>
</tr>
<tr>
<td>Describe, Recall, List, Draw, Identify, Label, List, Match</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Developing An Interpretation</strong></td>
<td>Examine the changing definition of who was considered a citizen throughout the history of the United States.</td>
<td>Compare and contrast the personal, political and economic rights of citizens.</td>
</tr>
<tr>
<td>Categorize, Classify, Compare, Contrast, Describe, Cause/Effect, Examine, Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take A Perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Making Connections</strong></td>
<td>Evaluate the expansion of citizenship in the United States.</td>
<td>Select a right of a citizen of the United States and judge the importance of that right compared to other rights.</td>
</tr>
<tr>
<td>same verbs as for Developing an Interpretation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Stance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze, Assess, Defend, Design, Evaluate, Judge, Rate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Vocabulary

<table>
<thead>
<tr>
<th>Civics</th>
<th>Citizen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Citizenship</td>
</tr>
<tr>
<td>State (Population, sovereignty, land, government)</td>
<td>Naturalization</td>
</tr>
<tr>
<td>Democracy</td>
<td>Alien</td>
</tr>
<tr>
<td>Demography</td>
<td>Immigrant</td>
</tr>
<tr>
<td>Census</td>
<td>Rights</td>
</tr>
<tr>
<td>Majority</td>
<td>Bill of Rights</td>
</tr>
<tr>
<td>Minority</td>
<td>Suffrage</td>
</tr>
<tr>
<td></td>
<td>Duties</td>
</tr>
<tr>
<td></td>
<td>Rule of Law</td>
</tr>
<tr>
<td></td>
<td>Selective Service</td>
</tr>
<tr>
<td></td>
<td>Juror</td>
</tr>
<tr>
<td></td>
<td>Taxes</td>
</tr>
<tr>
<td></td>
<td>Responsibilities</td>
</tr>
<tr>
<td></td>
<td>Common Good</td>
</tr>
<tr>
<td></td>
<td>Voter Registration</td>
</tr>
<tr>
<td></td>
<td>Public Policy</td>
</tr>
<tr>
<td></td>
<td>Domestic</td>
</tr>
<tr>
<td></td>
<td>Foreign</td>
</tr>
</tbody>
</table>

Suggested Unit Assessments

Common Core Skills English Language Arts Standards » History/Social Studies » Grades 9-10

Initial Understanding & Developing An Interpretation:

- **Create a set of flash cards using all of the vocabulary terms for this unit.**
  
  *Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.*

- **Write three paragraphs describing what the student believes it means to be a United States Citizen.**
  
  *Production and Distribution of Writing WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

- **Create a graphic organizer identifying Rights, Duties and Responsibilities of a United States citizen.**
  
  *Integration of Knowledge and Ideas RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.*

- **Complete the 100 question Citizenship test Activity.**
  
  *Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.*

Making Connections:

- **Write a letter to a friend in a foreign country summarizing how to become a United States citizen through the naturalization process.**
  
  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.*

  *Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.*
**Production and Distribution of Writing** WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **Create a song, poem or skit describing the “Face of America.”**  
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
  *Range of Writing* WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Critical Stance:**

- **Write an essay supporting or opposing Service Learning as a graduation requirement.**  
  *Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.)  
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- **Create a speech to a foreign dignitary explaining “The Face of America” using original research.**  
  *Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.)  
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  
  *Key Ideas and Details* RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.  
  *Production and Distribution of Writing* WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  *Production and Distribution of Writing* WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Performance Assessment: Unit 1

Performance tasks measure a student’s ability to integrate knowledge and skills across multiple Common Core standards and subject-specific objectives. Performance tasks are used to measure capacities such as depth of understanding, research skills, and complex analysis.

Performance Task: Expansion of Suffrage

Type of Performance Task: Informative-Explanatory Performance Task

Common Core skills that are assessed in the Performance Task:

*Text Types and Purposes* WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
*Production and Distribution of Writing* WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
*Research to Build and Present Knowledge* WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.
*Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
*Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Issue: How has the United States become more democratic through the expansion of suffrage?

Directions: This task is based on the accompanying documents. Some of these documents have been edited for the purpose of this task. This task is designed to test your ability to work with historical documents. First, read the document and answer the questions then complete the culminating assignment.

Culminating Assignment: Write a 3 to 5 paragraph essay in response to the following question: How has the United States become more democratic through the expansion of suffrage? Use evidence from the document to support your response as well as the concept of citizenship.

Essay Rubric: Informative-Explanatory Writing Rubric (Grades 6-11)
Voting in Early America by Ed Crews

Some colonies required a voter to own a certain amount of land or land of a specified value. Others required personal property of a certain value, or payment of a certain amount of taxes. Examples from 1763 show the variety of these requirements. Delaware expected voters to own fifty acres of land or property worth £40. Rhode Island set the limit at land valued at £40 or worth an annual rent of £2. Connecticut required land worth an annual rent of £2 or livestock worth £40.

1. Define the words “specified value” in line 1 and “personal property” in line 2 of the text.

2. According to the text, what was the purpose of Connecticut requiring land or livestock ownership?

Source 2
Voting Requirement in the Early 19th Century

3. According to the maps above how many states and/or territories dropped property qualifications in order to vote between 1800 and 1830?
4. Name three existing states (not territories) that changed from a property qualification to a taxpayer qualification between 1800 and 1830.

**Source 3**

**Constitutional Rights Foundation**

Only days after General Lee surrendered at Appomattox in April, 1865, black abolitionist Frederick Douglass spoke before the Massachusetts Anti-Slavery Society. In his speech, Douglass explained why the black man wanted the right to vote “in every state of the Union”:

“It is said that we are ignorant; admit it. But if we know enough to be hung, we know enough to vote. If the Negro knows enough to pay taxes to support government, he knows enough to vote; taxation and representation should go together. If he knows enough to shoulder a musket and fight for the flag for the government, he knows enough to vote ....What I ask for the Negro is not benevolence, not pity, not sympathy, but simply justice.”

5. Define the word ignorant in line 1 of Frederick Douglass’ quote.

6. According to Frederick Douglass what are the three arguments for extending suffrage to “Negros”?

**Source 4**

**15th Amendment – Ratified, February 3, 1870**

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

The Congress shall have power to enforce this article by appropriate legislation.

7. Define the word abridged in line 1 of the text above.

8. What is meant by “previous condition of servitude?”

9. What group of United States citizens gained the right to vote based on the 15th Amendment?
Source 5

**National Association Opposed To Woman Suffrage, New York 1894**
Because it is our fathers, brothers, husbands and sons who represent us at the ballot-box. Our fathers and brothers love us; our husbands are our choice, and one with us; our sons are what WE MAKE THEM. We are content that they represent US in the corn-fields, on the battle-fields, and at the ballot-box, and we THEM in the school-room, at the fireside, and at the cradle, believing our representation even at the ballot-box to be thus more full and impartial than it would be were the views of the few who wish suffrage adopted, contrary to the judgment of the many.

10. Define the words “ballot-box” in line 1 of the text.

11. According to the text in lines 3 through 5 where are women represented by men?

12. According to the text “and we THEM in the school-room, at the fireside, and at the cradle, believing our representation even at the ballot-box to be thus more full and impartial” how do women view their role in society?

Source 6

**National American Woman Suffrage Association, New York 1912**
BECAUSE busy house mothers and professional women cannot give such public service, and can only serve the state by the same means used by the busy man—namely, by casting a ballot, they should vote equally with men.
BECAUSE women are citizens of a government of the people, by the people, and for the people, and women are people.

13. According to the text, what is the only way women believe they can participate in government?

14. Analyze why the author uses “people” four times in the text.
15. According to the political cartoon, what was the fear of men if women received the right to vote?

Source 8

19th Amendment – Ratified August 18, 1920

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. Congress shall have power to enforce this article by appropriate legislation.

16. What group of citizens gained the right to vote based on the 19th Amendment?
17. In the above political cartoon, who is falling from the platform?

18. In the above political cartoon, who is speaking at the top of the platform? (Hint-notice suit)
Source #10

23rd Amendment – Ratified March 29, 1961

The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct: A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

The Congress shall have power to enforce this article by appropriate legislation.

19. What group of citizens gained the right to vote based on the 23rd Amendment?

Source 11

An Address from Governor Blair of Michigan, January 19, 1864

…The volunteer army of the United States is composed of the people of the United States. They have left their various occupations in civil life and taken up arms at the call of their country, not to become professional soldiers, but to defend their country and government from destruction, and their homes and property from desecration and pillage. Not to renounce civil life and the pursuits of peace, but to establish, upon an enduring basis, the right to both, for themselves and their posterity. With a patriotism and courage of everlasting remembrance they have periled everything that their country and its free institutions may continue to exist. They are absent from the polls of the elections in their several towns and wards, beating back the power of a causeless and cruel rebellion in order that those very elections may be held in peace, and that the right to hold them and to have their results respected and obeyed shall continue forever. If these volunteer citizen soldiers should not have a voice in the civil administration of the government for which they fight, then it would be well to inquire who is worthy of it. Though soldiers, they have not ceased to be citizens and residents, nor is their stake less in the country than that of those who remain in peace at home. Surely, he who stands faithfully by his country in the shock of battle may be safely trusted at the ballot box…

20. According to the text, what reasons does Governor Blair give in support of allowing soldiers to vote?

21. Evaluate whether it is fair to ask people to fight in support of a country but not allow them to vote in elections.
Source #12
26th Amendment – Ratified July 1, 1971
The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

The Congress shall have power to enforce this article by appropriate legislation.

22. What group of citizens gained the right to vote based on the 26th Amendment?

23. Based on your background, what event resulted in this amendment being ratified?

Culminating Assignment: Write a 3 to 5 paragraph essay in response to the following question: How has the United States become more democratic through the expansion of suffrage? Use evidence from the document to support your response as well as the concept of citizenship.

Essay Rubric: Informative-Explanatory Writing Rubric (Grades 6-11)
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Gives sufficient evidence of the ability to justify interpretations of information  &lt;br&gt; Includes specific examples that make clear reference to the text  &lt;br&gt; Adequately supports examples with clearly relevant information from the text  &lt;br&gt; Maintains consistent focus on the topic, purpose, or main idea  &lt;br&gt; States a claim and provides support for it  &lt;br&gt; Uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
</tr>
<tr>
<td>1</td>
<td>Gives limited evidence of the ability to justify interpretations of information  &lt;br&gt; Includes some examples that make clear reference to the text. Supports examples with limited information from the text  &lt;br&gt; Demonstrates some focus on the topic, purpose, or main idea; lapses may occur  &lt;br&gt; Uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
</tr>
<tr>
<td>0</td>
<td>A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.  &lt;br&gt; Reflects a misunderstanding of the source  &lt;br&gt; Demonstrates little or no focus  &lt;br&gt; Has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling  &lt;br&gt; Or the student has failed to respond to the question.</td>
</tr>
</tbody>
</table>
### Informative-Explanatory Writing Rubric (Grades 6-11)

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | The response is fully sustained and consistently and purposefully focused:  
  - controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained  
  - controlling idea or main idea of a topic is introduced and communicated clearly within the context | The response has a clear and effective organizational structure creating unity and completeness:  
  - use of a variety of transitional strategies  
  - logical progression of ideas from beginning to end  
  - effective introduction and conclusion for audience and purpose  
  - strong connections among ideas, with some syntactic variety | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:  
  - use of evidence from sources is smoothly integrated, comprehensive, and concrete  
  - effective use of a variety of elaborative techniques | The response clearly and effectively expresses ideas, using precise language:  
  - use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | The response demonstrates a strong command of conventions:  
  - few, if any, errors are present in usage and sentence formation  
  - effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The response is adequately sustained and generally focused:  
  - focus is clear and for the most part maintained, though some loosely related material may be present  
  - some context for the controlling idea or main idea of the topic is adequate | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
  - adequate use of transitional strategies with some variety  
  - adequate progression of ideas from beginning to end  
  - adequate introduction and conclusion  
  - adequate, if slightly inconsistent, connection among ideas | The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:  
  - some evidence from sources is integrated, though citations may be general or imprecise  
  - adequate use of some elaborative techniques | The response adequately expresses ideas, employing a mix of precise with more general language:  
  - use of domain-specific vocabulary is generally appropriate for the audience and purpose | The response demonstrates an adequate command of conventions:  
  - some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
  - adequate use of punctuation, capitalization, and spelling |
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
  - may be clearly focused on the controlling or main idea, but is insufficiently sustained  
  - controlling idea or main idea may be unclear and somewhat unfocused | The response has an inconsistent organizational structure, and flaws are evident:  
  - inconsistent use of transitional strategies with little variety  
  - uneven progression of ideas from beginning to end  
  - conclusion and introduction, if present, are weak  
  - weak connection among ideas | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:  
  - evidence from sources is weakly integrated, and citations, if present, are uneven  
  - weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:  
  - use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose | The response demonstrates a partial command of conventions:  
  - frequent errors in usage may obscure meaning  
  - inconsistent use of punctuation, capitalization, and spelling |
| 1     | The response may be related to the topic but may provide little or no focus:  
  - may be very brief  
  - may have a major drift  
  - focus may be confusing or ambiguous | The response has little or no discernible organizational structure:  
  - few or no transitional strategies are evident  
  - frequent extraneous ideas may intrude | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:  
  - use of evidence from the source material is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:  
  - uses limited language or domain-specific vocabulary  
  - may have little sense of audience and purpose | The response demonstrates a lack of command of conventions:  
  - errors are frequent and severe and meaning is often obscure |
| 0     | Unintelligible: In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.) | The response has little or no discernible organizational structure:  
  - few or no transitional strategies are evident  
  - frequent extraneous ideas may intrude | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:  
  - use of evidence from the source material is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:  
  - uses limited language or domain-specific vocabulary  
  - may have little sense of audience and purpose | The response demonstrates a lack of command of conventions:  
  - errors are frequent and severe and meaning is often obscure |
A: Principles of American Democracy

1. What is the supreme law of the land?
   the Constitution

2. What does the Constitution do?
   sets up the government
   defines the government
   protects basic rights of Americans

3. The idea of self-government is in the first three words of the Constitution. What are these words?
   We the People

4. What is an amendment?
   a change (to the Constitution)
   an addition (to the Constitution)

5. What do we call the first ten amendments to the Constitution?
   the Bill of Rights

6. What is one right or freedom from the First Amendment?*
   speech
   religion
   assembly
   press
   petition the government

7. How many amendments does the Constitution have?
   twenty-seven (27)

8. What did the Declaration of Independence do?
   announced our independence (from Great Britain)
   declared our independence (from Great Britain)
   said that the United States is free (from Great Britain)

9. What are two rights in the Declaration of Independence?
   life
   liberty
   pursuit of happiness

10. What is freedom of religion?
    You can practice any religion, or not practice a religion.

11. What is the economic system in the United States?*
    capitalist economy
    market economy

12. What is the “rule of law”?
    Everyone must follow the law.
    Leaders must obey the law.
    Government must obey the law.
    No one is above the law.

B: System of Government

13. Name one branch or part of the government.*
    Congress
    judicial
    legislative
    President
    executive
    the courts

14. What stops one branch of government from becoming too powerful?
15. **Who is in charge of the executive branch?**
   - the President

16. **Who makes federal laws?**
   - Congress
   - Senate and House (of Representatives)
   - (U.S. or national) legislature

17. **What are the two parts of the U.S. Congress?**
   - the Senate and House (of Representatives)

18. **How many U.S. Senators are there?**
   - one hundred (100)

19. **We elect a U.S. Senator for how many years?**
   - six (6)

20. **Who is one of your state’s U.S. Senators now?**
    - Answers will vary. [District of Columbia residents and residents of U.S. territories should answer that D.C.
    - (or the territory where the applicant lives) has no U.S. Senators.]

21. **The House of Representatives has how many voting members?**
    - four hundred thirty-five (435)

22. **We elect a U.S. Representative for how many years?**
    - two (2)

23. **Name your U.S. Representative.**
    - Answers will vary. [Residents of territories with nonvoting Delegates or Resident Commissioners may provide the name of that Delegate or Commissioner. Also acceptable is any statement that the territory has no (voting) Representatives in Congress.]

24. **Who does a U.S. Senator represent?**
    - all people of the state

25. **Why do some states have more Representatives than other states?**
    - (because of) the state’s population
    - (because) they have more people
    - (because) some states have more people

26. **We elect a President for how many years?**
    - four (4)

27. **In what month do we vote for President?**
    - November

28. **What is the name of the President of the United States now?**
    - Barack Obama
    - Obama

29. **What is the name of the Vice President of the United States now?**
    - Joseph R. Biden, Jr.
    - Joe Biden
    - Biden

30. **If the President can no longer serve, who becomes President?**
    - the Vice President

31. **If both the President and the Vice President can no longer serve, who becomes President?**
    - the Speaker of the House

32. **Who is the Commander in Chief of the military?**
    - the President

33. **Who signs bills to become laws?**
    - the President
34. Who vetoes bills?
   the President
35. What does the President's Cabinet do?
   advises the President
36. What are two Cabinet-level positions?
   Secretary of Agriculture
   Secretary of Commerce
   Secretary of Defense
   Secretary of Education
   Secretary of Energy
   Secretary of Health and Human Services
   Secretary of Homeland Security
   Secretary of Housing and Urban Development
   Secretary of the Interior
   Secretary of Labor
   Secretary of State
   Secretary of Transportation
   Secretary of the Treasury
   Secretary of Veterans Affairs
   Attorney General
   Vice President
37. What does the judicial branch do?
   reviews laws
   explains laws
   resolves disputes (disagreements)
   decides if a law goes against the Constitution
38. What is the highest court in the United States?
   the Supreme Court
39. How many justices are on the Supreme Court?
   nine (9)
40. Who is the Chief Justice of the United States now?
   John Roberts (John G. Roberts, Jr.)
41. Under our Constitution, some powers belong to the federal government. What is one power of the federal government?
   to print money
   to declare war
   to create an army
   to make treaties
42. Under our Constitution, some powers belong to the states. What is one power of the states?
   provide schooling and education
   provide protection (police)
   provide safety (fire departments)
   give a driver’s license
   approve zoning and land use
43. Who is the Governor of your state now?
   Answers will vary. [District of Columbia residents should answer that D.C. does not have a Governor.]
44. What is the capital of your state?*
45. **What are the two major political parties in the United States?**

Democratic and Republican

46. **What is the political party of the President now?**

Democratic (Party)

47. **What is the name of the Speaker of the House of Representatives now?**

(John) Boehner

C: Rights and Responsibilities

48. **There are four amendments to the Constitution about who can vote. Describe one of them.**

Citizens eighteen (18) and older (can vote).

you don’t have to pay (a poll tax) to vote.

Any citizen can vote. (Women and men can vote.)

A male citizen of any race (can vote).

49. **What is one responsibility that is only for United States citizens?**

serve on a jury

vote in a federal election

50. **Name one right only for United States citizens.**

vote in a federal election

run for federal office

51. **What are two rights of everyone living in the United States?**

freedom of expression

freedom of speech

freedom of assembly

freedom to petition the government

freedom of worship

the right to bear arms

52. **What do we show loyalty to when we say the Pledge of Allegiance?**

the United States

the flag

53. **What is one promise you make when you become a United States citizen?**

give up loyalty to other countries

defend the Constitution and laws of the United States

obey the laws of the United States

serve in the U.S. military (if needed)

serve (do important work for) the nation (if needed)

be loyal to the United States

54. **How old do citizens have to be to vote for President?**

eighteen (18) and older

55. **What are two ways that Americans can participate in their democracy?**

vote

join a political party

help with a campaign

join a civic group

join a community group

give an elected official your opinion on an issue

call Senators and Representatives

publicly support or oppose an issue or policy

run for office

write to a newspaper
56. When is the last day you can send in federal income tax forms?* 
   April 15
57. When must all men register for the Selective Service? 
   at age eighteen (18) 
   between eighteen (18) and twenty-six (26)

AMERICAN HISTORY
A: Colonial Period and Independence
58. What is one reason colonists came to America? 
   freedom 
   political liberty 
   religious freedom 
   economic opportunity 
   practice their religion 
   escape persecution
59. Who lived in America before the Europeans arrived? 
   American Indians 
   Native Americans
60. What group of people was taken to America and sold as slaves? 
   Africans 
   people from Africa
61. Why did the colonists fight the British? 
   because of high taxes (taxation without representation) 
   because the British army stayed in their houses (boarding, quartering) 
   because they didn’t have self-government
62. Who wrote the Declaration of Independence? 
   (Thomas) Jefferson
63. When was the Declaration of Independence adopted? 
   July 4, 1776
64. There were 13 original states. Name three. 
   New Hampshire 
   Massachusetts 
   Rhode Island 
   Connecticut 
   New York 
   New Jersey 
   Pennsylvania 
   Delaware 
   Maryland 
   Virginia 
   North Carolina 
   South Carolina 
   Georgia
65. What happened at the Constitutional Convention? 
   The Constitution was written. 
   The Founding Fathers wrote the Constitution.
66. When was the Constitution written? 
   1787
67. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers. 
   (James) Madison 
   (John) Jay 
   (Alexander) Hamilton 
   Publius
68. What is one thing Benjamin Franklin is famous for?
   U.S. diplomat
   oldest member of the Constitutional Convention
   first Postmaster General of the United States
   writer of “Poor Richard’s Almanac”
   started the first free libraries

69. Who is the “Father of Our Country”?
   (George) Washington

70. Who was the first President?*
   (George) Washington

B: 1800s

71. What territory did the United States buy from France in 1803?
   the Louisiana Territory
   Louisiana

72. Name one war fought by the United States in the 1800s.
   War of 1812
   Mexican-American War
   Civil War
   Spanish-American War

73. Name the U.S. war between the North and the South.
   the Civil War
   the War between the States

74. Name one problem that led to the Civil War.
   slavery
   economic reasons
   states’ rights

75. What was one important thing that Abraham Lincoln did?*
   freed the slaves (Emancipation Proclamation)
   saved (or preserved) the Union
   led the United States during the Civil War

76. What did the Emancipation Proclamation do?
   freed the slaves
   freed slaves in the Confederacy
   freed slaves in the Confederate states
   freed slaves in most Southern states

77. What did Susan B. Anthony do?
   fought for women’s rights
   fought for civil rights

C: Recent American History and Other Important Historical Information

78. Name one war fought by the United States in the 1900s.*
   World War I
   World War II
   Korean War
   Vietnam War
   (Persian) Gulf War

79. Who was President during World War I?*
   (Woodrow) Wilson

80. Who was President during the Great Depression and World War II?*
   (Franklin) Roosevelt
81. Who did the United States fight in World War II?
   Japan, Germany, and Italy

82. Before he was President, Eisenhower was a general. What war was he in?
   World War II

83. During the Cold War, what was the main concern of the United States?
   Communism

84. What movement tried to end racial discrimination?
   civil rights (movement)

85. What did Martin Luther King, Jr. do?*
   fought for civil rights
   worked for equality for all Americans

86. What major event happened on September 11, 2001, in the United States?
   Terrorists attacked the United States.

87. Name one American Indian tribe in the United States.
   Cherokee
   Navajo
   Sioux
   Chippewa
   Choctaw
   Pueblo
   Apache
   Iroquois
   Creek
   Blackfeet
   Seminole
   Cheyenne
   Arawak
   Shawnee
   Mohegan
   Huron
   Oneida
   Lakota
   Crow
   Teton
   Hopi
   Inuit

INTEGRATED CIVICS
A: Geography

88. Name one of the two longest rivers in the United States.
   Missouri (River)
   Mississippi (River)

89. What ocean is on the West Coast of the United States?
   Pacific (Ocean)

90. What ocean is on the East Coast of the United States?
   Atlantic (Ocean)

91. Name one U.S. territory.
   Puerto Rico
   U.S. Virgin Islands
   American Samoa
Northern Mariana Islands
Guam

92. Name one state that borders Canada.
   Maine
   New Hampshire
   Vermont
   New York
   Pennsylvania
   Ohio
   Michigan
   Minnesota
   North Dakota
   Montana
   Idaho
   Washington
   Alaska

93. Name one state that borders Mexico.
   California
   Arizona
   New Mexico
   Texas

94. What is the capital of the United States?*
   Washington, D.C.

95. Where is the Statue of Liberty?*
   New York (Harbor)
   Liberty Island
   [Also acceptable are New Jersey, near New York City, and on the Hudson (River).]

B: Symbols

96. Why does the flag have 13 stripes?
   because there were 13 original colonies
   because the stripes represent the original colonies

97. Why does the flag have 50 stars?*
   because there is one star for each state
   because each star represents a state
   because there are 50 states

98. What is the name of the national anthem?
   The Star-Spangled Banner

C: Holidays

99. When do we celebrate Independence Day?*
   July 4

100. Name two national U.S. holidays.
   New Year’s Day           Columbus Day
   Martin Luther King, Jr. Day  Veterans Day
   Presidents’ Day           Thanksgiving
   Memorial Day              Christmas
   Independence Day
   Labor Day
Argumentative Writing Activity

Service Learning

Overview
The purpose of this Interdisciplinary Writing Test is to determine how well you can write to persuade others to think as you do about an issue. In this test, you will read three short articles about an important issue, take a position on the issue, and write a first draft of a persuasive letter. You must support your position with information from each of the source materials. Your response will be read and scored by trained readers.

About This Test
In this Interdisciplinary Writing Test, you will think about and take a position on an important issue: whether all Connecticut students should be required to perform service learning prior to graduation. While you are working on the test, you will use skills and knowledge you learned in your language arts, mathematics, science, social studies, the arts and other classes.

The Issue
Service learning is a concept many schools are adopting as a requirement for high school graduation. In service learning, students are required to perform a certain number of hours doing community volunteer work in their community. Proponents argue that volunteer work creates good citizens and makes positive connections to academic course work. Opponents stress the idea that volunteer work that is demanded isn’t volunteering but forced labor.
Service learning gives citizenship a facelift. But are its effects more than skin deep?

Definition please.
Take community service projects, integrate them into the curriculum, and you've got service learning. The goal of this merger: to teach students citizenship through experience.
Three factors distinguish service learning from traditional volunteering or community service: in class preparation, the service itself, and structured reflection.
Arranging for students to volunteer in a nursing home is community service. Combining the project with an examination of the physiology of aging or cross-cultural attitudes toward the elderly – that's service learning.

How hot?
Hundreds of school districts now require service learning as part of the curriculum, while many others offer service learning options.
But definitions are broad, and much of what is labeled "service learning" is really school-based community service - a significant trend in its own right but lacking the curricular component.
Maryland is the only state to make service learning a graduation requirement. Beginning with the class of 1997, all students must complete 75 hours of service between sixth and 12th grades.

How does it work?
Approaches vary, from entire courses built around a service project to schools that simply expect students to find their own volunteer opportunities.
Typical service learning activities include working in a hospital or soup kitchen or cleaning up a park.
In some cases, students receive credit for regular coursework that has a service component.
Cosmetology students may style hair for retirement home residents, for example, or a social studies class may put on a play about racism.
The option to earn hours in ways that "aren't traditional and aren't agency-driven" is one reason why the Maryland State Teachers Association dropped its opposition to the service mandate, says President Karl Pence.

Why bother?
Service learning builds good citizens, so the thinking goes.
Joe Follman, director of Florida Learn & Serve, says his two-year study of 50,000 students found that service learning increases grades and attendance and reduces discipline problems (see chart).
Service learning doesn't take place in a test tube, Follman says, "but the trends are so strong I feel safe in saying there is a clear, positive impact."
John Briscoe, executive director of Visions International, which coordinates construction-based service projects, says service learning will cause the "proportion of kids going on to further education to increase dramatically."
A student who spends any time volunteering in a hospital, for example, will learn that good jobs require continued education, he adds.
Many say service learning projects also help shape students' career aspirations. One Maryland senior changed her intended college major from medicine to special education after volunteering in an elementary school.

Does mandating service make a difference?
The National Center for Education Statistics studied schools with organized community service projects. Those that "mandated" service had a 56 percent participation rate, compared to 52 percent in schools where service was an option.

For schools that required service but gave students no help in arranging for projects, the participation rate was 19 percent. So, NCES concludes, students are generally willing to volunteer but need help getting started.

**What's the downside?**

"Service learning can be a logistical nightmare," writes Rahima C. Wade, the editor of a service learning guide. "Funds, transportation, scheduling, volunteer help, supplies—all these and more can face a teacher who attempts to establish a service learning experience for her class."

Professional development to help educators handle service learning projects often gets short shrift. Says MSTA's Pence: "In this program, like in every other, it's the real weakness. It's the afterthought."

Maryland has yet to designate the funds to help schools with supervising, teaching, and administering the program.

The time demands of service learning can be burdensome for students, too. "There are a lot of students who need to have jobs," says Janette Bell, president of the Prince George's County (Maryland) Educators Association. "That's 75 hours when they could have been earning money."

And then there are the recipients of all this good will. Pence notes that "many community service agencies are not equipped to take on this onslaught of volunteers"—either because they become overwhelmed trying to accommodate students desperate to get their hours in, or because they just aren't able to adequately supervise teens.

**Who's throwing stones?**

Some parents and educators charge that service learning is just another educational fad that drains valuable time away from academics.

Mandatory service draws the sharpest criticism, however, from parents and students who liken it to involuntary servitude.

At least three districts have been involved in high-profile lawsuits over service requirements, including one in Bethlehem, Pennsylvania, where three students sued the school board for violating the constitutional prohibition on slavery. The students lost.
Naeemah Fuller of Boston is performing community service for high school credit. John Reinhard Jr. of Chapel Hill, N.C., is suing his local school board all the way to the United States Supreme Court to avoid it.

These two students show how far apart some Americans are on the concept of service learning, a controversial approach to character education that is taking hold in a growing number of America's high schools. There is no official tally, but educators estimate that 10 percent require students to perform some service to graduate, from feeding the homeless to cleaning up polluted streambeds.

The concept may have its roots in the hard-driving 1980s, when educators and parents alike began to voice concerns about the values their children were absorbing. An odd collection of conservatives and liberals called for a return to volunteerism, hoping it would provide a moral compass. As a result, many school boards placed community service alongside history and geometry as a requirement.

But the change spawned any number of lawsuits by parents, such as the Reinhard family, who argued that schools are overstepping their bounds. Even some in the back-to-basics movement see service learning as a distraction.

Nevertheless, mandating good citizenship is clearly catching on.

"There are some school districts that do a wonderful job of integrating service learning into the regular curriculum," says Kathie Christie, a researcher at the Education Commission of the States in Denver. "For high school students, if they were not required to do it, they would probably not get a taste of the pleasure of doing something not for money."

Surveys and studies convey a muddled picture of teen volunteerism. One recent study by Independent Sector in Washington, reports that volunteering by teens has risen 7 percent since 1992. A separate survey, conducted in 1995, found that 75 percent of teens do not currently perform community service because they don't know how or haven't been asked; 95 percent said it should be required in school.

Service learning may receive its strongest field test in Maryland, which requires 75 hours of community service for high school graduation statewide. Parents, teachers unions, and religious conservatives initially opposed the 1992 mandatory-service law. But this year, as the first group to face the requirement heads toward graduation, much of the opposition has eased.

"Initially, parents were afraid that service learning would take away from the basic curriculum, but actually, it enhances it," says Susan Falcone, the service-learning coordinator at Loch Raven High School in Baltimore. "Sometimes the best learning takes place outside of the classroom, dealing with real problems."

Variety of reaction

At Loch Raven, culinary students bake birthday cakes for a local orphanage, art students help decorate a nearby pediatric unit, and one class is gathering 1,000 "hygiene bags" full of toothbrushes, soap, and other items for the homeless.

"You get such a variety of reaction from the kids," Ms. Falcone says. "There are some real gung-ho kids and then some 'I-don't-know-about-this' kids. But they usually come around."

But while parents and students may be coming around to service-learning in Baltimore, one parent in Chapel Hill, N.C., has dug in for a long legal fight against it.

"Mandatory volunteer service is an oxymoron," says John Reinhard Sr., a medical researcher and parent who sued the Chapel Hill school district. "I have no problem with voluntary service. But if you replace a child's
internal desire for service with an external motivation, the next time he is exposed to the opportunity, he'll say, 'I gave at the office.'"

**Major flaws**

One major flaw with required service, Mr. Reinhard contends, is that, unlike math or literature, "it doesn't have a clear educational goal. It's done for the moral upbringing of a child, and it's based on the idea that you have to coerce a child to get him to do the right thing."

Reinhard is appealing a decision at the Fourth US Court of Appeals, which held that schools, not parents, can dictate which programs are appropriate. The US Supreme Court is expected to announce in the next few weeks whether it will take the case.

Whatever the outcome in the courts, Reinhard's son, also named John, says he would rather finish his senior year at the local community college than submit to the school's service requirement.

"I have no problem with community service," says John Reinhard Jr., a junior at Chapel Hill High School. "But if you force someone to do it, don't call it volunteering. I'm actually thinking of volunteering at an animal shelter, but I won't document it."

In Boston, Ms. Fuller, a junior at City on a Hill Charter School, has no problem with her 75-hour service requirement.

Already this year, Fuller has helped teachers at a local elementary school and passed out leaflets on voting rights. Her current job, a two-week stint at the Boston Persistent Poverty Project, gives her a chance to see the laws of probability and statistics put into practice.

"We have charts that say, this is the amount of people in this neighborhood, this is the number of jobs there, and this is the likely poverty rate," she says from her high-rise office in downtown Boston. "It shocked me when I saw it, because I live in one of those neighborhoods."

"It's been a great experience," Fuller says. "If you do this, you can avoid getting to college wishing you'd spent more time learning about computers or something else. And it looks great on a resume."
Imagine you are to give a speech explaining an American today compared to an American in 1776 to dignitaries of another country. How would you describe an American? What would you choose to include or exclude? What would be important? Well, you are lucky as this is going to be your task over the next several days.

Each group is expected to give a speech and visual explaining the face of America. Every group will be made up of 4 to 5 people. Each person is responsible for delivering a portion of the speech. Each speech should include the following parts of American Society:

- Social / Pop Culture
- Economic
- Political
- Values
- Education

Each person should speak for exactly one minute. See the attached rubric to explain how each person will be evaluated.

You will be responsible for doing original research using primary documents to find out about Americans in 1776. Your original research must be handed in along with the poster and speech. (Hint-Use the internet research guide)

You are also expected to create a visual. The visual should be pictures from both the Internet and magazines, which explain the make-up of the face of America. Every group will receive a poster board.

Good Luck and have fun!
Grade 10 Civics  
Unit 2: Foundations of American Government  
Length of Unit: 4-5 weeks  

**Essential Standards and National Standards for Social Studies**

**NCSS1: CULTURE** What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?

**NCSS2: TIME, CONTINUITY, AND CHANGE** How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?

**NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS** How do political, economic, social, religious and intellectual and artistic institutions affect societies?

**NCSS6: POWER, AUTHORITY, AND GOVERNANCE** How do people create, interact with and change structures of power, authority, and/or governance?

<table>
<thead>
<tr>
<th>UNIT FOCUS Questions</th>
<th>Thinking Skill Category</th>
<th>Essential Standard(s)</th>
<th>Content Knowledge Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the political philosophies that shaped the United States government? (NCSS1, NCSS2, NCSS6)</td>
<td>What are the historical events that lead to the Declaration of Independence? (NCSS1, NCSS2, NCSS5, NCSS6)</td>
<td>How was a government established in the United States? (NCSS6)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Initial Understanding</strong></th>
<th><strong>Developing An Interpretation</strong></th>
<th><strong>Making Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the fundamental principles used in creating a new government in the United States.</td>
<td>Describe the ideas contributed by Ancient Greece &amp; Rome, English history and the Enlightenment Philosophers to the United States government.</td>
<td>Compare and contrast the benefits of remaining a part of the British Empire</td>
</tr>
<tr>
<td>Explain the historical events that lead to the United States declaring independence from Great Britain.</td>
<td>Compare and contrast the strengths and weaknesses of the Articles of Confederation.</td>
<td>Examine how a weak central government led to the creation of the United States.</td>
</tr>
<tr>
<td><strong>Critical Stance</strong></td>
<td>Enlightenment Philosophers to present day concepts in the United States government.</td>
<td>or becoming an independent nation.</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Asses the validity of European philosophies as practiced in our present day government.</strong></td>
<td>Analyze the Declaration of Independence.</td>
<td>Defend or refute the ratification of the United States Constitution.</td>
</tr>
</tbody>
</table>

**Unit Vocabulary**


**Suggested Unit Assessments**

**Common Core Skills**

**English Language Arts Standards » History/Social Studies » Grades 9-10**

**Initial Understanding & Developing An Interpretation:**

- **Create a set of flash cards using all of the vocabulary terms for this unit.**
  
  *Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.*

- **Create a Cornell Note outline on the European Influences reading.**
  
  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text*  
  
  *Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.*
- **Create a timeline of major events that lead to the Declaration of Independence.**
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Key Ideas and Details* RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

- **Compare and contrast the strengths and weaknesses of the Articles of Confederation.**
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Integration of Knowledge and Ideas* RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

**Making Connections:**

- **Compare and contrast the Magna Carta and the English Bill of Rights to the United States Bill of Rights.**
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Integration of Knowledge and Ideas* RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

- **Analyze the Enlightenment concepts using political cartoons and primary sources.**
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- **Evaluate how the United States Constitution addressed the weaknesses in the Articles of Confederation.**
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**Critical Stance:**

- **Create your own Declaration of Opinions.**
  *Production and Distribution of Writing* WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **Debate whether the United States Constitution should be ratified.**
  *Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.)
Craft and Structure RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis Integration of Knowledge and Ideas RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims. Range of Reading and Level of Text Complexity RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
Performance Assessment: Unit 2

**Performance tasks** measure a student’s ability to integrate knowledge and skills across multiple Common Core standards and subject-specific objectives. Performance tasks are used to measure capacities such as depth of understanding, research skills, and complex analysis.

**Name the Performance Task:** Declaration of Independence

**Identify the Type of Performance Task:** Informative-Explanatory Performance Task

**Common Core skills that are assessed in the Performance Task:**

*Text Types and Purposes* WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

*Production and Distribution of Writing* WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

*Research to Build and Present Knowledge* WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

*Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.)

*Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**Issue:** What are the basic values of the United States that were established in the Declaration of Independence? In other words, what does the United States believe in?

**Directions:** This task is based on the accompanying document. This task is designed to test your ability to work with a historical document and write a well-organized Informative-Explanatory essay. First, read the document and answer the questions then write the culminating essay.

**Culminating Assessment**

Write a 3-5 paragraph essay explaining the basic values of the United States that were established in the Declaration of Independence. In other words, what does the United States believe in? Use evidence from the document as proof.

**Essay Rubric:** Informative-Explanatory Writing Rubric (Grades 6-11)
IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

Preamble

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

1. When was document written?

2. What does the word “unanimous” mean?

3. What is meant by “dissolve the political bands” in the first sentence.

4. According to “the separate and equal station to which the Laws of nature and of Nature’s God entitle them” where does a person get their rights from?

Statement of Beliefs

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty,
to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

1. What is meant by “self-evident” in the first sentence?

2. What is meant by “unalienable” in the first sentence?

3. List the five rights that Jefferson believes are supposed to be held by all people.

**Grievances**

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their
exercise; the State remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:
For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.
He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.
He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

4. How many times is “He” stated in the List of Complaints?

5. Who is Thomas Jefferson referring to when he states “He” in the List of Complaints?

6. Explain the 10th complaint. What does it mean to “erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance”?

7. Explain the 11th complaint. What does it mean to “kept among us, in times of peace, Standing Armies without the Consent of our legislatures”?

8. Explain the 14th complaint. What does it mean to “Quartering large bodies of armed troops among us”?

9. Explain the 16th complaint. What does is meant by “cutting off our Trade with all parts of the world”?

10. Explain the 17th complaint. What does “imposing Taxes on us without our Consent’ mean?
11. Explain the 18th complaint. What does “depriving us in many cases, of the benefits of Trial by Jury” mean?

12. Explain the 19th complaint. What does “transporting us beyond Seas to be tried for pretended offences” mean?

13. Are most of these complaints about specific events and people or are they general complaints? Cite a specific example from the Complaints section of the Declaration of Independence.

14. Why do you think Thomas Jefferson chose to present these complaints in this manner?

Statement of Redress

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

15. Identify two ways Jefferson claimed to have already addressed the complaints? (Sentence # 2, 3, 4 & 5)
Declaring Independence

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

16. What are the five changes that will result due to this Declaration of Independence?

Culminating Assessment

Write a 3-5 paragraph essay explaining the basic values of the United States that were established in the Declaration of Independence. In other words, what does the United States believe in? Use evidence from the document as proof.

Essay Rubric: Informative-Explanatory Writing Rubric (Grades 6-11)
<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **2** | • Gives sufficient evidence of the ability to justify interpretations of information  
• Includes specific examples that make clear reference to the text  
• Adequately supports examples with clearly relevant information from the text  
• Maintains consistent focus on the topic, purpose, or main idea  
• States a claim and provides support for it  
• Uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
| **1** | • Gives limited evidence of the ability to justify interpretations of information  
• Includes some examples that make clear reference to the text. Supports examples with limited information from the text  
• Demonstrates some focus on the topic, purpose, or main idea; lapses may occur  
• Uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
| **0** | A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.  
• Reflects a misunderstanding of the source  
• Demonstrates little or no focus  
• Has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling  
Or the student has failed to respond to the question. |
<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response is fully sustained and consistently and purposefully focused:</td>
<td>The response has a clear and effective organizational structure creating unity and completeness:</td>
<td>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</td>
<td>The response clearly and effectively expresses ideas, using precise language:</td>
<td>The response demonstrates a strong command of conventions:</td>
</tr>
<tr>
<td></td>
<td>• controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</td>
<td>• use of a variety of transitional strategies</td>
<td>• use of evidence from sources is smoothly integrated, comprehensive, and concrete</td>
<td>• use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</td>
<td>• few, if any, errors are present in usage and sentence formation</td>
</tr>
<tr>
<td></td>
<td>• controlling idea or main idea of a topic is introduced and communicated clearly within the context</td>
<td>• logical progression of ideas from beginning to end</td>
<td>• effective introduction and conclusion for audience and purpose</td>
<td>• effective use of a variety of elaborative techniques</td>
<td>• effective and consistent use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• adequate use of transitional strategies with some variety</td>
<td>• some evidence from sources is integrated, though citations may be general or imprecise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• adequate progression of ideas from beginning to end</td>
<td>• adequate use of some elaborative techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• adequate introduction and conclusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• adequate, if slightly inconsistent, connection among ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The response is adequately sustained and generally focused:</td>
<td>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</td>
<td>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</td>
<td>The response adequately expresses ideas, employing a mix of precise with more general language:</td>
<td>The response demonstrates an adequate command of conventions:</td>
</tr>
<tr>
<td></td>
<td>• focus is clear and for the most part maintained, though some loosely related material may be present</td>
<td>• adequate use of transitional strategies with some variety</td>
<td>• some evidence from sources is integrated, though citations may be general or imprecise</td>
<td>• use of domain-specific vocabulary is generally appropriate for the audience and purpose</td>
<td>• some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</td>
</tr>
<tr>
<td></td>
<td>• some context for the controlling idea or main idea of the topic is adequate</td>
<td>• adequate progression of ideas from beginning to end</td>
<td>• adequate use of some elaborative techniques</td>
<td></td>
<td>• adequate use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• adequate introduction and conclusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• adequate, if slightly inconsistent, connection among ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• adequate, if slightly inconsistent, connection among ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The response is somewhat sustained and may have a minor drift in focus:</td>
<td>The response has an inconsistent organizational structure, and flaws are evident:</td>
<td>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</td>
<td>The response expresses ideas unevenly, using simplistic language:</td>
<td>The response demonstrates a partial command of conventions:</td>
</tr>
<tr>
<td></td>
<td>• may be clearly focused on the controlling or main idea, but is insufficiently sustained</td>
<td>• inconsistent use of transitional strategies with little variety</td>
<td>• evidence from sources is weakly integrated, and citations, if present, are uneven</td>
<td>• use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose</td>
<td>• frequent errors in usage may obscure meaning</td>
</tr>
<tr>
<td></td>
<td>• controlling idea or main idea may be unclear and somewhat unfocused</td>
<td>• uneven progression of ideas from beginning to end</td>
<td>• weak or uneven use of elaborative techniques</td>
<td></td>
<td>• inconsistent use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• conclusion and introduction, if present, are weak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• weak connection among ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The response may be related to the topic but may provide little or no focus:</td>
<td>The response has little or no discernible organizational structure:</td>
<td>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</td>
<td>The response expression of ideas is vague, lacks clarity, or is confusing:</td>
<td>The response demonstrates a lack of command of conventions:</td>
</tr>
<tr>
<td></td>
<td>• may be very brief</td>
<td>• few or no transitional strategies are evident</td>
<td>• use of evidence from the source material is minimal, absent, in error, or irrelevant</td>
<td>• uses limited language or domain-specific vocabulary</td>
<td>• errors are frequent and severe</td>
</tr>
<tr>
<td></td>
<td>• may have a major drift</td>
<td>• frequent extraneous ideas may intrude</td>
<td></td>
<td>• may have little sense of audience and purpose</td>
<td>• meaning is often obscure</td>
</tr>
<tr>
<td></td>
<td>• focus may be confusing or ambiguous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Unintelligible: In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
John Locke Biography

John Locke was born in Bristol, England, on August 29, 1632. Locke’s father was an attorney who collected taxes from seaport towns. He wanted his son to become a minister, but Locke rejected this and studied medicine. Locke entered Oxford University in England and was influenced by John Owen, Dean of Christ Church College. It was Owen who first introduced Locke to the idea of religious freedom and the idea that people should not be punished for having different views of religion. Locke believed that all sides had the right to be heard. Moreover, he felt that all conflicts could be solved if the two could settle their differences by seeking a middle ground and compromise.

John Locke wrote two treatises of government in 1690. In these treatises he said that the government should be like a contract or agreement between the people and the ruler. The ruler is given the power to govern the country as long as he doesn’t abuse his position. In brief, Locke argued that sovereignty did not reside in the state but with the people, and that the state is supreme, but only if it is bound by civil and what he called "natural" law. If the ruler didn’t keep the contract, the people could overthrow the government. Locke also believed that the people were entitled to natural rights such as life, liberty and the protection of their property. Many of Locke’s political ideas, such as those relating to natural rights, property rights, the duty of the government to protect these rights, and the rule of the majority, were later embodied in the U.S. Constitution.

Excerpted from: http://www.rjgeib.com/thoughts/constitution/locke-bio.html
The Problem We All Live With
by Norman Rockwell

“The state of nature has a law of nature to govern it, which treats everyone equally...Being equal and independent, no one ought to harm another in his life, health, or possessions.”

~John Locke

Unalienable rights are rights that cannot be taken away from anyone, for example freedom of speech.

Equal rights are the belief that all persons, regardless of sex, race, ethnicity, age, etc., have the same rights as everyone else.

Questions to consider:
- What is happening in this painting?
- Which principles of democracy are illustrated by this painting? (equality, natural rights, liberty, unalienable rights)
“The old [traditions] are apt to lead men into mistakes, as this [idea] of [fatherly] power’s probably has done, which seems so [eager] to place the power of parents over their children wholly in the father, as if the mother has no share in it. Whereas if we consult reason or [the Bible], we shall find she has an equal title.”

—John Locke

**Unalienable rights** are rights that cannot be taken away from anyone, for example freedom of speech.

**Equal rights** are the belief that all persons, regardless of sex, race, ethnicity, age, etc., have the same rights as everyone else.

**Questions to Consider:**
- What is happening in this painting?
- How does this painting relate to the concept of unalienable rights? Equal rights?
June 1989 – Tiananmen Square
Photographer: Unknown

“Whensoever...the [government]shall...put into the hands of any other an absolute power over the lives, liberty, and estates of the people, by this breach of trust they forfeit the power [of] the people...who have a right to resume their original liberty, and by the establishment of the new [government] provide for their own safety and security.”

~John Locke

A **limited government** is a government that does not have absolute authority.

**Consent of the governed** is the political theory that governments gain their authority from their people. A government is not legitimate if the people do not give their consent.

**Question to consider:**
- What is happening in the picture and how does it relate to the topic of limited government?
Study Guide: A Key to John Locke

Please read the following excerpts taken from John Locke’s *Second Treatise on Government* and then re-write them in your own words. Finally, circle the number on a scale of 1 to 5 corresponding with how much you agree or disagree with Mr. Locke’s quote.

1. “The state of nature has a law of nature to govern it, which treats everyone equally. …[B]eing equal and independent, no one ought to harm another in his life, health or possessions”.

   1                   2                   3                   4                   5
   disagree                  neutral                  agree

2. “We have reason to conclude that all peaceful beginnings of government have been laid in the consent of the people.”

   1                   2                   3                   4                   5
   disagree                  neutral                  agree

3. “The old [traditions] are apt to lead men into mistakes, as this [idea] of [fatherly] power’s probably has done, which seems so [eager] to place the power of parents over their children wholly in the father, as if the mother has no share in it. Whereas if we consult reason or [the Bible], we shall find she has an equal title.”

   1                   2                   3                   4                   5
   disagree                  neutral                  agree

4. “Whensoever…the [government] shall…put into the hands of any other an absolute power over the lives, liberties, and estates of the people, by this breach of trust they forfeit the power [of] the people…who have a right to resume their original liberty, and by the establishment of the new [government] provide for their own safety and security.”

   1                   2                   3                   4                   5
   disagree                  neutral                  agree
Charles Louis de Secondat was born in Bordeaux, France, in 1689 to a wealthy family. Despite his family’s wealth, he was placed in the care of a poor family during his childhood. De Secondat studied science and history in college, eventually becoming a lawyer in the local government. After his father’s death, he was placed under the care of his uncle, Baron de Montesquieu. When his uncle died, de Secondat acquired his title and his fortune.

Montesquieu’s book, *On the Spirit of Laws*, published in 1748, was his most famous work. It outlined his ideas on how government would best work. He believed that all things were made up of rules or laws that never changed. He set out to study these laws scientifically with the hope that knowledge of the laws of government would reduce the problems of society and improve human life. According to Montesquieu, there were three types of government: a monarchy (ruled by a king or queen), a republic (ruled by an elected leader), and a despotism (ruled by a dictator). Montesquieu believed that a government that was elected by the people was the best form of government. He argued that the best government would be one in which power was balanced among three groups of officials—and idea he called “separation of powers.” His ideas became the basis for the United States Constitution.
Separation of Powers is the principle of dividing the powers of a government among different branches to guard against abuse of authority. A government of separated powers assigns different political and legal powers to the legislative, executive, and judicial branches.

Questions to consider:
- What is the cartoonist trying to illustrate in this picture?
- Why is Andrew Jackson standing on the U.S. Constitution?
- How is President Jackson violating the philosophy of separation of powers in this cartoon?
Equality under the law is the belief that all people receive fair and equal protection by the government through written law.

Questions to consider:
- What is the cartoonist trying to illustrate in this picture?
- Why is it important that the bald eagle is trying to regain his position?
- How does this cartoon represent the belief in equality under the law?
Study Guide: Baron de Montesquieu’s *On the Spirit of Laws*

Please read the following excerpts taken from Baron de Montesquieu’s *On the Spirit of Laws* and then rewrite them in your own words. Next, circle the number on a scale of 1 to 5 corresponding with how much you agree or disagree with Mr. Montesquieu’s quote.

1. “When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty; because apprehensions may arise, lest the same monarch or senate should enact tyrannical laws, to execute them in a tyrannical manner.

   1  2  3  4  5
   disagree neutral agree

2. “The great advantage of representatives is, their capacity of discussing public affairs. For this the people collectively are extremely unfit, which is one of the chief inconveniences of a democracy.”

   1  2  3  4  5
   disagree neutral agree

3. “In republican governments, men are all equal; equal they are also in despotic governments: in the former, because they are everything: in the latter, because they are nothing.”

   1  2  3  4  5
   disagree neutral agree

4. In a true state of nature, indeed, all men are born equal, but they cannot continue in this equality. Society makes them lose it, and they recover it only by the protection of laws.”

   1  2  3  4  5
   disagree neutral agree
Jean Jacques Rousseau was born in Switzerland, an orphan. After working as an apprentice engraver, he eventually ran away to Paris where he earned his living as a music teacher. In 1750 he won an essay competition for *The Discourse on the Sciences and the Arts* and his intellectual career began. Like many French philosophes, he was a vehement critic of the social and political order of his day. In 1762 Rousseau published *The Social Contract*, a masterwork of political science that describes a just society in which liberty and legality are drawn from what he terms the general will. According to Rousseau, a society consists of a collection of free and rational beings living in a given community. It is the collective action of this group that determines its contribution to social development and to humanity. Since only those individuals who are free and equal under the law can enter into a *contract* to form the general will, the general will becomes the moral force or authority, and in turn, the final arbiter of right and wrong.
Civilization is a Method of Living, An Attitude of Equal Respect for All Men
- Jane Addams, 1933

Social Contract is the idea that people join groups, and these groups make a presence known as a society. A social contract is the compact that the people agree form rules and conditions for membership in their society.

Equality is the belief that all persons are entitled to equal rights and treatment before the law.

Questions to Consider:
- How does this picture represent a social contract?
- In what ways do people form social contracts today?
- Do you believe that people receive equal treatment before the law? Why or why not?
Astronaut and U.S. flag on the Moon

Apollo 11 astronaut Edwin “Buzz” Aldrin stands facing the U.S. flag on the Moon. The rod to hold the flag out horizontally would not extend fully, so the flag ended up with a slight waviness, giving the appearance of being windblown. The flag itself was difficult to erect, it was very hard to penetrate beyond about 6 to 8 inches into the lunar soil with the flagstaff.

Civil Society occurs after people leave the state of nature. Signs of this transfer are: people act on rules of justice rather than on instinct, physical impulse is replaced by the voice of duty, and people consult reason rather than inclinations. By entering civil society people gain civil liberty and the legal right of property in what he possess. They also gain moral freedom, making people masters of themselves.

Question to consider:
- What is the relationship between Rousseau’s thoughts on civil society and this image?
Study Guide: Right on Rousseau!

Please read the following excerpts taken from Jean Jacques Rousseau’s *The Social Contract* and then re-write them in your own words in the space provided. Then circle the number on a scale of 1 to 5 corresponding with how much you agree or disagree with Mr. Rousseau’s quote.

5. “Man is born free, and everywhere he is in chains. Many a one believes himself the master of others, and yet he is a greater slave than they.”

   1 disagree 2 neutral 3 4 5 agree

6. “I …regard the establishment of the political body as a real contract between the people and the chiefs chosen by them: a contract by which both parties bind themselves to observe the laws therein expressed, which form the ties of their union.”

   1 disagree 2 neutral 3 4 5 agree

7. “The social compact establishes among the citizens such an equality that they all pledge themselves under the same conditions and ought all to enjoy the same rights.”

   1 disagree 2 neutral 3 4 5 agree

8. “The first man who enclosed a plot of ground and thought of saying, ‘This is mine’, and found others stupid enough to believe him, was the true founder of civil society.”

   1 disagree 2 neutral 3 4 5 agree
Declaration of Opinion Activity

Your job is creating your own Declaration of Opinions. Below is a list of questions to help guide you in writing your opinions. You are to use the same written format as the Declaration of Independence. On the back of this sheet is the format. Be sure to use the guide as an outline. This is to be typed using 11 font and 1 ½ spacing. Your final Declaration should be one page in length.

1. To whom would you send your complaints? Why? What reasons would you give for your decision to write out your complaints? (Preamble)

2. What makes you think your complaints are worthwhile? Aren’t there good reasons why things are the way they are? Why should things as they are be changed? Would it be possible to summarize the thinking behind your desire for change in a single sentence? (statement of beliefs, or the thinking behind the complaints)

3. Is there anything in particular the reader should notice about your complaints? Is there anything you need to keep in mind to make sure your audience understands and appreciates your complaints? What kinds of events inspired your complaints? (the list of complaints)

4. Have you already tried to make any changes in the treatment of your people? In what way? (prior attempts to redress grievances)

5. Is it possible to say in a single sentence what it is you really want to happen? It would take time to change the system to accommodate all of your complaints. What should happen right away? (declaration of independence)

6. Who would be willing to sign his/her name to this list of complaints even if it were going to be seen and read by many people? (the signatures)

Preamble
Statement of beliefs

List of complaints

Statement of prior attempts to redress grievances

Declaration of Independence

Signatures
# Grade 10 Civics

## Unit 3: The Constitution

**Length of Unit:** 8 weeks

### Essential Standards and National Standards for Social Studies

<table>
<thead>
<tr>
<th>NCSS1: CULTURE</th>
<th>What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSS2: TIME, CONTINUITY, AND CHANGE</td>
<td>How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?</td>
</tr>
<tr>
<td>NCSS6: POWER, AUTHORITY, AND GOVERNANCE</td>
<td>How do people create, interact with and change structures of power, authority, and/or governance?</td>
</tr>
<tr>
<td>NCSS10: CIVIC IDEALS AND PRACTICES</td>
<td>How are the ideals, principles and practices of citizens influenced by individual rights and responsibilities within a democratic society?</td>
</tr>
</tbody>
</table>

## UNIT FOCUS Questions

<table>
<thead>
<tr>
<th>Thinking Skill Category</th>
<th>Question</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are the basic principles found in the United States Constitution?</strong></td>
<td>(NCSS1, NCSS2, NCSS10)</td>
<td></td>
</tr>
<tr>
<td><strong>What is the structure and function of the United States Constitution?</strong></td>
<td>(NCSS6)</td>
<td></td>
</tr>
<tr>
<td><strong>How is the Constitution a living document?</strong></td>
<td>(NCSS6, NCSS10)</td>
<td></td>
</tr>
</tbody>
</table>

### Content Knowledge Objectives

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Describe the structure and function of the three branches of government (legislative, executive and judicial).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe the function of an amendment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe the structure and function of the amendment process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the major amendments.</td>
</tr>
<tr>
<td>Developing An Interpretation</td>
<td>Categorize, Classify, Compare, Contrast, Describe, Cause/Effect, Examine, Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take A Perspective</td>
<td>Describe the nine basic principles in the United States Constitution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examine the function and relationships among the three branches of government (legislative, executive and judicial).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain how the needs of society lead to the development of an amendment to the United States Constitution.</td>
</tr>
</tbody>
</table>
## Making Connections

Same verbs as for Developing an Interpretation

- Locate and explain how the nine principles are represented in the United States Constitution.
- Evaluate the distributed, shared, and limited powers and responsibilities in the government established by the United States Constitution.
- Examine the amendments and how the government provides protection of United States citizens’ civil liberties and civil rights.

## Critical Stance

Analyze, Assess, Defend, Design, Evaluate, Judge, Rate

- Evaluate how the principles outlined in the Constitution are still relevant today.
- Evaluate the effectiveness of government in the United States as outlined in the Constitution.
- Design an amendment that would meet the need of our changing society.

### Unit Vocabulary

| Federalism | Habeas Corpus | Judicial Activism |
| Check and Balances | Titles of Nobility | Judicial Restraint |
| Powers: expressed, delegated, implied, concurrent | Executive Branch | Amendment |
| Legislative Branch | President | 1st Amendment (Five Freedoms) |
| Congress | Electoral College | 2nd Amendment |
| Elastic Clause / Necessary and Proper | Commander in Chief | 4th Amendment |
| Bicameral | Chief Diplomat | 5th Amendment |
| Unicameral | Chief Executive | 6th Amendment |
| House of Representatives | Chief of State | 8th Amendment |
| Speaker of the House | Presidential Succession | 10th Amendment |
| Senate | Cabinet | 13th Amendment |
| Vice President | Bureaucracy | 22nd Amendment |
| President Pro-Tempore | Pardon | Due Process |
| Filibuster | Judicial Branch | Separate But Equal Doctrine |
| Cloture | Supreme Court | Integration |
| Bill | Federal Judiciary | Ambassador |
| Law | District Courts | Diplomacy |
| Veto | Appellate / Circuit Courts | International |
| Override | Appeal | Political Party |
| Committee | Opinion: Majority, Dissenting, Concurrent Jurisdiction | Democrat |
| Ex- Post Facto Law | Impeachment | Republican |
| Bill of Attainder | |
| |

### Suggested Unit Assessments
Common Core Skills English Language Arts Standards » History/Social Studies » Grades 9-10

**Initial Understanding & Developing An Interpretation:**

- **Create a set of flash cards using all of the vocabulary terms for this unit.**
  *Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- **Create posters that identify and describe the nine major principles of the United States Constitution.**
  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- **Create a chart or poster illustrating the six goals of the preamble to the Constitution.**
  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- **Create a graphic organizer of expressed and implied powers of Congress.**
  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- **Create a flowchart of how a bill becomes a law.**
  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Key Ideas and Details RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

- **Create a chart explaining the responsibilities of the President.**
  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- **Create a flowchart of how a case reaches the Supreme Court.**
  *Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Key Ideas and Details RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later...
- **Complete a graphic organizer of the Bill of Rights.**
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

### Making Connections:

- **Research the Constitution through a scavenger hunt.**
  *Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
  *Research to Build and Present Knowledge* WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

- **Compare and contrast the roles and responsibilities of the House of Representatives and the Senate.**
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
  *Research to Build and Present Knowledge* WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

- **Simulate the Electoral College process.**
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
  *Research to Build and Present Knowledge* WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

- **Reenact major Supreme Court cases.**
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
  *Craft and Structure* RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including
which details they include and emphasize in their respective accounts.  

*Integration of Knowledge and Ideas* RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.  

*Research to Build and Present Knowledge* WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  

- **Diagram how the three branches of government interact.**  
  *Key Ideas and Details* RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.  

- **Analyze the Bill of Rights in art.**  
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.  
  *Integration of Knowledge and Ideas* RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.  

- **Assess contemporary issues through a Bill of Rights scavenger hunt.**  
  *Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.)  
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.  
  *Research to Build and Present Knowledge* WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.  

**Critical Stance:**  

- **Draft a new bill with a partner and defend the bill through a class simulation of how a bill becomes a law.**  
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  
  *Key Ideas and Details* RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **Craft and Structure RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- **Production and Distribution of Writing WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **Production and Distribution of Writing WHST.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

- **Design a help wanted advertisement for the Presidency.**

  - **Key Ideas and Details RH.9-10.1.** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.)
  
  - **Key Ideas and Details RH.9-10.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  
  - **Craft and Structure RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
  
  - **Production and Distribution of Writing WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  
  - **Production and Distribution of Writing WHST.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

- **Design an amendment that addresses a controversial contemporary issue.**

  - **Key Ideas and Details RH.9-10.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  
  - **Key Ideas and Details RH.9-10.3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
  
  - **Craft and Structure RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
  
  - **Production and Distribution of Writing WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  
  - **Production and Distribution of Writing WHST.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Performance Assessment: Unit 3

Performance tasks measure a student’s ability to integrate knowledge and skills across multiple Common Core standards and subject-specific objectives. Performance tasks are used to measure capacities such as depth of understanding, research skills, and complex analysis.

Name the Performance Task: Naturalized Citizens as President

Identify the Type of Performance Task: Argumentative Writing Performance Task

Common Core skills that are assessed in the Performance Task:

- **Key Ideas and Details** RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **Craft and Structure** RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **Craft and Structure** RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **Integration of Knowledge and Ideas** RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.
- **Text Types and Purposes** WHST.9-10.1. Write arguments focused on discipline-specific content.
- **Production and Distribution of Writing** WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **Research to Build and Present Knowledge** WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Issue: Should the United States Constitution be amended to allow a naturalized citizen to be elected President of the United States? The United States has welcomed immigrants throughout its history. Many citizens become naturalized citizens and contribute greatly to the country, some even achieving high offices in the government. However, the highest office of President is barred to them by the Constitutions requirement that only “natural born” citizens fill this position. There are calls for changing the Constitution. Those in favor of amending the Constitution to allow naturalized citizens to serve as President contend that failing to do so is unfair to a group of loyal citizens. Those against argue that there is no compelling reason to change the Constitution, which has served the country well for over 200 years.

Directions: This task is based on the accompanying document. This task is designed to test your ability to work with documents and write a well-organized Argumentative essay. First, read the documents and answer the questions then write the culminating essay.

Culminating Assignment: Write a five paragraph argumentative essay answering the following question: Should the United States Constitution be amended to allow a naturalized citizen to be elected President of the United States? Use evidence from the document as proof. Smarter Balanced - Argumentative Writing Rubric (Grades 6-11)
"Only those born in the U.S.A. may apply." That, in effect, is what the Constitution says to naturalized citizens who might think about running for president. They may not do so. "No Person," states Article II, Section 1, "except a natural born Citizen ... shall be eligible to the Office of President."

The natural-born citizen requirement is one of those parts of the Constitution that has operated silently over the years, without litigation. But now comes Sen. Orrin Hatch, Utah Republican, to say we should amend the Constitution to take down that "do not apply" sign.

Mr. Hatch acknowledges what most scholars regard as the reason the Framers denied eligibility to naturalized citizens: concern that a foreign power might place someone inside the young and fragile nation and contrive to have that person elected president.

But that concern, says Mr. Hatch, is hardly so compelling today. And so, he argues, the natural-born requirement shouldn't be allowed to stand, especially not since it works in what the senator calls a "decidedly un-American" manner. By which he means that it's unfair to naturalized citizens, because they are denied an "equal opportunity" to run for president; and unfair to us voters, because we are denied "every opportunity to choose" our leaders. Not surprisingly, Mr. Hatch calls his proposal the "Equal Opportunity to Govern" amendment.

Because Mr. Hatch and Austrian-born Arnold Schwarzenegger, the soon-to-be California governor, are said to be close friends, the senator's measure has been skeptically dubbed the Schwarzenegger amendment. But the amendment is no respecter of political parties. It would equally affect the career options of Jennifer Granholm, the Canadian-born Democratic governor of Michigan. Moreover, the interest in making foreign-born citizens eligible for the presidency is bipartisan. In the House, Arkansas Democratic Rep. Vic Snyder has proposed an amendment similar to Mr. Hatch's.

The natural-born citizen requirement is conspicuous on account of the fact that nowhere else in our law is there a distinction drawn between those who are citizens at birth and those who become citizens via naturalization. Yet this seeming anomaly has an interesting and not irrelevant history.

In his forthcoming book, "America's Constitution: A Guided Tour," Akhil Amar of the Yale Law school points out that the Constitution's approach to eligibility for office actually "represented a considerable liberalization of 18th-century English practice." As he explains, under England's 1701 Act of Settlement, naturalized foreigners were prohibited from serving in the Privy Council or Parliament, and from holding any office or place of trust, whether civil or military. "By
contrast, the Constitution opened virtually all federal positions -- the Congress, the judiciary, the Cabinet and the military -- to naturalized citizens."

Notably, even as they reserved the presidency for naturalized citizens, the Framers refused to make that reservation absolute, since they made eligible for the office immigrants who were already American citizens in 1787.

Mr. Amar credits the Framers with operating according to a general rule of openness to immigrant Americans. They departed from that rule in writing the natural-born citizen requirement because of their worry a foreign duke might come to America "with immense wealth and a vast retinue and then use his European riches to buy friends on a scale that virtually no homegrown citizen could match." Here, too, observes Mr. Amar, America differed from England since the 1701 Act imposed no natural-born requirement on the head of state and in fact contemplated the foreign-born monarchs that soon would rule.

The chances that Mr. Hatch's amendment might be added to the Constitution are, it must be said, very slight. Since the Founding, members of Congress have suggested thousands of amendments, but Congress has actually proposed only 33, and of those just 27 have been ratified. So far, no groups have organized on behalf of Mr. Hatch's amendment. Nor does anyone really believe the country has a problem supplying itself with qualified presidential candidates.

Ultimately, what's most striking about the Hatch and Snyder proposals is that under both there would still be a distinction between immigrant and natural-born citizens. Which is to say, there would not be complete equality. A foreign-born American must be a U.S. citizen for 20 years before gaining eligibility under Mr. Hatch's amendment, and 35 years under Mr. Snyder's.

Those waiting periods evince a concern that foreign-born citizens who aspire to the presidency must be essentially American. Were they living today, the Framers would understand that concern, just as they would also understand the desire to liberalize requirements for holding office, even the nation's highest.

1. When was the article written?

2. What is the title of the article?

3. Who is the author of the article?

4. In paragraph 1, what does the quote "No person except a natural born Citizen ... shall be eligible to the Office of President," mean?

5. What document is being discussed in paragraph 1?

7. Define the word “conspicuous” in paragraph 6.

8. According to the author, in paragraph 6, why is the natural-born citizen requirement conspicuous?

9. Paraphrase this quote from paragraph 7: "By contrast, the Constitution opened virtually all federal positions -- the Congress, the judiciary, the Cabinet and the military -- to naturalized citizens."

10. Identify the fear of the framers when writing the Constitution in paragraph 9.

11. In paragraph 10, what additional idea does the author provide as to why United States citizens do not see the need for this amendment?

12. List the differences between Senator Hatch’s proposal, Congressman Snyder’s Proposal and the United States Constitution in paragraph 11.
ON OCTOBER 11, the Chicago Tribune editorialized that the United States has more important things to worry about than whether or not to amend the Constitution to allow foreign-born citizens to run for president: "This is a nation of immigrants, of course, and one that offers more opportunity to immigrants, naturalized citizens or not, than any other country in the world. But is it imperative that such opportunity extend to the highest office in the land? Is that critical enough to take the extraordinary step of amending the Constitution for only the 28th time in 216 years? The short answer: No." The Tribune continued, "It is more important . . . to retain the sense that the Constitution is not subject to cutting and passing at will. It is the bedrock of the nation’s laws, and amendments should be restricted to matters of the greatest import."

Is the Tribune's "If it ain't broke, don't fix it" approach a reasonable one, when our nation's immigrant population is at an all-time high? And should one Constitutional clause--"No person except a natural born citizen, or a citizen of the United States, at the time of the adoption of this Constitution, shall be eligible to the office of president" (Article II, Section 1)--keep a slew of bright, foreign-born Americans from running for the office? Among those barred from the presidency are Michigan governor Jennifer Granholm, a Canadian-born Democrat; Labor secretary Elaine Chao (Taiwan); Housing and Urban Development secretary Mel Martinez (Cuba); former secretaries of State Henry Kissinger (Germany) and Madeleine Albright (Czechoslovakia); and of course, California governor-elect Arnold Schwarzenegger, who told CBS, "I have no interest in running for any higher office." Not that he has a choice.

BUT ON JULY 10, 2003, Orrin Hatch, chairman of the Senate Judiciary Committee, took action against what he calls "an anachronism that is decidedly un-American." He introduced a bill that would allow a person who has been a U.S. citizen for 20 years and a resident for 14 years to run for president. Schwarzenegger recently celebrated his 20th year as a U.S. citizen, though employees of the Senate Judiciary Committee, where the bill currently stands, says the birth of Hatch's bill had nothing to do with the political aspirations of the Austrian-born muscleman. While introducing his "Equal Opportunity to Govern" Amendment before the Senate, Hatch said that perhaps the most disturbing aspect of our Constitution as it reads today is that "scores of
foreign-born men and women who have risked their lives defending the freedoms and liberties of this great nation remain ineligible for the Office of President." More than 700 recipients of the Congressional Medal of Honor have been immigrants, he added. The amendment, which some have dubbed the "Arnold Amendment," would have to be approved by two-thirds of the Senate and House and three-fourths of the states.

Rep. Vic Snyder introduced a separate, yet similar, measure in the House a month earlier. Co-sponsored by Rep. Barney Frank (D-Mass.), this amendment would require a person to have been a citizen for at least 35 years in order to run for president. Under the House version, Schwarzenegger wouldn't be eligible until he was 70. (Before the new California governor-elect was even elected, Frank lamented that Schwarzenegger may hurt the effort more than help since "he is a pretty polarizing figure.")

University of Alabama historian Forrest McDonald is adamant that the Constitution remain unchanged. While testifying before a House subcommittee three years ago, he recalled that delegates to the American Constitutional Convention of 1787 feared foreign influence, especially after Austria, Prussia, and Russia "rigged the election of a new monarch in Poland, subsequently dividing the hapless nation among themselves." It was this fear, as well as the founders' concern that a European monarch, such as a relative of King George III, might be imported to rule America, that prompted the formation of the natural-born citizen clause. Naturalized citizens are "bound to be influenced by nativity, whether in the form of hostility or favoritism," McDonald told the House subcommittee.

Many immigration officials also say immigrants always have emotional ties to the country of their birth. And even if a foreign-born president judged fairly in a dispute between the United States and a home country, he still might have to grapple with a public perception of bias, McDonald told the Los Angeles Times. The professor also worries about a foreign government planting an agent in the United States, and grooming him to one day run for the presidency. "As commander in chief, it is not enough to be above reproach, one must be above the suspicion of reproach," McDonald says.

STILL, THE LANGUAGE of the Constitution implies that foreign-born citizens are less trustworthy than native-borns. As a nation founded by immigrants, do we have the right to maintain that the more than 12 million Americans who were born elsewhere and who pay taxes, serve on juries, vote, and die in combat cannot have the same opportunities? On the other hand, how do we measure patriotism, and is it a compelling enough reason to amend the Constitution?

When we consider how slow-moving the legislative process has been for both bills, such questions begin to sound premature. The Legislative Status Office at the Senate says Hatch's bill is still in the Committee on the Judiciary. No action has been taken since it was first introduced
in July. As for the House bill, it was referred to the Subcommittee on the Constitution in June, but a hearing has not yet been held. Neither bill is scheduled for committee action at this time.

1. When was the article written?

2. What is the title of the article?

3. Who wrote the article?

4. How does the title help you understand the article?

5. What question is being raised in this quote, "This is a nation of immigrants, of course, and one that offers more opportunity to immigrants, naturalized citizens or not, than any other country in the world. But is it imperative that such opportunity extend to the highest office in the land?" which is located in paragraph 1.

6. According to paragraph 1, how many amendments are there in the United States Constitution?

7. In paragraph 1, paraphrase the following statement “It is the bedrock of the nation's laws.”

8. What does the author mean by, "If it ain't broke, don't fix it" in paragraph 2?
9. Make a list of people who would benefit from amending the United States Constitution in paragraph 2.

10. In paragraph 3, what reason does Senator Hatch give in support of amending the United States Constitution?

11. According to historian Forrest McDonald in paragraph 5, what 2 reasons did the delegates to the United States Constitution have for including the natural-born citizenship requirement?

12. Restate this quote in your own words: "Naturalized citizens ‘are bound to be influenced by nativity, whether in the form of hostility or favoritism’" from paragraph 5.

13. In paragraph 6, why does Professor Forrest McDonald worry about a foreign born citizen being Commander-in-Chief?

14. List the four reasons why a foreign-born citizen should be allowed to be President in paragraph 7?
Culminating Assignment: Write a five paragraph argumentative essay answering the following question: Should the United States Constitution be amended to allow a naturalized citizen to be elected President of the United States? Use evidence from the document as proof.

Text-Based/Document-Based Short Answer Rubric

Smarter Balanced - Argumentative Writing Rubric (Grades 6-11)
# Question Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| **2** | Gives sufficient evidence of the ability to justify interpretations of information  
Includes specific examples that make clear reference to the text  
Adequately supports examples with clearly relevant information from the text  
maintains consistent focus on the topic, purpose, or main idea  
states a claim and provides support for it  
uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
| **1** | Gives limited evidence of the ability to justify interpretations of information  
Includes some examples that make clear reference to the text. Supports examples with limited information from the text  
demonstrates some focus on the topic, purpose, or main idea; lapses may occur  
uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
| **0** | A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.  
reflects a misunderstanding of the source  
demonstrates little or no focus  
has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling  
Or the student has failed to respond to the question. |
<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | The response is fully sustained and purposefully focused:  
- claim is clearly stated, focused and strongly maintained  
- alternate or opposing claims are clearly addressed*  
- claim is introduced and communicated clearly within the context | The response has a clear and effective organizational structure creating unity and completeness:  
- effective, consistent use of a variety of transitional strategies  
- logical progression of ideas from beginning to end  
- effective introduction and conclusion for audience and purpose  
- strong connections among ideas, with some syntactic variety | The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:  
- use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete  
- effective use of a variety of elaborative techniques | The response clearly and effectively expresses ideas, using precise language:  
- use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | The response demonstrates a strong command of conventions:  
- few, if any, errors are present in usage and sentence formation  
- effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The response is adequately sustained and generally focused:  
- claim is clear and for the most part maintained, though some loosely related material may be present  
- context provided for the claim is adequate | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
- adequate use of transitional strategies with some variety  
- adequate progression of ideas from beginning to end  
- adequate introduction and conclusion  
- adequate, if slightly inconsistent, connection among ideas | The response provides adequate support/evidence for writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:  
- some evidence from sources is integrated, though citations may be general or imprecise  
- adequate use of some elaborative techniques | The response adequately expresses ideas, employing a mix of precise with more general language:  
- use of domain-specific vocabulary is generally appropriate for the audience and purpose | The response demonstrates an adequate command of conventions:  
- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
- adequate use of punctuation, capitalization, and spelling |
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
- may be clearly focused on the claim but is insufficiently sustained  
- claim on the issue may be somewhat unclear and unfocused | The response has an inconsistent organizational structure, and flaws are evident:  
- inconsistent use of basic transitional strategies with little variety  
- uneven progression of ideas from beginning to end  
- conclusion and introduction, if present, are weak  
- weak connection among ideas | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:  
- evidence from sources is weakly integrated, and citations, if present, are uneven  
- weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:  
- use of domain-specific vocabulary may at times be inappropriate for the audience and purpose | The response demonstrates a partial command of conventions:  
- frequent errors in usage may obscure meaning  
- inconsistent use of punctuation, capitalization, and spelling |
| 1     | The response may be related to the purpose but may offer little relevant detail:  
- may be very brief  
- may have a major drift  
- claim may be confusing or ambiguous | The response has little or no discernible organizational structure:  
- few or no transitional strategies are evident  
- frequent extraneous ideas may intrude | The response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details:  
- use of evidence from sources is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:  
- uses limited language or domain-specific vocabulary  
- may have little sense of audience and purpose | The response demonstrates a lack of command of conventions:  
- errors are frequent and severe and meaning is often obscure |
| 0     | Unintelligible:  
In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.) | | | | |
Constitution Scavenger Hunt Activity

Directions: Answer the following questions by finding the section in the Constitution that provides the information you need. List the article, section and clause from the Constitution that provides you with the answer. The Constitution is in your textbook.

1. One of your senators dies and you want to be the replacement. To whom do you go? Can you be appointed?

2. A proposed amendment passes Congress with a simple majority. What happens next?

3. You need to find out who voted for a bill in Congress. Where will you go to find this information?

4. Your state wants a regional or district federal court. To whom does the state apply?

5. You have decided California merits four senators. How can this be accomplished?

6. You feel the federal government should protect your town against looters after a terrible hurricane. How can you convince the government it is their duty to do so?

7. Your state wants to abolish the federal kidnapping law, and it passes a law to that effect. How much weight will this law carry?

8. The convict who escaped last Friday has been captured in Mississippi. How does Alabama go about getting him back?

9. Why is your driver license still valid when traveling through Georgia?

10. Two ships collided off the coast of Florida halfway between Palm Springs and Miami. Each sues the other. Where will the case be tried?

11. Puerto Rico wants to become a state. To whom do they address their petition?
12. The Ambassador from Chile is arriving. Who will greet him? If that person is unavailable, then who will greet him?

13. You are so fond of your school day photos that you decide to have them placed on currency. When you try to spend your homemade currency, you are arrested. Who decided this was a crime?

14. A bill lands on the President’s desk. He doesn’t sign it for ten days. Is it a law?

15. As a senator, you just can’t afford to maintain two homes. Can you give up your home in Alabama and move to Washington, D.C.?

16. You’ve just been elected President. Someone discovers you were born in Canada. Any problems?

17. Your congressman has been so nice to you that you let him use your condo in Florida for the week. Any problems?

18. Congress votes to send all naval ships to the ports of New Orleans and Mobile for refueling. Any problems?

19. You are arrested during a riot. You are not presented with a list of charges. Is this legal?

20. One of your members of Congress simply never shows up for a meeting. Can anything be done before the next election to make this congressional member “shape up”?

21. The Vice President is so upset about a measure that he adds his vote in the Senate. Is this legal?

22. Congress is terribly upset about the President’s low pay. They pass a pay increase retroactive to July 1. Any problems?

23. The Governor is so proud of his top 25 residents of Alabama that he gives them a tract of land and the title of “Sir” or “Lady” as the case may be. Any problems?
24. The President is removed from office for taking a bribe. Is that all that legally can be done to him?

25. A senator calls your uncle a scoundrel and a shiftless, no-good drifter while in the middle of a heated debate on the Senate floor. Can you sue?
The answer key for the Scavenger Hunt represents possible answers. No attempt is made to supply answers for every possible scenario.

1. A student cannot be appointed because of the age requirement. Article I, Section 3, Clause 3
2. It is dead; a proposal requires a two-thirds vote to pass. Article V
3. The Congressional Record
4. To Congress. Article I, Section 8, Clause 9
5. Through the Amendment process. Article I, Section 3, Clause 1 provides for only two Senators per state.
6. Article IV, Section 4 guarantees protection to the states.
7. None. Article VI, Section 2 states the Constitution and the laws of the United States shall be the “supreme law of the land.”
8. Alabama makes application. Article IV, Section 2, Clause 2
9. The full faith and credit statement. Article IV, Section 1
10. Original jurisdiction is in the Supreme Court. Article III, Section 2, Clause 1
11. Congress. Article IV, Section 3, Clause 1
12. The President. Article II, Section 3. The Vice President.
13. Congress. Article I, Section 8, Clause 5
14. Yes, if Congress is in session. Article I, Section 7, Clause 2
15. No. Article I, Section 3, Clause 3
16. Yes. Article II, Section 1, Clause 5
17. Yes. Article I, Section 9, Clause 8
18. Yes. Article I, Section 9, Clause 6
19. Possibly yes. Possibly no. Article I, Section 9, Clause 2
20. Yes. Article I, Section 5, Clause 1
21. Not unless there is a tie. Article I, Section 3, Clause 4
22. Yes. Article II, Section 3
23. Yes. Article I, Section 9, Clause 8
24. Possibly yes. Possibly no. Article I, Section 3, Clause 7
25. Anyone can sue; however, this case will almost certainly lose. Article I, Section 6, Clause 1
Electoral College Activity

University of Virginia Center for Politics

The Controversial History of the Electoral College

Purpose: The purpose of this lesson is to help students understand why the Electoral College was created by the Framers of the U.S. Constitution; to describe how the Electoral College works; and to provide concrete examples of U.S. presidential elections that were not decided completely by the popular vote. This lesson can be used in sequence with the Electoral College and Presidential Campaigns.

Objectives:
1. Students will know what the Electoral College is, and how it works as a winner-take-all system in the United States government.
2. Students will understand that a president must receive a majority of electoral votes from the Electoral College in order to officially win the General Election – the popular vote, although crucial, is not the only decider of an election.
3. Students will identify the reasons why the Framers of the U.S. Constitution adopted an electoral college system to elect a chief executive.
4. Students will understand that the Electoral College has undergone change and scrutiny since its conception in 1791, and has played a decisive role in the General Election process in the United States.
5. Students will be able to identify and explain four unique elections that did not fit the ideal process that the Framers’ created in 1791.

Key Words:
- elector
- Electoral College
- electoral vote
- electorate
- plurality
- popular vote

Materials:
1. Overhead: Where Would You Go?
2. Overhead and student handout: How the Electoral College Works. (Forms A and B)
3. Overhead and student handout: The Electoral College: What’s the Scoop? (Forms A, B, and C)
4. Student handout: What Happened When?
6. Chart paper and markers or transparencies

Procedure:
1. **Warm-Up Activity:** Ask students to vote on one of the following choices, ice cream or pizza. Have the students close their eyes and raise their hands to place their vote. Tally the votes on the board. Write **popular vote** next to the result. Instruct the students to reach under their chairs and remove the post-its. Prior to class write the name of a state and its electoral votes on the post-its. Conduct the election again only this time the students get the number of votes on their post-it. Re-tally the votes. Compare the results.
   - What happened? Are the results different? Why or why not?
   - Is this fair? Who has the advantage in the second election?

Explain to the students that they were **electors** in the pizza/ice cream election. Ask them what they think this term means. They should come up with the idea that an **elector** represents the majority of votes in their state and thus their state would either choose pizza or ice cream receiving all of the **electoral votes**.

2. Place the **political cartoon transparency** on the overhead projector. In pairs give students 2-5 minutes to study the cartoon and reflect on the guide questions. Discuss possible answers with students.
   - What is wrong with the map of the United States?
   - Why are only a few states included on this map?
   - What is the artist implying about voters in the states that are visible?
   - How will this affect voters in other states?

3. Ask students why the Framers of the United States Constitution would want to use an **Electoral College** system versus a popular election to choose the chief executive. Briefly discuss the historical background of the College, using the What’s the Scoop? worksheet and transparency to discuss the main reasons why the college was created. (There are three versions one for middle level students and two for more advanced students.)
   - How valid are the arguments for using an electoral system?
   - Do you believe we still need an electoral college? Why or why not?

4. Use the flowchart on **How the Electoral College Works** to discuss the steps for becoming president. Two versions are included to facilitate adaptation for middle and high school use. Using the transparency as a visual aid, explain briefly how the electoral college works and what a candidate must do to win. As a quick review, have students answer the questions at the bottom of the page either individually, or with one partner.
   **OR**
   Have the students create their own graphic organizer using the flowchart as a model.

5. Working in groups, have the students brainstorm a list of problems that might arise from using the **Electoral College** to elect a president. Assign each group one of the following elections: 1800, 1824, 1876, and 1888. Using the worksheet, **What Happened When** as a guide have each group create a chart that highlights the events of that election year. Have the students display their charts around the room. Give
each student a copy of *Elections That Broke the Rules* and have them circulate throughout the room to complete the questions.

6. To close, review the three main ideas from the lesson. Have students respond to the following questions in either a discussion or written format:
   - Do you think the **Electoral College** is necessary? Why or why not?
   - There is a point in the **Electoral College** process when the election is no longer a popular election. Identify that turning point and explain the significance of this change.

   OR

   Have the students create a political cartoon that illustrates why the election process is not always “one man-one vote.”

**Extension Activity:**

1. Have students debate the merits of an electoral college system. The focus question could be, “Is the electoral college system really one man, one vote?” Viewpoints that could be debated should include:
   - Voters from large states
   - Voters from small states
   - 18th Century Philosophy/Framers of the Constitution
   - Disenfranchised voters (minorities, women)
   - Former Presidential candidates

2. Predict the effect of the Electoral College on the 2008 election by visiting the Crystal Ball website, [www.centerforpolitics.org/crystalball](http://www.centerforpolitics.org/crystalball) and identifying states that could be key in determining the presidential election. Discuss how voters in these states will influence the party platforms and campaign strategies. Examine the chart, *Distribution of Electoral Votes* ([www.fec.gov/pages/elevote.htm](http://www.fec.gov/pages/elevote.htm)) to determine states that will be important in the 2008 election. Have students create a political cartoon to reflect the changes in the distribution of electoral votes.
What is wrong with this map of the United States?

Why are only a few states visible on this map?

What is the artist saying about voters in the visible states?

What does this say about voters in the invisible states?

Why is the artist making this statement about the election process?
FORM A
HOW THE ELECTORAL COLLEGE WORKS

STEPS TO BECOMING A PRESIDENT

STEP 1:
The electorate (voting people) cast ballots for their choice for President of

STEP 2:
These votes (popular vote) are tallied in each state and the candidate who wins a majority of the popular vote in that state receives ALL of the electors (members of the Electoral College). This means that the candidate who wins the majority of the popular vote in a state wins all of the electoral votes from that state.

• A state’s number of electors is equal to its number of representatives in the U.S.

STEP 3:
A candidate must receive a majority of the electoral votes to win the presidential election.

• Today, a majority is 270 votes.
• The reason this is a winner-take-all system is that if a candidate only wins a plurality (not a clear majority, but

STEP 4:
If no candidate wins a clear majority of the electoral votes, the election is decided by the U.S. House of Representatives. Each state has ONE vote.

STEP 5:
After votes from the whole election are tallied: If a candidate wins the popular vote in the national election, but loses the electoral vote, he does NOT become president.

STEP 6:
The candidate that receives the majority of the electoral votes nationally (or who is voted president in the House) becomes the next official President of the United

Answer the following:
1) Who are the people who count in the popular vote?
2) How many electoral votes are there in a presidential election? How is this decided?
3) How many electoral votes does a presidential candidate have to receive in order to win an election? What is this called?
4) What happens if no candidate wins a majority? What is this called?
FORM B

HOW THE ELECTORAL COLLEGE WORKS

STEPS TO BECOMING A PRESIDENT

STEP 1  Registered voters cast their votes in the general election.

STEP 2  Votes are counted in each state. The candidate with the majority of votes wins ALL of that states electoral votes. There are 538 possible electoral votes.

STEP 3  A candidate must win a majority of electoral votes to win. That means that the candidate must win 270 electoral votes to win the election.

IF  There is a tie, the election is decided by the U.S. House of Representatives. Each state has ONE vote.

IF  A candidate wins the popular vote but loses the electoral vote- he/she does not become President

A candidate loses the popular vote but wins the electoral vote he/she becomes President

STEP 4  The candidate that receives the majority of electoral votes nationally becomes the next President of the United States. As few as eleven states can spell victory in the Electoral College.

Guide Questions:

- What is meant by the term popular vote?

- How many electoral votes are there in a presidential election? How many do you have to win to claim a majority?

- If a candidate claims eighty percent of the popular vote in a state then how many electoral votes will he/she receive?

- What happens if no candidate wins a majority of electoral votes?
FORM A

ELECTORAL COLLEGE: WHAT’S THE SCOOP?

The creation of the Electoral College:

WHO: The Framers (creators) of the U.S. Constitution.
WHAT: The Electoral College Article III, Section 1, Paragraphs 2 and 3 in the U.S. Constitution.
WHEN: 1787 – 1791.
WHY: Representation, Fear, and Knowledge were the three main reasons why the Electoral College (EC) was created as a system for deciding presidential elections in the United States.

<table>
<thead>
<tr>
<th>REPRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>› How do we balance representation between big states (like New York) and small states (like Delaware) in Congress? States were already suspicious of giving the government too much control over state affairs.</td>
</tr>
<tr>
<td>› Great opposition to allowing the national government to decide a presidential election! DECISION: Have each candidate win elections within individual states, and then have EACH STATE cast an electoral vote for the winning candidate. That way, the national government would not be deciding the winner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>› Framers distrusted the people, and believed that the general public did not know enough about candidates or politics to cast an adequate vote. To avoid “disorder” in an election, a system was created to keep the general “masses” from directly voting for a President.</td>
</tr>
<tr>
<td>› SOLUTION: A “fool-proof” plan. Have state electors cast official votes for President and Vice-President after the popular vote occurred. Appointed electors were to be men of character who were knowledgeable about politics, and who could agree upon and select candidates who could represent the majority of the people as a President. This would compensate for the public’s general lack of awareness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>› How were citizens supposed to know anything about candidates from other states? There was no “mass media” (no TV’s!), and transportation and communication were difficult. Therefore, it was unlikely that even those citizens who were knowledgeable about politics could be fully informed to make decisions about candidates from other states. This provided a justification for having electors, because it would keep the people from voting on candidates from their own state. (Because no candidate would get a national majority if that happened!)</td>
</tr>
</tbody>
</table>

TODAY
› The election process is basically the same. The act of voting allows a voter to “tell” the electors which candidate the voter wants the elector to vote for. There have been cases when “faithless electors” have not given their vote to the candidate who won the popular vote in a particular state. While there are rules about how the college works in the U.S. Constitution, there is no law stating that electors have to vote for the candidate that they originally pledged their vote to!

AN IDEAL ELECTION
› The Framers originally intended for the general election to work out in a certain way. Presidential candidates were ideally supposed to be well-educated and well-informed men chosen fairly by electors who had the same qualities. The following formula shows what the ideal President should be:

\[
\text{PRESIDENT} = \text{Educated Man} + \text{Political Knowledge} + \text{Majority Popular Vote} + \text{Majority Electoral Vote}
\]
The following tables address presidential elections in United States history that did not follow the formula for an ideal president!

Remember the formula:

\[
PRESIDENT = \text{Educated Man} + \text{Political Knowledge} + \text{Majority Popular Vote} + \text{Majority Electoral Vote}
\]

As you read about the following, determine how each election does NOT follow the formula!

The winner of each election is bolded!

<table>
<thead>
<tr>
<th>ELECTION</th>
<th>CANDIDATE</th>
<th>PARTY AFFILIATION</th>
<th>VOTES:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELECTORAL AND POPULAR</td>
</tr>
<tr>
<td>1800</td>
<td>Thomas Jefferson</td>
<td>Democratic-Republican</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Aaron Burr</td>
<td>Democratic-Republican</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>John Adams</td>
<td>Federalist</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Charles C. Pickney</td>
<td>Federalist</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>John Jay</td>
<td>Federalist</td>
<td>1</td>
</tr>
</tbody>
</table>

Notes

◊ Problem with the ballot: when electors in the College voted, none specified whether their vote was for president or vice president. Jefferson and Burr received the same number of electoral votes!

◊ RESULT: 12th Amendment to the U.S. Constitution written, specifying that electors were to vote on separate ballots for president and vice president.

Guide Questions:

1. Between Jefferson and Burr, who won the popular vote? (At that time the electoral vote was the popular vote)
2. Why was it necessary to pass a new Amendment after this election?

<table>
<thead>
<tr>
<th>ELECTION</th>
<th>CANDIDATES</th>
<th>PARTY AFFILIATION</th>
<th>VOTES:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELECTORAL AND POPULAR</td>
</tr>
<tr>
<td>1824</td>
<td>Andrew Jackson</td>
<td>Unknown</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>John Quincy Adams</td>
<td>Democratic-Republican</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>William H. Crawford</td>
<td>Unknown</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Henry Clay</td>
<td>Unknown</td>
<td>37</td>
</tr>
</tbody>
</table>

Notes

◊ Andrew Jackson received a plurality (41.3%) of the popular vote, and of the electoral vote (99 out of 261) but not a majority of either.

◊ Henry Clay, the candidate in 4th place, was also the Speaker of the House, a powerful position, and was able to persuade other members of the House on how to vote!

◊ After the vote in the House of Representatives, John Quincy Adams won even though he had lost the popular vote (30.9%) AND the electoral vote (84)!

Guide Questions

1. Which candidate received a majority of either the popular or electoral vote? (This is a trick
2. What happened as a result?
3. How did John Quincy Adams win if he won neither the electoral or popular vote?
4. What role did Henry Clay play in the election?
5. Is Jackson’s term about the election, “The Corrupt Bargain,” valid?

**Election, Candidates, Party Affiliation, Votes:**

<table>
<thead>
<tr>
<th>Election</th>
<th>Candidates</th>
<th>Party Affiliation</th>
<th>Votes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1876</td>
<td>Rutherford B. Hayes</td>
<td>Republican</td>
<td>185 4,034,311 (47.9%)</td>
</tr>
<tr>
<td></td>
<td>Samuel J. Tilden</td>
<td>Democrat</td>
<td>184 4,228,546 (50.9%)</td>
</tr>
<tr>
<td></td>
<td>Peter Cooper</td>
<td>Greenback</td>
<td>0 75,973 (0.90%)</td>
</tr>
</tbody>
</table>

Notes

“The Stolen Election”

- The Republican party challenged the returns (of votes), saying the election was not a “clean” one.
  - Three Southern states sent in two sets of returns – one from their Democrats, and one from their Republicans, which stated opposite votes.
  - Congress was forced to address the issue of fraud – what to do?
- Congress appointed a commission to decide the electoral vote with eight Republicans and seven Democrats. The “bargain;” If the mostly Democratic Southern states were allowed to govern themselves, and Federal troops were removed, they would accept a Republican president (Hayes).

Guide Questions:
1. Which candidate received a majority of both popular and electoral votes? Was he declared President?
2. What effect did the Civil War have on this election?
3. How does this election violate the “presidential formula?”

<table>
<thead>
<tr>
<th>Election</th>
<th>Candidates</th>
<th>Party Affiliation</th>
<th>Votes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1888</td>
<td>Benjamin Harrison</td>
<td>Republican</td>
<td>233 5,443,892 (47.8%)</td>
</tr>
<tr>
<td></td>
<td>Grover Cleveland</td>
<td>Democrat</td>
<td>168 5,534,488 (48.6%)</td>
</tr>
<tr>
<td></td>
<td>Clinton Fisk</td>
<td>Prohibition</td>
<td>0 249,819 (2.20%)</td>
</tr>
<tr>
<td></td>
<td>Alston Streeter</td>
<td>Union Labor</td>
<td>0 8,519 (0.07%)</td>
</tr>
</tbody>
</table>

Notes

- Cleveland won the popular vote 48.6% to Harrison’s 47.8%.
- When the electors voted, however, Harrison won the larger states with more electors and therefore won more electoral votes.
- When the Electoral College voted, Harrison received 233 votes to Cleveland’s 168, making Harrison the new president, despite the fact that Harrison had lost the popular election.

Guide Questions:
1. Compare Grover Cleveland’s popular vote to his electoral vote. What do you notice?
2. Grover Cleveland was the incumbent (presiding president.) In his second election, what is one way in which Cleveland could have won the popular vote in states that did not allow him to win the majority of the electoral votes?
<table>
<thead>
<tr>
<th>Election</th>
<th>Candidates</th>
<th>Party Affiliation</th>
<th>Votes: Electoral and Popular</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Al Gore</td>
<td>Democrat</td>
<td>266</td>
</tr>
<tr>
<td></td>
<td>George Bush</td>
<td>Republican</td>
<td>271</td>
</tr>
<tr>
<td></td>
<td>Ralph Nader</td>
<td>Green</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Patrick Buchanan</td>
<td>Reform</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Harry Browne</td>
<td>Libertarian</td>
<td>0</td>
</tr>
</tbody>
</table>

**Notes**

- The real election was between Al Gore and George Bush, with Ralph Nader becoming a key factor in the popular vote sector.
- This election was the longest election in 100 years, taking 36 extra days to confirm.
- This was the first time the Supreme Court had ever had to step in to complete an election. Florida experienced complications with their ballot returns in many counties, prompting Gore to make an unprecedented call on the U.S. Supreme Court to recount the votes in that state.
- Down to the wire, it soon became clear that Bush would win the popular vote in Florida (by only 500), and was granted Florida’s 25 electoral votes! So, even though Gore won the national popular vote, the state of Florida decided the election and Bush won the presidency.

**Guide Questions**

1. How many popular votes separated Al Gore and George Bush?
2. Did the Electoral College play a significant role in this election? What was the effect of the popular vote on the election?
3. Based on your answer to the previous question, could you argue that “the people really do vote directly for president of the United States?”
Presidential Power Activity
University of Virginia Center for Politics

The Power of the American Presidency: Hail to the Chief

Purpose: The formal powers and qualifications of the president of the United States (often abbreviated POTUS) envisioned by the Founders and expressed in Article II of the Constitution are relatively potent but limited. However, the power and scope of the American presidency has changed dramatically, particularly as a result of the great demands and challenges presented by the Modern Era. This lesson allows students to investigate and analyze the power of the American presidency.

Objectives:
1. Students will analyze demographic characteristics of past presidents.
2. Students will interpret and analyze song lyrics and relate them to the characteristics of American presidents.
3. Students will investigate the qualifications, benefits, roles and powers required of the president.
4. Students will identify, analyze and generate examples of the formal and informal powers of the president.
5. Students will analyze hypothetical presidential decisions and apply their knowledge of formal and informal powers of POTUS.
6. Students will interpret and evaluate several presidential quotations.

Key Words:
- Chief Executive
- Commander in Chief
- executive agreement
- executive order
- executive privilege
- formal powers
- Head of State
- informal powers
- natural born citizen
- pardon
- veto

Materials:
2. Overhead: Fortunate Son.
3. Overhead: Job Description: POTUS.
4. Overhead: Roles of the President.
5. Student handout: Help Wanted Advertisement: President of the United States.
11. Article: Informal Powers of the President.
Procedure:

1. **Warm-up:** School of Rock – Project *Demographic Characteristics of Past U.S. Presidents* using the supporting *Presidential Powers* PowerPoint or via overhead and ask students to make generalizations about the “qualities” of current and past presidents. Pass out or project via overhead the lyrics and play the song *Fortunate Son* written and recorded (1969) by John Fogerty and Creedence Clearwater Revival. You may also want to share the following background information to help students put the song and the songwriter in historical context:

   Although the group was not overtly political, several of their songs, particularly "Fortunate Son" and "Who'll Stop the Rain," eloquently expressed the counterculture’s resistance to the Vietnam War and sympathy for those who were fighting in what now stand as anthems of those troubled times.
   Source: http://www.classicbands.com/ccr.html

   Ask students to respond to the following questions:
   - What do you think this song is about, i.e. what’s going on? (Hint: You may incorporate background information into your answer.)
   - Compare and contrast these lyrics to the demographic characteristics of presidents. What connections can you make between the lyrics and those statistics?
   - How do the lyrics relate to the American presidency?
   - What do you think is the overall message of the songwriter?

2. **Job Description: POTUS** – In this activity, students will explore the qualifications, benefits, roles and powers required of the president, and create a Help Wanted ad.
   a. Hand out or project using the supporting *Presidential Powers* PowerPoint or via overhead *Job Description: POTUS* and discuss the requirements and benefits of the president of the United States.
   b. Project or handout *Roles of the President*. Ask students to provide historical or recent examples of presidents fulfilling each role.
   c. Place students in groups of 2-3 and pass out *Help Wanted Advertisement: President of the United States*. Ask the students to produce a help wanted ad for a POTUS and present it to the class.

3. **Pass out the graphic organizer *Presidential Powers: Formal or Expressed Powers. Long Version:***
   a. Divide the class into five teams: 1) Constitutional Requirements, 2) Commander in Chief, 3) Chief Executive, 4) Head of State, and 5) Chief Legislator.
   b. Using their textbooks and online sources like http://www.usconstitution.net/const.html, ask students to fill in the organizer and provide examples of presidents using those powers for their assigned topic.
   c. Then divide the class again into at least 5 groups with one member of the original teams in each new group. Students will then teach the other group members about the powers of the president and give their examples.
   **Short Version:**
   a. Project the *Presidential Powers* PowerPoint and have students discuss the information and fill in their graphic organizer.

4. **Pass out the graphic organizer *Presidential Powers: Informal or Implied Powers* and the article *Informal Powers of the President*.**
Long Version:
  a. Divide the class into three teams: 1) Executive Orders, 2) Executive Agreements, 3) Executive Privilege
  b. Using their textbooks and the Informal Powers of the President article, ask students to fill in the organizer and provide examples of presidents using those powers for their assigned topic.
  c. Divide the class again into at least 3 groups with one member of the original teams in each new group. Students will then teach the other group members the powers of the president and give their examples.

Short Version:
  a. Project the Presidential Powers PowerPoint and have students discuss the information and fill in their graphic organizer.

   a. Applying their knowledge of formal and informal powers, ask students to evaluate the constitutional ramifications of the several hypothetical decisions made by the president. Students should compare and contrast what the president is formally and informally authorized to do with what presidents have actually done.
   b. Divide students into small groups, and have them discuss the scenarios and record their answers on the graphic organizer. They will then share their findings with the rest of the class.
   
Note: For a shorter activity, you can divide the class into 6 groups and assign each one of the scenarios.

6. **Wrap-Up**: Presidential Quotations – Project the quotations of several presidents, and for each have students address the following:
   * Interpret the quote i.e. what is the president saying?
   * What seems to be the president’s attitude toward his job?
   * What powers and/or roles of the POTUS apply to the quote?
   * What message or wisdom can be gleaned from the quote?

**Appendix:**

PowerPoint resource
Demographic Characteristics of U. S. Presidents

- Male - 100%
- Caucasian - 100%
- Protestant - 97%
- British ancestry - 82%
- College education - 77%
- Politicians - 69%
- Lawyers - 62%
- Top 3% wealth & social class - At least 50%
- Elected from large states - 69%
FORTUNATE SON
Music and lyrics by J.C. Fogerty
Recorded by Creedence Clearwater Revival (1969)

Some folks are born made to wave the flag,
Ooh, they're red, white and blue.
And when the band plays "Hail to the chief",
Ooh, they point the cannon at you, Lord,

It ain't me, it ain't me, I ain't no senator's son, son.
It ain't me, it ain't me; I ain't no fortunate one, no,

Yeah!
Some folks are born silver spoon in hand,
Lord, don't they help themselves, oh.
But when the taxman comes to the door,
Lord, the house looks like a rummage sale, yes,

It ain't me, it ain't me, I ain't no millionaire's son, no.
It ain't me, it ain't me; I ain't no fortunate one, no.

Some folks inherit star spangled eyes,
Ooh, they send you down to war, Lord,
And when you ask them, "How much should we give?"
Ooh, they only answer More! more! more! yeah,

It ain't me, it ain't me, I ain't no military son, son.
It ain't me, it ain't me; I ain't no fortunate one, one.

It ain't me, it ain't me, I ain't no fortunate one, no no no,
It ain't me, it ain't me, I ain't no fortunate son, no no no.
Job Description: POTUS

Constitutional Requirements

- Must be 35 years old
- Must have lived in the United States for 14 years
- Must be a natural born citizen

Salary and Benefits

- $400,000 salary (tax free)
- $50,000/year expense account
- $100,000/year travel expenses
- A nice house (White House)
- Secret Service protection (up to 10 years after leaving office)
- Country home (Camp David)
- Personal airplane (Air Force One)
- Staff of 400-500 full-time employees
Roles of the President

- **Head of State** – chief diplomat; symbol of the United States
- **Chief Executive** – administrator of the federal government
- **Commander in Chief** – civilian commander of the U.S. armed forces
- **Chief Legislator** – national agenda setter; proposes bills for consideration in Congress
- **Political Party Leader** – head of the party who assists in members’ elections or appointments to office
- **Crisis Manager** – lead country through disasters, both natural and man-made
- **Moral Persuader** – the White House as a bully pulpit (from President T. Roosevelt, meaning a platform from which to persuasively advocate an agenda. He used the word "bully" as an adjective to mean superior.)
Help Wanted Advertisement:
President of the United States

**Directions:** Using Article II of the Constitution, information covered so far in class (Demographic Characteristics of U. S. Presidents, Job Description: POTUS, and Roles of the President), and any background information you have from previous classes, your team will write a help wanted advertisement for a POTUS. The ad must include the following information:

1. Job title – formal title
2. Job responsibilities – roles, expectations, powers and responsibilities of the job
3. Necessary skills – what talents, experience, expertise, etc. is needed to be successful in the position
4. Qualifications – formal qualifications in Article II of the Constitution, as well as any informal qualifications you think American voters might expect
5. Benefits – salary, fringe benefits, perks of the job

Help Wanted: POTUS
**PRESIDENTIAL POWERS: FORMAL OR EXPRESSED POWERS**

**Part I:** Using your textbook or online sources like [http://www.usconstitution.net/const.html](http://www.usconstitution.net/const.html), investigate the constitutional powers of the president specified in Article II and record in the table below. Next, provide an historical or modern example of a president carrying out each of these powers.

<table>
<thead>
<tr>
<th>Requirements for Office:</th>
<th>Examples of Notable Politicians Ineligible to be President:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Powers as Commander in Chief:</th>
<th>Examples:</th>
<th>Needs to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Powers as Chief Executive of the Government:</th>
<th>Examples:</th>
<th>Needs to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Head of State & Powers in Foreign Affairs:  Examples:

Powers as Chief Legislator:  Examples:
### PRESIDENTIAL POWERS: FORMAL OR EXPRESSED POWERS

**Part I:** Using your textbook or online sources like http://www.usconstitution.net/const.html, investigate the constitutional powers of the president specified in Article II and record in the table below. Next, provide an historical or modern example of a president carrying out each of these powers.

<table>
<thead>
<tr>
<th>Requirements for Office:</th>
<th>Examples of Notable Politicians Ineligible to be President:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• must be a natural born citizen</td>
<td>natural born citizen requirement prohibits prominent Americans such as Arnold Schwarzenegger (Austria), and Madeleine Albright (Czechoslovakia) from becoming President</td>
</tr>
<tr>
<td>• at least 35 years of age</td>
<td></td>
</tr>
<tr>
<td>• must have been a resident of the US for 14 years</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Powers as Commander in Chief:</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Commander in Chief of the Army &amp; Navy</td>
<td>1. Abraham Lincoln as Commander in Chief during the Civil War</td>
</tr>
<tr>
<td>• Commander in Chief of the state militias (now the National Guard)</td>
<td>2. FDR during World War II</td>
</tr>
<tr>
<td>• Commission all officers</td>
<td>3. Eisenhower deploys the U.S. Army in Little Rock in 1957 to integrate Central High School</td>
</tr>
<tr>
<td>Note: importance of civilian power over the military</td>
<td>4. George W. Bush deploys National Guard reservists in Iraq</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Powers as Chief Executive of the Government:</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “faithfully execute” the laws</td>
<td>1. Washington created the first cabinet (1789)</td>
</tr>
<tr>
<td>• require the opinion of heads of executive departments</td>
<td>2. President Ford pardoned Richard Nixon (1974)</td>
</tr>
<tr>
<td>• grant pardons for federal offenses except for cases of impeachment</td>
<td>3. President Reagan appoints Sandra Day O’Connor as the first woman justice of the Supreme Court (1981)</td>
</tr>
<tr>
<td>• nominate judges of the Supreme Court and all other officers of the U.S. with consent of the Senate</td>
<td>4. George W. Bush used recess appointment to John Bolton as Ambassador to the United Nations after a prolonged Senate filibuster (2005)</td>
</tr>
<tr>
<td>• fill vacancies that may happen during recess of the Senate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Powers in Foreign Affairs:</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• appoint ambassadors, ministers and consuls</td>
<td>1. President Clinton appoints former POW Douglas Peterson as the first U.S. Ambassador to Vietnam since the end of the war (1997)</td>
</tr>
<tr>
<td>• make treaties subject to Senate confirmation</td>
<td>2. President Kennedy negotiates the Nuclear Test Ban Treaty with the USSR (1963)</td>
</tr>
<tr>
<td>• receive ambassadors</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Legislative Powers:</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Give State of the Union address to Congress</td>
<td>1. George Washington gave first State of the Union Address (1790)</td>
</tr>
<tr>
<td>• Recommend “measures” to the Congress</td>
<td>2. FDR sends to Congress comprehensive legislative agenda, the New Deal (1933)</td>
</tr>
<tr>
<td>• Upon “extraordinary occasions” convene both houses of Congress</td>
<td>3. Truman convenes special session of congress to urge enactment of his domestic agenda</td>
</tr>
</tbody>
</table>
Informal Powers of the President

Executive Orders

The section of the Constitution that allots to the president “executive power” is one of the least specific but potentially most important in the document. When paired with the provision requiring presidents to take care that laws are faithfully executed, the executive power clause provides for a range of implied powers whose extent and potency have grown beyond anything the framers could have foreseen.

An offshoot of the implied powers doctrine is The Presidency A to Z executive order. This critical instrument of active presidential power is nowhere defined in the Constitution but generally is construed as a presidential directive that becomes law without prior congressional approval. It is based either on existing statutes or on the president's other constitutional responsibilities. Executive orders usually pertain specifically to government agencies and officials, but their effects often reach to the average citizen. For example, in 1965 Lyndon B. Johnson issued Executive Order 11246 which required companies that win federal government contracts to create programs for hiring more minorities, significantly affecting private sector employment practices. For the most part, presidents issue executive orders to establish executive branch agencies, to modify bureaucratic rules or actions, to change decision-making procedures, or to give substance and force to statutes.

Executive Agreements

The Presidency A to Z executive agreement is a pact other than a treaty made by the president with a foreign government. Presidents have asserted that their constitutional powers give them authority to make these pacts without Senate approval. For presidents, the executive agreement is a particularly powerful foreign policy tool because it allows them to act without seeking congressional backing. The chief limitation on executive agreements is that, unlike treaties, they do not supersede any U.S. laws with which they might conflict.

The executive agreement power was used as early as 1803, when Thomas Jefferson arranged for the Louisiana Purchase without congressional approval. Throughout the nineteenth century presidents made little use of the power, concluding on average only one executive agreement per year. The use of such agreements grew dramatically in the twentieth century. Between 1945 and 1996 only 6 percent of all international agreements entered into by the United States were treaties. Executive agreements are now used to conduct business once reserved for treaties. For example, trade agreements, the annexation of territory, military commitments, and arms control pacts have all been concluded through executive agreements.

Executive privilege

Executive privilege is a claim asserted by the president of the United States and other members of the executive branch to justify withholding of documents and information from other branches of government. As presidents since George Washington and Thomas Jefferson have argued, the separation of powers embodied in the United States Constitution implies that each branch will be permitted to operate within limits free to some degree from the control or supervision of the other.

The concept of executive privilege is a legally murky one, since the Constitution does not mention it anywhere. The history of the doctrine underscores that point, since Presidents have generally
sidestepped open confrontations with Congress and the courts over this issue by first asserting the privilege, then producing some of the documents requested on a voluntary basis.

Jefferson set the precedent for this in the trial of Aaron Burr for treason in 1807. Burr asked the court to issue a subpoena duces tecum to compel Jefferson to provide his private letters concerning Burr. Chief Justice John Marshall, a strong proponent of the powers of the federal government but also a political opponent of Jefferson, ruled that the Sixth Amendment to the Constitution, which allows for these sorts of court orders for criminal defendants, did not provide any exception for the president. As for Jefferson's claim that disclosure of the document would imperil public safety, Marshall held that the court, not the president, would be the judge of that. Jefferson complied with Marshall's order, but claimed he was doing so voluntarily. President William Clinton did the same when agreeing to testify before the grand jury called by Independent Counsel Kenneth Starr only after negotiating the terms under which he would appear.

The Supreme Court addressed the executive privilege in United States v. Nixon, the 1974 case involving the demand by Watergate special prosecutor Leon Jaworski that Richard Nixon produce the audiotapes of conversations in the Oval Office of the White House in connection with criminal charges being brought against members of the Nixon Administration. Nixon invoked the privilege and refused to produce any records.

The Supreme Court did not reject that claim out of hand; it noted, in fact, "the valid need for protection of communications between high Government officials and those who advise and assist them in the performance of their manifold duties." As the Court stated, "human experience teaches that those who expect public dissemination of their remarks may well temper candor with a concern for appearances and for their own interests to the detriment of the decision-making process." This is very similar to the logic that the Court had used in establishing an "executive immunity" defense for high office-holders charged with violating citizens' constitutional rights in the course of performing their duties.

The Court did not, on the other hand, accept Nixon's privilege argument on the facts of that case. Because Nixon had asserted only a generalized need for confidentiality, the Court held that the larger public interest in obtaining the truth in the context of a criminal prosecution took precedence.

Sources:
http://www.cqpress.com/incontext/constitution/docs/constitutional_powers.html
http://en.wikipedia.org/wiki/Executive_privilege
PRESIDENTIAL POWERS: INFORMAL OR IMPLIED POWERS

**Part I:** Using the information in *Informal Powers of the President*, investigate the extra-constitutional or implied powers of the president and record below. Use your background knowledge, textbook, and/or the article *Informal Powers of the President* to provide an historical or modern example of a president carrying out each of these powers.

<table>
<thead>
<tr>
<th>What are executive orders?</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are executive agreements?</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part II:** With a partner or small group, discuss the following questions:

1. Why are informal powers more important than formal powers, particularly to modern presidents?

2. Identify several advantages and disadvantages of the use of the president’s informal powers.

3. Has the use and perhaps abuse of the informal powers created an “Imperial Presidency?” Defend your answer.
Presidential Powers: Informal or Implied Powers

Part I: Using the information in Informal Powers of the President, investigate the extra-constitutional or implied powers of the president. Provide an historical or modern example of a president carrying out each of these powers.

<table>
<thead>
<tr>
<th>Executive Orders:</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orders issued by the President that carry the force of law</td>
<td>1. FDR’s internment of Japanese-Americans during World War II</td>
</tr>
<tr>
<td></td>
<td>2. Truman’s integration of the military during the Korean War</td>
</tr>
<tr>
<td></td>
<td>3. Clinton’s “Don’t Ask Don’t Tell” policy of gays in the military</td>
</tr>
<tr>
<td></td>
<td>4. GWB trying suspected terrorists in military tribunals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Executive Agreements:</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• International agreements made by a president that has the force of treaty</td>
<td>1. Jefferson’s purchase of Louisiana from France in 1803</td>
</tr>
<tr>
<td>• does not require Senate approval</td>
<td>2. George H. W. Bush and U.S.-Japanese trade agreements re: the auto industry</td>
</tr>
<tr>
<td>• usually trade agreements bet. US &amp; other nations</td>
<td>3. GWB ‘s announced cuts in the US nuclear arsenal without a treaty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Executive Privilege:</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. claim by presidents that they have the discretion to decide that the national interest will be better served if certain information is withheld from the public, including courts and Congress</td>
<td>1. Nixon’s refusal to turn over the Watergate tapes. The Supreme Court in U.S. v. Nixon, though it did not strike down the practice of executive privilege in general, ruled that Nixon must turn over the tapes</td>
</tr>
<tr>
<td></td>
<td>2. Clinton’s refusal to turn over evidence re: an alleged affair with Monica Lewinsky. The Supreme Court ruled against Clinton</td>
</tr>
</tbody>
</table>

Part II: With a partner or small group, discuss the following questions:

1. Why are informal powers more important than formal powers, particularly to modern presidents?
   - The circumstances of the 20th Century have dictated the tremendous expansion of presidential power. US part of global economy; US as last remaining superpower. Much of the power enjoyed by modern presidents comes from informal powers AND the Constitution is silent on many issues regarding foreign policy, the economy, etc.

2. Identify several advantages and disadvantages of the use of the president’s informal powers.

3. Has the use and perhaps abuse of the informal powers created an “Imperial Presidency?” Defend your answer.
Making Connections:  
Analyzing Presidential Decisions Activity

**Directions:** In this activity, your team will discuss the hypothetical scenarios below, and evaluate the president’s decision in each of the cases below. You should draw upon your knowledge of the formal powers of the president outlined in Article II of the Constitution as well as the informal powers and roles enjoyed by modern presidents. Record your answers in the chart. You will then share your findings with the rest of the class.

**Scenario #1**  
The president issues an order that women in the armed forces may now serve in a direct combat capacity during wartime.

a) Identify and explain which formal Constitutional powers apply to this scenario.

b) What informal powers and/or roles of the president apply? Explain.

c) Are the president’s actions constitutional? Identify which section of the Constitution supports your answer.

d) Do you agree with the president’s decision? Why or why not?

**Scenario #2**  
The president and the Secretary of State negotiate an agreement with North Korea to end its designs on building a nuclear weapon. In exchange, the U.S. will commit $15 billion in humanitarian aid to the North Korean people suffering from mass starvation, and forgive up to $25 billion in loans by the North Korean government to U.S. banks. The president consulted Congress, but did not request a treaty.

a) Identify and explain which formal Constitutional powers apply to this scenario.

b) What informal powers and/or roles of the president apply? Explain.

c) Are the president’s actions constitutional? Identify which section of the Constitution supports your answer.

d) Do you agree with the president’s decision? Why or why not?

**Scenario #3**  
A major earthquake hits 80 miles south of San Francisco incurring enormous damage with hundreds feared dead or missing, and billions of dollars in property damage. The president mobilizes the National Guard as well as regular army units to assist in the rescue effort and to help maintain order. He instructs agencies of the federal government (ex: FEMA, Health and Human Services, Homeland Security) to send aid. After visiting the “Quake Zone,” the president addresses a joint session of Congress and requests short and long term financial assistance for the affected areas.

a) Identify and explain which formal Constitutional powers apply to this scenario.

b) What informal powers and/or roles of the president apply? Explain.
c) Are the president’s actions constitutional? Identify which section of the Constitution supports your answer.

d) Do you agree with the president’s decision? Why or why not?

Scenario #4
In his State of the Union Address, the president outlines a comprehensive plan to overhaul the Social Security system including an option to privatize Social Security accounts. He expects Congress to pass his plan in its entirety.

a) Identify and explain which formal Constitutional powers apply to this scenario.

b) What informal powers and/or roles of the president apply? Explain.

c) Are the president’s actions constitutional? Identify which section of the Constitution supports your answer.

d) Do you agree with the president’s decision? Why or why not?

Scenario #5
In a 7-2 decision, U.S. Supreme Court strikes down an Oklahoma state law requiring the teaching of intelligent design in public schools. As an act of defiance of the decision, the governor of Oklahoma orders the closing of several public schools which had heretofore refused to teach the intelligent design curriculum. The president of the United States commits National Guard troops to forcibly open the public schools and restore order.

a) Identify and explain which formal Constitutional powers apply to this scenario.

b) What informal powers and/or roles of the president apply? Explain.

c) Are the president’s actions constitutional? Identify which section of the Constitution supports your answer.

d) Do you agree with the president’s decision? Why or why not?

Scenario #6
For several months there have been credible reports that there is mass genocide being carried out on the part of the government against ethnic minorities in a small African nation. Amnesty International estimates that more than 500,000 have been murdered thus far. In a speech to a joint session of Congress, the president of the United States declares that he will commit 25,000 American troops to assist the United Nations in an effort to stop the violence against civilians and restore peace to the country. In his speech, the president contends “as the last remaining Superpower, the United States has a moral obligation and the means to stop the murders of countless innocent men, women and children.”

a) Identify and explain which formal Constitutional powers apply to this scenario.

b) What informal powers and/or roles of the president apply? Explain.

c) Are the president’s actions constitutional? Identify which section of the Constitution supports your answer.

d) Do you agree with the president’s decision? Why or why not?
<table>
<thead>
<tr>
<th>Hypothetical Scenario</th>
<th>Identify and explain formal powers in this scenario</th>
<th>Identify and explain informal powers in this scenario</th>
<th>Are the President’s actions Constitutional? Identify supporting text.</th>
<th>Explain whether you agree or disagree with the President’s actions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenario #1: Women in Combat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scenario #2: North Korea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scenario #3: Earthquake</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scenario #4: Social Security</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario #5: National Guard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario #6: Genocide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Hypothetical Scenario</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| **Scenario #1: Women in Combat** | *Commander in Chief* – civilian leader of the military  
*Chief Executive* – responsible for the Department of Defense | *Executive Order* – similar to Truman’s desegregation of the military & Clinton’s "Don’t Ask Don’t Tell" policy  
*Moral Persuader* – action demonstrates equality for women in uniform | | |
| **Scenario #2: North Korea** | *Commander in Chief* – involves military  
*Foreign Powers:*  
Appoint ministers (Secretary of State)  
Negotiate treaties – though may not require formal treaty | *Executive Agreement* - POTUS negotiates agreement with N. Korea  
*Crisis Manager* – starvation in N. Korea, nuclear threat  
*Chief Legislator* – needs $ from Congress  
*Executive Privilege* – refuses to turn over info. to Congress | | |
| **Scenario #3: Earthquake** | *Commander in Chief* – mobilizes National Guard & military  
*Chief Executive* – mobilizes agencies of federal government  
*Legislative Powers* – recommend measures to Congress | *Crisis Manager* – national leader during times of disaster  
*Chief Legislator* – takes lead by addressing Congress  
*Moral Persuader* – address to Congress employs the “bully pulpit” | | |
| Scenario #4: Social Security | Legislative powers:  
State of the Union address  
Recommend measures to Congress  
*Chief Executive* – head of all executive depts., including Social Security Administration | *Chief Legislator* – President initiates his domestic agenda to the Congress  
*Political Party Leader* – expects the assistance and loyalty of members of his party in Congress |
|-----------------------------|-------------------------------------------------|-------------------------------------------------|
| Scenario #5: National Guard | *Chief Executive* - “faithfully execute the laws;” in this case a Supreme Court decision  
*Commander in Chief* – commits National Guard troops | *Crisis manager* - a state defies a Supreme Court decision |
|-----------------------------|-------------------------------------------------|-------------------------------------------------|
| Scenario #6: Genocide       | *Commander in Chief* – commit US troops  
*Head of State – Chief diplomat addressing UN* | *Leader of the Free World* – “last remaining Superpower”  
*Moral Persuader* – POTUS speaks of “moral obligation” to confront the genocide |
Drafting Congressional Legislation Activity

**Purpose:** The purpose of this lesson is to help students understand the process members of the U.S. Congress follow when drafting legislation. An emphasis will be placed on proposing innovative solutions to national issues. This lesson may be used on its own or in conjunction with YLI’s e-Congress, an internet-based legislative simulation.

**Objectives:**
1. Students will be able to research and draft original legislation.
2. Students will be able to identify the differences between local, state, and national issues.
3. Students will be able to demonstrate organizational and writing skills.
4. Students will be able to identify how constituents can influence the policy-making process.

**Key Words:**
- bill
- constituent
- legislation
- priority

**Materials:**
1. Sample bills to review for purpose and format
   - *H.R. 1267 The Z’s to A’s Act*
   - *H.R. 1895 School Anti-Violence Empowerment Act*
2. Student handout: Guidelines for Drafting Legislation
3. Student handout: Brainstorming Ideas for Legislation
4. Student handout: Sample Topics for Legislation
5. Template for student designed legislation: *H.R. 1234 To establish a national community service program as an incentive for post-secondary education*
6. Teacher rubric

**Procedure:**
1. Students may begin by viewing the representative pieces of legislation provided (H.R. 1234, H.R. 1267, and H.R. 1895). Additional legislation can be viewed at [http://thomas.loc.gov/](http://thomas.loc.gov/). As students review legislation they may ask the following questions. What is the purpose of this legislation? Who will benefit from the proposal? What types of costs are included in funding the legislation?

2. The form Guidelines for Drafting Legislation follows. Students can use this guideline as a tool to draft their legislation. Students may also use Sample Topics for Legislation to help them identify topics for legislation.

3. Students may begin research once they have identified a topic of interest.
To provide grants to local educational agencies that agree to begin school for secondary students after 9:00 in the morning.

IN THE HOUSE OF REPRESENTATIVES

March 24, 1999

Ms. LOFGREN introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To provide grants to local educational agencies that agree to begin school for secondary students after 9:00 in the morning.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.
This Act may be cited as the `Z's to A's Act'.

SEC. 2. PROGRAM AUTHORIZATION.

(a) IN GENERAL- The Secretary of Education is authorized to provide a grant of not more than $25,000 to each local educational agency that agrees to begin school for secondary students after 9:00 in the morning.

(b) ELIGIBILITY- To be eligible to receive a grant under this section, a local educational agency shall submit an application to the Secretary providing assurances that--

(1) at the time of the application, secondary schools served by the local educational agency begin school before 9:00 in the morning; and

(2) not later than 2 years after the date of submission of the application, secondary schools served by such agency shall begin classes after 9:00 in the morning.

(c) USES OF FUNDS- A local educational agency that receives a grant under this Act may use such grant funds to pay for the administrative and operating costs associated in changing the hours of operation of secondary schools served by such agency.

(d) DEFINITIONS- For purposes of this Act--

(1) the term `secondary school' has the same meaning given such term in section 14101(25) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801(25)); and

(2) the term `Secretary' means the Secretary of Education.
Guidelines for Drafting Legislation

1. **Select the subject of the legislation**
   a) Review the *Sample Legislative Issues Form* for ideas for legislation.
   b) As an individual or a team, brainstorm a list of issues facing your community. Generate many ideas and record them on a piece of paper or the chalk board.
   c) Evaluate the issues generated by asking the following questions:
      - Which issue is a priority for my constituents?
      - Are some issues more important to me than other issues?
      - Do I have an area of expertise that relates to one of the issues?
      - Do I have a creative solution for one of the issues?
   d) Based on your responses to the questions, use your judgment to confirm a subject for your legislation.

2. **Research the history of the subject selected**
   a) Research the subject selected in Part 1 and ask these critical questions.
      - What is the historical background of this topic?
      - How do conservatives approach this topic? How do liberals?
      - Has legislation been proposed and passed relating to this topic? If yes, what does the legislation say and how has it evolved over time?

3. **Assess the specific needs of your constituents**
   a) After reviewing historical information about your issue, identify the current needs of your constituents.
      - Have the needs of your constituents changed over time?
      - Do you have an innovative solution to the problem?

4. **Propose your legislation**
   a) Create a rough draft of the text of your bill by proposing the solution to the problem and the people who will be impacted by this change. This proposal should take prior legislation into consideration, demonstrate awareness of needs in your community and have a clear purpose. The bill should not duplicate prior legislation.

5. **Draft the bill**
   a) Use the model bills provided from the U.S. House of Representatives to format legislation. Please also be aware of the following:
      - All bills must have a name. The name you use can be creative.
      - All bills must contain a title, purpose, and eligibility. Other features of bills such as administration and authorization may be included if needed.
      - The text of a bill is numbered to make it easier to follow along when one member of the House is negotiating with another member.
Brainstorming Ideas for Legislation

As an individual or a team, brainstorm a list of issues facing your constituents. Generate as many ideas as you can and record them on this piece of paper.

<table>
<thead>
<tr>
<th>Local Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regional Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Criteria for selecting an issue

Given the issues discussed above, which one is the highest priority?

Which issue is most important to your constituents? (For the purpose of this exercise, your constituents are your peers.)

What solution will help the most people?

Other criteria you think are important to narrow your choices.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Identify the issue selected and explain your reasons for choosing this topic.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

____________________
________________________________________________________
### Sample Topics for Legislation

<table>
<thead>
<tr>
<th>Gun control</th>
<th>Late-term abortion</th>
</tr>
</thead>
<tbody>
<tr>
<td>National education standards and testing</td>
<td>Affirmative action</td>
</tr>
<tr>
<td>Capital punishment in federal courts</td>
<td>Violence in schools</td>
</tr>
<tr>
<td>Balanced national budget</td>
<td>Direct presidential election</td>
</tr>
<tr>
<td>Increase taxes on tobacco and alcohol</td>
<td>Stricter FEC regulations</td>
</tr>
<tr>
<td>Financing of Congressional campaigns</td>
<td>Immigration</td>
</tr>
<tr>
<td>Limitation of negative campaigns</td>
<td>Universal health care</td>
</tr>
<tr>
<td>Internet censorship</td>
<td>Raise minimum wage</td>
</tr>
<tr>
<td>Majority-minority districting</td>
<td>Legalized marijuana</td>
</tr>
<tr>
<td>Doctor-assisted suicide</td>
<td>Regulation of human cloning</td>
</tr>
<tr>
<td>Prayer in school</td>
<td>Trade with China</td>
</tr>
<tr>
<td>Star Wars missile defense system</td>
<td>Drug related roadblocks</td>
</tr>
<tr>
<td>Prescription drugs for the elderly</td>
<td>Burning the flag</td>
</tr>
<tr>
<td>How do we handle the new Afghanistan?</td>
<td>Equal rights for women</td>
</tr>
<tr>
<td>Restrict exit poll coverage by News Media</td>
<td>Copyright protection</td>
</tr>
<tr>
<td>What to do with Palestine and Lebanon?</td>
<td></td>
</tr>
<tr>
<td>Should Chechnya be Free?</td>
<td></td>
</tr>
<tr>
<td>Stricter punishment for computer virus creators</td>
<td></td>
</tr>
</tbody>
</table>
Model YLI Congress
1st Session

H.R. 1234

To establish a national and community service program as an incentive for post-secondary education.

IN THE YLI CONGRESS
January X, 2001

Sponsored by YLI Congressional Members Representing [Name of School]

A BILL

To develop programs that enhance school safety for our children.

1 Be it enacted by the Members of the YLI Congress of the United States of America in Congress assembled,
SECTION 1. TITLE.
This Act may be cited as the “National Service and Education Act of 2001.”

SECTION 2. PURPOSES
(1) To renew the ethic of civic responsibility in the United States;
(2) To enable young Americans to make a sustained commitment to service by removing barriers to education that have been created by high education costs and loan indebtedness;
(3) To replace the existing student loan programs with voluntary national service requirement as the primary source of federal financial aid which would eliminate banks and loan agencies from the loan process. It would also diminish the size of the annual student loan defaults, currently at $3 billion per year;
(4) To generate service to help meet human, educational, environmental, and public safety needs, particularly in those areas where there is a shortage of help;
(5) To discover and encourage new leaders. The Service Corps will be established to accommodate national service in the following areas:
   (1) Civilian Service
   (2) Military Service.

SECTION 3. ELIGIBILITY.
An individual may serve if he or she
(1) is a high school graduate or has a G.E.D.;
(2) is a citizen of the United States;
(3) is between 17 and 35 years of age;
(4) is pursuing full time undergraduate status only.
SECTION 4. TERMS AND BENEFITS OF SERVICE.
(1) There is a voluntary requirement for community or national service to repay the federal government for the vouchers for a college education;
(2) There is no income or needs test to determine who gets the vouchers;
(3) 2 full years of college = 1 year of full time community or national service for civilians, or 9 months active duty for military service. This can be pro-rated accordingly. Example: 1 full year of college = 6 months of community or national service;
(4) The maximum amount of money available through these educational vouchers is
   (a) $6,000 per year for civilians for four years of college ($24,000 maximum.)
   (b) $5,000 per year for military personnel for four years college ($20,000 maximum.)
(5) The participant will receive a stipend to cover living expenses while performing national service: $200 per week = $10,400 per year.

SECTION 5. FUNDING
The funding of this program will come from the replacement of the federal financial aid program with the national service program.

SECTION 6. ADMINISTRATION.
The Corporation for National Service is established to administer the National Service program. The Corporation shall be a Government corporation and shall establish qualification criteria for different types of national service programs for the purpose of determining whether such programs are eligible to receive assistance. This Corporation shall also administer the loan program.

SECTION 7. AUTHORIZATION OF APPROPRIATIONS:
For purposes of carrying out this title, there are authorized to be appropriated $7.7 billion for Fiscal Year 1995, and such sums as may be necessary thereafter.
School Anti-Violence Empowerment Act (Introduced in House)

HR 1895 IH  
106th CONGRESS  
1st Session  
H. R. 1895  

To develop programs that enhance school safety for our children.

IN THE HOUSE OF REPRESENTATIVES

May 20, 1999

Mr. MENENDEZ (for himself, Mr. BONIOR, Mr. FROST, Mr. LEVIN, Mr. ETHERIDGE, Mr. WISE, Ms. JACKSON-LEE of Texas, Ms. CARSON, Ms. HOOLEY of Oregon, Mr. BERMAN, Mr. STRICKLAND, Mr. REYES, Mr. BALDACCI, Mr. MCGOVERN, Mr. MCDERMOTT, Mr. DELAHUNT, Mr. ROTHMAN, Mr. HOLT, Mr. HINOJOSA, Mr. GUTIERREZ, Mr. DEFAZIO, Mr. SCOTT, Mr. WYNNE, Mr. WAXMAN, Ms. LEE, Mrs. THURMAN, Mr. WEYGAND, Ms. WOOLSEY, and Mr. DAVIS of Florida) introduced the following bill; which was referred to the Committee on Education and the Workforce, and in addition to the Committee on the Judiciary, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

A BILL

To develop programs that enhance school safety for our children.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the `School Anti-Violence Empowerment Act'.

TITLE I--SCHOOL SAFETY PROGRAMS

SEC. 101. PROGRAM AUTHORIZED.

The Secretary of Education is authorized to provide grants to local educational agencies to establish or enhance crisis intervention programs, including the hiring of school counselors and to enhance school safety programs for students, staff, and school facilities.

SEC. 102. GRANT AWARDS.

(a) LOCAL AWARDS- The Secretary shall award grants to local educational agencies on a competitive basis.

(b) GRANT PROGRAMS- From the amounts appropriated under section 106, the Secretary shall reserve--

(1) 50 percent of such amount to award grants to local educational agencies to hire school counselors; and

(2) 50 percent of such amount to award grants to local educational agencies to enhance school safety programs for students, staff, and school facilities.

(c) PRIORITY- Such awards shall be based on one or more of the following factors:

(1) Quality of existing or proposed violence prevention program.

(2) Greatest need for crisis intervention counseling services.

(3) Documented financial need based on number of students served under part A of title I of the Elementary and Secondary Education Act of 1965.
(d) EQUITABLE DISTRIBUTION- In awarding grants under this title, the Secretary shall ensure, to the extent practicable, an equitable geographic distribution among the regions of the United States and among urban, suburban, and rural areas.

(e) ADMINISTRATIVE COSTS- The Secretary may reserve not more than 1 percent from amounts appropriated under section 106 for administrative costs.

(f) ELIGIBILITY- A local educational agency that meets the requirements of this title shall be eligible to receive a grant to hire school counselors and a grant to enhance school safety programs for students, staff, and school facilities.

SEC. 103. APPLICATIONS.

(a) IN GENERAL- Each local educational agency desiring a grant under this title shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.

(b) CONTENTS- Such application shall include a plan that contains the following:

   (1) In the case of a local educational agency applying for a grant to enhance school safety programs--
      (A) a description of any existing violence prevention, safety, and crisis intervention programs;
      (B) proposed changes to any such programs and a description of any new programs; and
      (C) documentation regarding financial need.

   (2) In the case of a local educational agency applying for a grant to hire school counselors--
      (A) a description of the need for a crisis intervention counseling program; and
      (B) documentation regarding financial need.

SEC. 104. REPORTING.

Each local educational agency that receives a grant under this title shall provide an annual report to the Secretary. In the case of a local educational agency that receives a grant to enhance school safety programs, such report shall describe how such agency used funds provided under this title and include a description of new school safety measures and changes implemented to existing violence prevention, safety, and crisis intervention programs.

In the case of a local educational agency that receives a grant to hire school counselors, such report shall describe how such agency used funds provided under this title and include the number of school counselors hired with such funds.

SEC. 105. DEFINITIONS.

For purposes of this title:

(1) The terms `elementary school', `local educational agency', and `secondary school' have the same meanings given the terms in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

(2) The term `school counselor' means an individual who has documented competence in counseling children and adolescents in a school setting and who--

   (A) possesses State licensure or certification granted by an independent professional regulatory authority;

   (B) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or
(C) holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent.

(3) The term 'Secretary' means the Secretary of Education.

(4) the term `school safety' means the safety of students, faculty, and school facilities from acts of violence.

SEC. 106. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this title $700,000,000 for each of fiscal years 2000 through 2004.

TITLE II--INCREASED COPS FUNDING

SEC. 201. INCREASED FUNDING FOR THE COPS PROGRAM.

Section 1001(a)(11) of part J of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3793(a)(11)) is amended by adding at the end the following:

``(C) In addition to amounts made available under subparagraph (A), there are authorized to be appropriated to carry out part Q, to remain available until expended, the total amount of $1,500,000,000 for fiscal years 2000 through 2004, of which 50 percent shall be used for cooperative partnerships between schools and State and local police departments to provide for the use of police officers in schools.''.

SEC. 202. GRANT AUTHORITY.

Section 1701 of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3796dd) is amended--

(1) in subsection (i), by striking the second sentence; and

(2) by striking subsection (k).

TITLE III--21ST CENTURY LEARNING

SEC. 301. AFTER-SCHOOL AND LIFE SKILLS PROGRAMS FOR AT-RISK YOUTH.

Section 10907 of part I of title X of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8247) is amended by striking `appropriated' and all that follows before the period and inserting the following: `appropriated to carry out this part--

`(1) such sums as may be necessary for fiscal year 1999; and

`(2) $250,000,000 for each of fiscal years 2000 through 2004'.

TITLE IV--MODEL PROGRAM AND CLEARINGHOUSE

SEC. 401. MODEL PROGRAM.

Not later than 120 days after the date of the enactment of this Act, the Secretary of Education, in consultation with the Attorney General, shall develop a model violence prevention program to be made available to local educational agencies.

SEC. 402. CLEARINGHOUSE.

The Secretary of Education shall establish and maintain a national clearinghouse to provide technical assistance regarding the establishment and operation of alternative violence prevention programs. The national clearinghouse shall make information regarding alternative violence prevention programs available to local educational agencies.
# Rubric for YLI e-Congress Legislation

<table>
<thead>
<tr>
<th>Format</th>
<th>Bill contains all required elements, including title, purpose, eligibility, terms, and benefits. Elements are in order.</th>
<th>Bill contains most elements, though some may be missing, incomplete, or incorrectly ordered.</th>
<th>Bill contains few of the required elements, or elements are largely incomplete.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Purpose of the bill is clear and is related to a contemporary issue. All text is organized and concise. Purpose demonstrates extensive background knowledge of the issue.</td>
<td>Purpose of the bill is clear and is related to a contemporary issue. Text may be unclear or poorly organized. Purpose demonstrates basic background knowledge of the issue.</td>
<td>Purpose of the bill is unclear and/or is unrelated to a contemporary issue. Text is vague and poorly organized. Purpose demonstrates minimal background knowledge of the issue.</td>
</tr>
<tr>
<td>Originality</td>
<td>Bill offers an innovative solution to a problem. Legislation is unique and wholly student-created.</td>
<td>Bill offers a reasonable solution to a problem but solution may have been suggested by another individual, organization, or in prior legislation.</td>
<td>Bill offers a solution to a problem that is not significant. Solution and related work is not student-created.</td>
</tr>
<tr>
<td>Ideology</td>
<td>Political ideology and party affiliation of author(s) is consistent with goals of the legislation.</td>
<td>Some confusion about political ideology and party affiliation of author(s) is evident. Goals of the legislation do not demonstrate clear ideological leaning or understanding.</td>
<td>Political ideology and party affiliation of author(s) is inconsistent with goals of the legislation.</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Bill demonstrates thoughtful analysis of a contemporary issue and proposes an effective and affordable solution.</td>
<td>Bill demonstrates a moderate level of analysis of a contemporary issue and proposes a solution. Solution may be ineffective and/or cost-prohibitive.</td>
<td>Bill demonstrates superficial analysis of a contemporary issue. It proposes a solution that is ineffective, unrealistic, and/or offensive.</td>
</tr>
<tr>
<td>Research</td>
<td>Notes demonstrating thorough research are attached. Sources are varied and fully identified.</td>
<td>Notes demonstrating some research are attached. Sources are identified.</td>
<td>Notes demonstrating research are absent or incomplete. Sources are limited and not identified</td>
</tr>
</tbody>
</table>

**TOTAL POINTS**  

Comments ______________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Bill of Rights Activity

University of Virginia Center for Politics

Exploring the Bill of Rights for the 21st Century

Purpose: Essential to the study of American democracy is a careful examination of the enumerated freedoms and liberties found in the Bill of Rights. Using music, art, and a simulation role play as conduits for understanding, this lesson requires students to analyze the language of the Bill of Rights and apply its principals to everyday life. This may be used as a stand alone lesson in a Foundations of American Democracy unit, in conjunction with a second YLI Lesson, Amending the Constitution, or as a gateway lesson to a unit on civil liberties.

Objectives:
1. Students will interpret and analyze a song lyric related to the Bill of Rights.
2. Students will investigate the ten amendments in the Bill of Rights and discuss the importance of these rights to American citizens.
3. Students will analyze several pieces of American art and explain their relationship to the rights and freedoms expressed in the Bill of Rights.
4. Students will create a bill of rights in a simulation role play.

Key Words:
- bail
- Bill of Rights
- cruel & unusual punishment
- double jeopardy
- due process of law
- eminent domain
- freedoms
- probable cause
- rights
- search & seizure
- self-incrimination

Materials:
1. For What It’s Worth song lyrics
2. Student handout/overhead: For What It’s Worth: The Story of Buffalo Springfield
3. Student handout/teacher key: The Bill of Rights
4. Student handout: Making Connections
5. Teacher key: Making Connections
6. Student handout: Simulation: Crafting a Bill of Rights
7. Student handout: Bill of Rights Scavenger Hunt
8. Teacher key: Bill of Rights Scavenger Hunt
9. The Internet vs. the First Amendment article
10. First Amendment Understanding Lacking article
Procedure:

1. **Warm-up Activity:** **School of Rock** – Pass out the lyrics and play the song *For What It’s Worth* recorded by Buffalo Springfield (1967). You may also want to read or project *For What’s Worth: The Story of Buffalo Springfield* to help students put the song and the band in historical context.
   
   Ask students to respond to the following questions:
   a. What do you think this song is about i.e. what’s going on? (Hint: you may incorporate background information into your answer).
   b. Analyze each stanza of the song, and identify the rights or freedoms that are related to each verse.
   c. What do you think is the overall message of the songwriter?
   d. Discuss how *For What It’s Worth* relates to the Bill of Rights.

2. **Analyzing the Bill of Rights:** Distribute the *Bill of Rights* handout to each student. Using the PowerPoint appendix, textbook, etc. have students to accomplish the following tasks:
   a. Write down the amendment and examine the picture associated with each one.
   b. For each amendment, ask students to discuss why it is important to American citizens. [Note: for those with multiple rights (Examples: 1st, 5th and 6th), you may want to break the amendment down and discuss each part].
   c. Ask students to think of specific examples of how the Bill of Rights has directly impacted their lives.

3. **Making Connections:** **The Bill of Rights in Art** - Distribute the student handout *Making Connections* to each student and ask him or her to complete the activity with a partner. Directions: Analyze each piece of artwork below and connect it to one of the amendments listed in the Bill of Rights. Explain fully in two to three sentences why and how you think the artwork relates to the chosen amendment and discuss the current implications of this amendment for society.

4. **Simulation:** **Crafting a Bill of Rights** – Pass out *Crafting a Bill of Rights* handout and discuss the rules with the class. Divide the class into groups of 3-4, and give students 15-20 minutes to name and describe their country and create a written Bill of Rights. You may want to give each group poster paper and markers to record their answers. Then ask each team to briefly present their Bill of Rights to the class and provide rational for each of the rights. At the end of the activity as students drop out of their roles, discuss the following questions with the whole class:
   - What was realistic about this simulation and what was not?
   - What problems did your group face when creating the Bill of Rights? How did your group reach a consensus?
   - Looking at all of the bills of rights produced by the class, what rights or freedoms seemed common to all or most of them? What does that say about our class and our culture?
   - What generalizations can you make about the process of creating a bill of rights in a new country?
5. **Wrap-Up:** As a culminating activity, ask the class as a whole to respond to the following questions:
   a. What right listed in the Bill of Rights do you think is the most important to you as an individual and to American society in general? Defend your answer.
   b. What right(s) do you think should be included in the Bill of Rights that is/are presently absent? Explain.
   c. The Bill of Rights was written in 1791. How relevant or significant do you think they are today?
   d. Identify several examples of what you can do in your everyday life as a person living in the United States that are protected by the Bill of Rights.

**Appendix:** **Bill of Rights PowerPoint** – a resource for teachers that includes many of the important content elements of the lesson

**Extension Activities:**
1. **Bill of Rights Scavenger Hunt** – Distribute copies of the *Bill of Rights Scavenger Hunt* for homework or reinforcement. A teacher’s key is included.

2. **Survey Says: Analyzing Student Understanding of the First Amendment** – Pass out the article *First Amendment Understanding Lacking* and allow students a few minutes to read it. The place students in groups of 3-4, and ask them to analyze the article. They should report their findings to the class as a whole.
   **Teacher Notes:**
   a. If time permits, you may want students to take brief online First Amendment Knowledge test at [http://firstamendment.jideas.org/knowledge/knowledge.php](http://firstamendment.jideas.org/knowledge/knowledge.php)
   b. Any excellent follow up article to Knight Foundation Survey, First Things First, can be found at [http://www.connectforkids.org/node/2798](http://www.connectforkids.org/node/2798).

3. **Article: The Internet vs. the First Amendment:** Inform students that the New York Times article “The Internet vs. the First Amendment” is an op-ed piece and reflects the author’s opinion. Monitor student understanding throughout the activity.
For What It’s Worth
recorded (1967) by Buffalo Springfield
(music & lyrics by Stephen Stills, 1966)

There’s something happening here
What it is ain’t exactly clear
There’s a man with a gun over there
Telling me I got to beware

I think it’s time we stop, children, what’s that sound
Everybody look what’s going down

There’s battle lines being drawn
Nobody’s right if everybody’s wrong
Young people speaking their minds
Getting so much resistance from behind

I think it’s time we stop, hey, what’s that sound
Everybody look what’s going down

What a field-day for the heat
A thousand people in the street
Singing songs and carrying signs
Mostly say, hooray for our side

It’s time we stop, hey, what’s that sound
Everybody look what’s going down

Paranoia strikes deep
Into your life it will creep
It starts when you’re always afraid
You step out of line, the man come and take you away

We better stop, hey, what’s that sound
Everybody look what’s going down
Stop, hey, what’s that sound
Everybody look what’s going down
Stop, now, what’s that sound
Everybody look what’s going down
Stop, children, what’s that sound
Everybody look what’s going down
A bill of rights is a written document that defines the rights of citizens and establishes limitations on the government. Bills of rights were included in most of the state constitutions in the early republic as they are today. The original Constitution did not contain a Bill of rights—a fact the Anti-Federalists used as an argument against ratification of the proposed constitution. Fearing passage of a national constitution without a written bill of rights, several states sent suggestions for amendments to be added when they ratified the Constitution. James Madison took their ideas and developed twelve amendments, ten of which were passed by the states. These first ten amendments were called the Bill of Rights and added to the Constitution in 1791.

| 1st Amendment | ![Statue of Liberty](image1) |
| 2nd Amendment | ![Fist](image2) |
| 3rd Amendment | ![House](image3) |
| 4th Amendment | ![Handcuffs](image4) |
| 5th Amendment | ![Scales of Justice](image5) |
| 6th Amendment | ![Gavel](image6) |
| 7th Amendment | ![Jail Cells](image7) |
| 8th Amendment | ![Hanging](image8) |
| 9th Amendment | ![World Map](image9) |
| 10th Amendment | ![Map of USA](image10) |

www.youthleadership.net
<table>
<thead>
<tr>
<th>Amendment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Amendment</strong></td>
<td>Freedom of religion, speech, press, petition and assembly</td>
</tr>
<tr>
<td><strong>2nd Amendment</strong></td>
<td>Right to bear arms</td>
</tr>
<tr>
<td><strong>3rd Amendment</strong></td>
<td>Freedom from quartering troops in homes</td>
</tr>
<tr>
<td><strong>4th Amendment</strong></td>
<td>Freedom from unreasonable searches and seizures; search warrants issued upon probable cause</td>
</tr>
<tr>
<td><strong>5th Amendment</strong></td>
<td>Rights guaranteed to the accused: grand jury, no “double jeopardy,” self-incrimination, deprived of life, liberty or property without due process of law; eminent domain</td>
</tr>
<tr>
<td><strong>6th Amendment</strong></td>
<td>Right to: a speedy and public trial by impartial jury, be informed of charges; confront witnesses; attorney;</td>
</tr>
<tr>
<td><strong>7th Amendment</strong></td>
<td>Right to trial by jury in civil law suits</td>
</tr>
<tr>
<td><strong>8th Amendment</strong></td>
<td>No excessive bail; no cruel and unusual punishment</td>
</tr>
<tr>
<td><strong>9th Amendment</strong></td>
<td>Rights not listed in the Constitution retained by the people (ex: right to privacy)</td>
</tr>
<tr>
<td><strong>10th Amendment</strong></td>
<td>Powers reserved to the states and the people</td>
</tr>
</tbody>
</table>
Making Connections: The Bill of Rights in Art

Directions: Analyze each piece of artwork below and connect it to one of the amendments listed in the Bill of Rights. For each of the pieces of art, complete the following tasks: 1) Identify the appropriate amendment(s) and provide the specific right(s) or freedom(s) that apply [ex: 1st Amendment, freedom of speech], 2) provide an explanation regarding why and how you think the artwork relates to the chosen amendment(s) and discuss the current implications of this amendment for society.

Artwork #1

1) Amendment & right(s) -

2) Explanation -

Source:

Artwork #2

1) Amendment & right(s) -

2) Explanation -

Source:
Artwork #3

Artist: Norman Rockwell, The Four Freedoms Exhibit

1) Amendment & right(s) -

2) Explanation -

Artwork #4

Artist: Norman Rockwell, The Four Freedoms Exhibit

1) Amendment & right(s) -

2) Explanation -
1) Amendment & right(s) -

2) Explanation -

Source http://www.ericturkewitz.com/watergate/12jurors.htm

Artwork #5

Source: http://www.abcgallery.com/V/vangogh/vangogh90.html

1) Amendment & right(s) -

2) Explanation -

Artist Van Gogh, The Prison Courtyard
1) Amendment & right(s) -

2) Explanation -
### Artwork/Description

<table>
<thead>
<tr>
<th>Artwork/Description</th>
<th>Amendment/Rights &amp; Freedoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 - photo of a gun and the American flag taken from a Chicago Chronicle article</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Amendment – right to bear arms</td>
</tr>
<tr>
<td>entitled <em>Lectures Analyze America’s Gun Culture</em></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Amendment – freedom of speech (symbolic speech)</td>
</tr>
<tr>
<td>#2 - from <em>Milestones of the Civil Rights Movement</em> collection that will appear</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Amendment – right to peaceable assembly</td>
</tr>
<tr>
<td>as US Postal Service stamps artist Tracy Andrews depicts the March on Washington,</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Amendment – right to free speech</td>
</tr>
<tr>
<td>August, 1963</td>
<td></td>
</tr>
<tr>
<td>#3 – Artist Norman Rockwell’s <em>Freedom of Speech</em> illustration for *The Saturday</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Amendment – right to assembly</td>
</tr>
<tr>
<td>Evening Post*, February, 1943</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Amendment – right to free speech</td>
</tr>
<tr>
<td>#4 – Artist Norman Rockwell’s <em>Freedom to Worship</em> illustration for *The Saturday</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Amendment – freedom of religion</td>
</tr>
<tr>
<td>Evening Post*, February, 1943</td>
<td></td>
</tr>
<tr>
<td>#5 – sketch of the jury during the 1974 Watergate trial of Nixon White House aides</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; amendment – right to public trial by impartial jury</td>
</tr>
<tr>
<td>#6 – artist Vincent Van Gogh, <em>The Prison Courtyard</em>, 1890</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; amendment – accused cannot be deprived of life,</td>
</tr>
<tr>
<td></td>
<td>liberty or property without due process of law</td>
</tr>
<tr>
<td></td>
<td>8&lt;sup&gt;th&lt;/sup&gt; amendment – no cruel and unusual punishment</td>
</tr>
<tr>
<td>#7 – sketch of Michael Jackson arraignment, April, 2004</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; amendment – due process</td>
</tr>
<tr>
<td></td>
<td>6&lt;sup&gt;th&lt;/sup&gt; amendment – speedy trial</td>
</tr>
<tr>
<td></td>
<td>6&lt;sup&gt;th&lt;/sup&gt; amendment – accused informed of charges</td>
</tr>
<tr>
<td></td>
<td>6&lt;sup&gt;th&lt;/sup&gt; amendment – right to an attorney</td>
</tr>
</tbody>
</table>
Simulation: Crafting a Bill of Rights

**Purpose:** This activity enables students to participate in a simulation to explore both the difficulties in and importance of creating a bill of rights.

**Directions**
You are influential leaders of a new nation formed after years of war in a struggle for independence and freedom from a foreign power. You have been chosen by the People to embark upon the difficult task of creating a new government based upon the rule of law and the principles of democracy. Your particular committee must craft a Bill of Rights to place limits on the new government and protect the rights of its citizens. During this simulation, you must accomplish the following:

a) Name your imaginary country and provide a brief description of its geography and culture [note: the simulation is set in present day].

b) Create a bill of rights (minimum of ten) and provide a brief rational for each in writing.

c) Present and defend your Bill of Rights to the Constitutional Convention (whole class)

I. Country’s name and description:

II. Bill of Rights and rationale:

1. __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________

4. __________________________________________________________________________
   __________________________________________________________________________

5. __________________________________________________________________________
   __________________________________________________________________________

6. __________________________________________________________________________
   __________________________________________________________________________

7. __________________________________________________________________________
   __________________________________________________________________________
Directions: For each of the following scenarios, decide whether the action is protected by the Constitution or not. Provide the Amendment that the scenario refers to, and cite the specific text of the Amendment that supports or disputes the action.

1. A group of college students create a website with detailed instructions about how to create a homemade explosive.
   a. Is this situation Constitutional?
   b. Amendment # ______
   c. Cite relevant text in Amendment:

2. Robert is disgruntled with the current political party in Presidential office. He decides to publicly voice his opinions in the middle of the city square with a speech outlining the faults of the party, the mistakes of the President, and the overall decline of the administration.
   a. Is this situation Constitutional?
   b. Amendment # ______
   c. Cite relevant text in Amendment:

3. Jane is a student in a public elementary school. Every day before lunch, her teacher instructs the class to remember to say grace before the meal.
   a. Is this situation Constitutional?
   b. Amendment #______
   c. Cite relevant text in Amendment:

4. Nancy is a writer for a well-known city newspaper. She is writing an article about one of the Congressional candidates. Having a strong personal dislike for the candidate and wanting to sensationalize her article, Nancy decides to make up a story about the candidate having an extramarital affair, which would cast him in a bad light with voters.
   a. Is this situation Constitutional?
   b. Amendment # ______
   c. Cite relevant text in Amendment:

5. John works in a department store at the mall. The other day, a bag of illegal drugs was found in the parking lot of the mall. As a result, the police proceeded to open and search through all of the cars in the parking lot at that time.
   a. Is this situation Constitutional?
   b. Amendment # ______
   c. Cite relevant text in Amendment:

6. Bobby’s brother went to trial on charges of stealing last year. He was found not guilty. This past week, a witness came forward with concrete evidence that Bobby’s brother was to blame for the theft, and the victim wants him tried again.
   a. Is this situation Constitutional?
   b. Amendment # ______
   c. Cite relevant text in Amendment:
7. The Webb family’s farmhouse is the last piece of private property along a certain highway. The government wants to extend the highway through that piece of land and sent the family a letter detailing those plans and offering a $60,000 for the land, a price comparable to similar pieces of property being sold at that time.
   a. Is this situation Constitutional?
   b. Amendment # ______
   c. Cite relevant text in Amendment:

8. Daniel Johnson is a homeless man arrested for stealing from a large department store. The judge set bail at 1 million dollars, an unusually disproportionate amount.
   a. Is this situation Constitutional?
   b. Amendment # ______
   c. Cite relevant text in Amendment:

9. The streets of Snowden were filled with violent protesters, and the National Guard was called in to help with the crowds. When some of the officers came to Alice’s house and demanded that she give them food and lodging for the night, she flatly refused and locked the door in their faces.
   a. Is this situation Constitutional?
   b. Amendment # ______
   c. Cite relevant text in Amendment:

10. Mr. Jones’ gun was confiscated by the police at a traffic stop, even though he showed them the proper permit and license for ownership of the gun.
    a. Is this situation Constitutional?
    b. Amendment # ______
    c. Cite relevant text in Amendment:

11. Jackie was arrested by the police as she was coming out of work. When she asked what charges she was being arrested under the police refused to tell her, and when she requested a lawyer, the police simply laughed at her and told her they were all too busy for her.
    a. Is this situation Constitutional?
    b. Amendment # ______
    c. Cite relevant text in Amendment:

12. George is the new principal at a South Carolina high school. Although there are state governed guidelines for the school system, he has decided to implement a new set of rigorous testing standards for the students. These tests are similar to the testing standards he had at his old school in Wisconsin, a system that he believes is far superior to South Carolina’s.
    a. Is this situation Constitutional?
    b. Amendment # ______
    c. Cite relevant text in Amendment:

13. Carl was arrested for assault five years ago. He has been sitting in jail awaiting his trial ever since then, and the court claims that the process has been lengthened due to complications with logistics concerning court dates and witness information.
    a. Is this situation Constitutional?
    b. Amendment # ______
    c. Cite relevant text in Amendment:
14. Since Anna was convicted of stealing, the judge thought it would be an appropriate punishment to cut off one of her hands as a reminder to never steal again.
   a. Is this situation Constitutional?
   b. Amendment # _____
   c. Cite relevant text in Amendment:

15. Police officers are going through the neighborhood fundraising for an outreach program. When they reach Darrell’s house, they ask for a glass of water, because it’s extremely hot outside. While they wait for him to bring them some water, the officers smell the pungent odor of homemade explosives. When Darrell returns they demand to come in and take a look around. Darrell refuses and the officers leave to get a search warrant. When they return, they find the explosives they smelled. They arrest him.
   a. Is this situation Constitutional?
   b. Amendment # _____
   c. Cite relevant text in Amendment:
Directions: For each of the following scenarios, decide whether the action is protected by the Constitution or not. Provide the Amendment that the scenario refers to, and cite the specific text of the Amendment that supports or disputes the action.

1. A group of college students create a website with detailed instructions about how to create a homemade explosive.
   a. Is this situation Constitutional? Yes
   b. Amendment #1 (Freedom of Speech)
   c. Cite relevant text in Amendment: “Congress shall make no law…abridging the freedom of speech…”

2. Robert is disgruntled with the current political party in Presidential office. He decides to publicly voice his opinions in the middle of the city square with a speech outlining the faults of the party, the mistakes of the President, and the overall decline of the administration.
   a. Is this situation Constitutional? Yes
   b. Amendment #1 (Freedom of Speech)
   c. Cite relevant text in Amendment: “Congress shall make no law…abridging the freedom of speech…”

3. Jane is student in a public elementary school. Every day before lunch, her teacher instructs the class to remember to say grace before the meal.
   a. Is this situation Constitutional? No
   b. Amendment #1 (Freedom of Religion)
   c. Cite relevant text in Amendment: “Congress shall make no law respecting an establishment of religion…”

4. Nancy is a writer for a well-known city newspaper. She is writing an article about one of the Congressional candidates. Having a strong personal dislike for the candidate and wanting to sensationalize her article, Nancy decides to make up a story about the candidate having an extramarital affair, which would cast him in a bad light with voters.
   a. Is this situation Constitutional? No - malice
   b. Amendment #1 (Freedom of Press)
   c. Cite relevant text in Amendment: “Congress shall make no law…abridging the freedom of speech, or of the press…”
5. John works in a department store at the mall. The other day, a bag of illegal drugs was found in the parking lot of the mall. As a result, the police proceeded to open and search through all of the cars in the parking lot at that time.
   a. Is this situation Constitutional? No
   b. Amendment #4 (Search and Seizure)
   c. Cite relevant text in Amendment: “The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated…”

6. Bobby’s brother went to trial on charges of stealing last year. He was found not guilty. This past week, a witness came forward with concrete evidence that Bobby’s brother was to blame for the theft, and the victim wants him tried again.
   a. Is this situation Constitutional? No
   b. Amendment #5 (Due Process)
   c. Cite relevant text in Amendment: “…nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb…”

7. The Webb family’s farmhouse is the last piece of private property along a certain highway. The government wants to extend the highway through that piece of land and sent the family a letter detailing those plans and offering a $60,000 for the land, a price comparable to similar pieces of property being sold at that time.
   a. Is this situation Constitutional? Yes
   b. Amendment #5 (Due Process)
   c. Cite relevant text in Amendment: “…nor shall private property be taken for public use, without just compensation.”

8. Daniel Johnson is a homeless man arrested for stealing from a large department store. The judge set bail at 1 million dollars, an unusually disproportionate amount.
   a. Is this situation Constitutional? No
   b. Amendment #8 (No Excessive Bail)
   c. Cite relevant text in Amendment: “Excessive bail shall not be required…”

9. The streets of Snowden were filled with violent protesters, and the National Guard was called in to help with the crowds. Some of the officers came to Alice’s house and demanded that she give them food and lodging for the night.
   a. Is this situation Constitutional? No
   b. Amendment #3 (Quartering Soldiers)
c. Cite relevant text in Amendment: “No soldier shall, in time of peace be quartered in any house, without the consent of the owner…”

10. Mr. Jones’ gun was confiscated by the police at a traffic stop, even though he showed them the proper permit and license for ownership of the gun.
   a. Is this situation Constitutional? No
   b. Amendment #2 (Right to Bear Arms)
   c. Cite relevant text in Amendment: “…the right of the people to keep and bear arms, shall not be infringed.”

11. Jackie was arrested by the police as she was coming out of work. When she asked what charges she was being arrested under the police refused to tell her, and when she requested a lawyer, the police simply laughed at her and told her they were all too busy for her.
   a. Is this situation Constitutional? No
   b. Amendment #6 (Right to a Speedy and Public Trial)
   c. Cite relevant text in Amendment: “In all criminal prosecutions, the accused shall enjoy the right… to be informed of the nature and cause of the accusation… and to have the assistance of counsel for his defense.”

12. George is the new principal at a South Carolina high school. Although there are state governed guidelines for the school system, he has decided to implement a new set of rigorous testing standards for the students. These tests are similar to the testing standards he had at his old school in Wisconsin, a system that he believes is far superior to South Carolina’s.
   a. Is this situation Constitutional? No
   b. Amendment #10 (States’ Rights)
   c. Cite relevant text in Amendment: “The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.”

13. Carl was arrested for assault five years. He has been sitting in jail awaiting his trial ever since then, and the court claims that the process has been lengthened due to complications with logistics concerning court dates and witness information.
   a. Is this situation Constitutional? No
   b. Amendment #6 (Right to a Speedy and Public Trial)
   c. Cite relevant text in Amendment: “In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial…”
14. Since Anna was convicted of stealing, the judge thought it would be an appropriate punishment to cut off one of her hands as a reminder to never steal again.
   a. Is this situation Constitutional? No
   b. **Amendment #8 (No Cruel and Unusual Punishment)**
   c. Cite relevant text in Amendment: “…nor cruel and unusual punishments inflicted.”

16. 15. Police officers are going through the neighborhood fundraising for an outreach program. When they reach Darrell’s house, they ask for a glass of water, because it’s extremely hot outside. While they wait for him to bring them some water, the officers smell the pungent odor of homemade explosives. When Darrell returns they demand to come in and take a look around. Darrell refuses and the officers leave to get a search warrant. When they return, they find the explosives they smelled. They arrest him.
   a. Is this situation Constitutional? Yes
   b. **Amendment #4 (Search and Seizure)**
   c. Cite relevant text in Amendment: “…no warrants shall issue, but upon probable cause, supported by oath or affirmation…”

---

**FIRST AMENDMENT UNDERSTANDING LACKING**

_February 7, 2005_

_Nearly three-fourths of high school students do not know about the First Amendment—the part of the Constitution that makes it OK to sing a song protesting a war or write an article criticizing school policies._

A new survey of more than 100,000 students found that three-fourths of students incorrectly believed that burning the U.S. flag was illegal and nearly half wrongly thought the U.S. government had the authority to censor the Internet for indecent materials.

The Supreme Court in 1989 ruled that burning the flag as a means of political protest was protected as free speech under the First Amendment—45 words written 200 years ago in the U.S. Constitution. The First Amendment also protects individuals’ rights to post material on the Internet, even if it is offensive to others.
“Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof, or abridging the freedom of speech or of the press, or the right of the people peaceably to assemble, and to petition the government for a redress of grievances,” the amendment reads.

The study
The study, funded by the John S. and James L. Knight Foundation, which also provides funding to Online NewsHour Extra, based its conclusions from a survey of more than 100,000 students, nearly 8,000 teachers and more than 500 principals and administrators at 544 high schools across the country.

“These results (of the study) are not only disturbing, they are dangerous,” said the Knight Foundation’s president, Hodding Carter III. “Ignorance about the basics of this free society is a danger to our nation’s future.”

In a nation without similar rights, people can be fined and even imprisoned for posting articles on the Internet deemed subversive. In China, for example, people can be thrown in jail for daring to post news online about forbidden topics such as repression in Tibet, according to Reporters Without Borders, an international journalism rights group.

The importance of education
The survey illustrated that high school students were not learning enough about First Amendment issues and importance of a free press in their classes.

For instance, 36 percent of students said newspapers should receive government approval before publishing stories and another 32 percent thought the press had “too much freedom to do what it wants.”

At the same time, a large majority of students said musicians should be allowed to sing songs even with offensive lyrics and that people should be free to express unpopular opinions.

Daniel, a 17-year-old high school student from New York City, said the press should not require government approval. He stressed that the news media needed to be absolutely certain in the accuracy of their reporting, but added that it was not the government’s job to tell the press what news was “correct” and what they could publish.

When asked why some students thought the press should be restricted while musicians should be free to sing whatever they wanted, Daniel pointed out: “Music is more of a recreation, not a news source. And people have their own music preferences to avoid what offends them. But, with newspapers, they tell people what’s going on.”

Daniel said he learned about the importance of a free press through Global Kids Newz Crew, an online program by and for students at NewsHour Extra.

The survey blamed the lack of awareness on incomplete social studies classes and a lack of high school journalism programs.

More than half of the high schools surveyed described their student media opportunities as low, but 85 percent of school administrators said they would expand media programs if they had the financial resources.
Questions to Consider:

1. Based upon your experience, decide whether you agree or disagree with the following statements from the article and provide a brief explanation for your answer:
   a. Nearly three-fourths of high school students do not know about the First Amendment.
   b. Newspapers should receive government approval before publishing stories.
   c. The press had “too much freedom to do what it wants.”
   d. Musicians should be allowed to sing songs even with offensive lyrics.
   e. People should be free to express unpopular opinions.

2. Why do you think the First Amendment spurs so much controversy?

3. What issues related to the Bill of Rights will be the most controversial in the future?
CAMBRIDGE, Mass.—As we try to make sense of the school massacre in Littleton, Colo., we suddenly find ourselves swept up in a national debate about whether the Internet, with its dazzling array of interactive mayhem and violence, is partly to blame.

Should the Internet be available to anyone, of any age, with a computer and a telephone connection? Many who have long wanted to muzzle the Internet are making symbols of Eric Harris and Dylan Klebold, who used the Internet to play violent computer games and promote their racist views.

How much protection should Internet “speech” receive under the First Amendment? And, under the Fourth Amendment’s search and seizure provisions, may the Government browse Web sites without a warrant in order to nip mass murder plots in the bud? While nearly every possible view has its champions, most of the opinions expressed reflect more confusion than clarity.

The point to remember is that basic constitutional principles do not arise and disappear as each new technology comes on the scene. We have come to this conclusion rather slowly. Early in the 20th century, the Supreme Court expressed doubt that free-speech principles had any application at all to motion pictures, and in 1981, Justice Byron White introduced his analysis of a law regulating outdoor billboard advertising by saying, “We deal here with the law of billboards.”

Only in recent years has the Court recognized that new technology doesn’t affect basic constitutional principles. The Court has found that technological details, however, can be relevant to certain applications of the law, especially because, in principle, speech may not be restricted any more than necessary.

For instance, the Supreme Court struck down provisions in 1997 of the Communications Decency Act because they blocked pornographic materials from being transmitted over the Internet, when technology already existed that allowed parents to selectively censor such materials.

Even though the Internet allows nearly anyone to obtain or transmit information instantaneously to and from anywhere on the planet, it does not deserve more—or less—free-speech protection than older media.

A Web page simulating, or even glorifying, violence and hatred is not outside the First Amendment’s protection any more than are disgusting board games, magazines or political tracts. The same First Amendment that safeguards the right of Nazis to march through Skokie protects the right of an adult to put virtual machine guns aimed at lifelike human targets on his or her computer screen.

At the same time, Internet speech doesn’t have more constitutional protection than speech disseminated in a more old-fashioned and limited manner. In particular, direct threats or other messages that by their very utterance cause harm receive no more protection on the Internet than anyplace else. Releasing a computer virus through E-mail deserves no greater immunity than crying “Fire” in a crowded theater.
What about someone who posts a Web page with detailed, step-by-step instructions on how to assemble an explosive device from readily available materials? Such instructional materials are not quite like yelling “Fire” in a theater; they do not cause harm in a purely reflexive or automatic manner. Instead, they change the mix of ideas and information in the heads of the speaker’s audience.

Speech disseminating such instructions on the Internet, however reprehensible, is thus entitled to a degree of First Amendment protection. But it is not entitled to the same level of protection to which speech advocating ideas is entitled because it is rarely part of any dialogue about what is true or what ought to be done. Distributing such materials doesn’t try to persuade anyone to take a course of action, but instead provides the means for committing a crime.

Thus, the United States Courts of Appeals have held that distributing pamphlets on how to evade taxes, make illegal drugs or kill someone can amount to aiding and abetting a crime and may be punished as such, depending, of course, on the particular facts.

The First Amendment, therefore, should shoulder none of the guilt in the Littleton killings. In truth, the First Amendment leaves considerable room for government to exert control, and the advent of the Internet neither broadens nor narrows government’s options.

Nor, for that matter, is the Fourth Amendment protection against unreasonable searches and seizures among the culprits here. Those who launch murderous plots by posting their deranged plans on a Web site are exposing their schemes in a public space, one that government agencies may freely browse without a warrant despite the fanciful argument that all talk on the World Wide Web is as private as E-mail messages might be. At the same time, it would be a grave mistake to assume that either government surveillance or control can play an important role in preventing violent crimes. Doing more to keep lethal weapons out of youthful hands—something the Second Amendment, under any reading, does not prevent—and trying to diagnose all forms of rage before they erupt into violence, are likely to be far more effective than anything government could do either by spying on the Internet’s users or by suppressing their speech.

Copyright 2000 The New York Times Company

Questions to Consider:

1. Has the Internet changed the concept of “freedom of speech”?
2. What is the relationship between the first amendment and the shooting in Littleton?
3. In what ways are the first and the fourth amendment related to one another?
4. Should there be restrictions on the idea of freedom of speech for certain groups? Why or why not?
5. How do you think the founding fathers would respond to the dilemmas proposed by the concept of freedom of speech?
Grade 10 Civics
Unit 4 The Citizen, Media and the Role of Government
Length of Unit: 4 weeks

Essential Standards and National Standards for Social Studies

**NCSS1: CULTURE** What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?
**NCSS2: TIME, CONTINUITY, AND CHANGE** How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?
**NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS** How do political, economic, social, religious and intellectual and artistic institutions affect societies?
**NCSS6: POWER, AUTHORITY, AND GOVERNANCE** How do people create, interact with and change structures of power, authority, and/or governance?
**NCSS10: CIVIC IDEALS AND PRACTICES** How are the ideals, principles and practices of citizens influenced by individual rights and responsibilities within a democratic society?

### UNIT FOCUS Questions

<table>
<thead>
<tr>
<th>Thinking Skill Category</th>
<th>How is public opinion shaped and measured? (NCSS1, NCSS2, NCSS5)</th>
<th>How is propaganda used to influence public opinion? (NCSS1, NCSS6, NCSS10)</th>
<th>What is the role of interest groups in American politics? (NCSS5, NCSS6, NCSS10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Understanding</td>
<td>Describe the process of political socialization. (Family, Culture, School, Peers, Mass Media)</td>
<td>Describe the various types of propaganda</td>
<td>Identify the purpose of an interest group.</td>
</tr>
<tr>
<td>Developing An Interpretation</td>
<td>Examine how polling is used to evaluate public opinion.</td>
<td>Explain how propaganda is used in the American political process.</td>
<td>Categorize the different types of interest groups. (Economic, Political, Professional, Governmental, Civil Rights, Single-Issue)</td>
</tr>
<tr>
<td>Making Connections</td>
<td>Interpret how polls affect the decision making of politicians.</td>
<td>Summarize the use of propaganda in a contemporary political issue.</td>
<td>Explain how an interest group functions in the democratic process.</td>
</tr>
<tr>
<td>Critical Stance</td>
<td>Evaluate a public opinion poll.</td>
<td>Judge whether or not the use of propaganda is beneficial to the</td>
<td>Assess the impact of interest groups on the American political system.</td>
</tr>
</tbody>
</table>

### Content Knowledge Objectives

<table>
<thead>
<tr>
<th>Initial Understanding</th>
<th>Describe the process of political socialization. (Family, Culture, School, Peers, Mass Media)</th>
<th>Describe the various types of propaganda</th>
<th>Identify the purpose of an interest group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing An Interpretation</td>
<td>Examine how polling is used to evaluate public opinion.</td>
<td>Explain how propaganda is used in the American political process.</td>
<td>Categorize the different types of interest groups. (Economic, Political, Professional, Governmental, Civil Rights, Single-Issue)</td>
</tr>
<tr>
<td>Making Connections</td>
<td>Interpret how polls affect the decision making of politicians.</td>
<td>Summarize the use of propaganda in a contemporary political issue.</td>
<td>Explain how an interest group functions in the democratic process.</td>
</tr>
<tr>
<td>Critical Stance</td>
<td>Evaluate a public opinion poll.</td>
<td>Judge whether or not the use of propaganda is beneficial to the</td>
<td>Assess the impact of interest groups on the American political system.</td>
</tr>
</tbody>
</table>
**Evaluate, Judge, Rate**

American political system.

<table>
<thead>
<tr>
<th>Unit Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mass Media</strong></td>
</tr>
<tr>
<td><strong>Public Policy</strong></td>
</tr>
<tr>
<td><strong>Opinion Poll</strong></td>
</tr>
<tr>
<td><strong>Public Opinion</strong></td>
</tr>
<tr>
<td><strong>Grassroots Support</strong></td>
</tr>
<tr>
<td><strong>Lobby</strong></td>
</tr>
<tr>
<td><strong>Lobbyist</strong></td>
</tr>
<tr>
<td><strong>Interest Group</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Suggested Unit Assessments**

*Common Core Skills English Language Arts Standards » History/Social Studies » Grades 9-10*

**Initial Understanding & Developing An Interpretation:**

- Create a set of flash cards using all of the vocabulary terms for this unit.
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- Read both versions of the Three Little Pigs to explain bias.
  *Key Ideas and Details* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
  *Key Ideas and Details* RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- Create a chart identifying propaganda techniques.
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- Create a chart identifying different types of interest groups.
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- Identify common symbols used in political cartoons.
  *Craft and Structure* RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**Making Connections:**

- Analyze political cartoons as a propaganda technique.
**Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Craft and Structure** RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**Integration of Knowledge and Ideas** RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

- **Use newspapers and magazines (hard copy and online editions) to identify bias and propaganda in today’s society.**

**Critical Stance:**

- **Develop and analyze a poll on a major social issue.**

**Craft and Structure** RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**Text Types and Purposes** WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**Research to Build and Present Knowledge** WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **Design an Interest Group in small groups and create a commercial to promote that interest**

**Key Ideas and Details** RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.)

**Key Ideas and Details** RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Craft and Structure** RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**Craft and Structure** RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Production and Distribution of Writing** WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Performance Assessment: Unit 4

Performance tasks measure a student’s ability to integrate knowledge and skills across multiple Common Core standards and subject-specific objectives. Performance tasks are used to measure capacities such as depth of understanding, research skills, and complex analysis.

Performance Task: Validity of Polling

Type of Performance Task: Informative-Explanatory Performance Task

Common Core skills that are assessed in the Performance Task:

Key Ideas and Details RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Key Ideas and Details RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Craft and Structure RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
Integration of Knowledge and Ideas RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
Research to Build and Present Knowledge WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.
Production and Distribution of Writing WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Issue: How are the commonly accepted standards of polling measures illustrated in the immigration reform poll?

Directions: This task is based on the accompanying documents. Some of these documents have been edited for the purpose of this task. This task is designed to test your ability to work with historical documents. First, read the document and answer the questions then write a three to five paragraph culminating essay.

Culminating Assignment: Write an essay in response to the following question: How are the commonly accepted standards of polling measures illustrated in the immigration reform poll? Use evidence from the document to support your response as well as the guide titled Analyze Polls when writing your essay.

Informative-Explanatory Writing Rubric (Grades 6-11)
Immigration Reform Proposals Garner Broad Support in U.S.
Democrats, Republicans agree on many potential immigration measures
by Frank Newport and Joy Wilke

PRINCETON, NJ -- A majority of Americans would vote for each of six different policy changes that Congress is considering as part of a comprehensive immigration reform bill. Support ranges from a high of 87% for a multifaceted pathway to citizenship that includes a long waiting period, taxes and a penalty, background checks, and learning English, to a low of 53% for a law that would vary the number of immigrants the U.S. lets into the country, depending on economic conditions.

1. How does the title help you understand this document?

2. Who are the authors of this article?

3. In paragraph #1 paraphrase, “a multifaceted pathway to citizenship.”
Next, suppose that on Election Day you could vote on key issues as well as candidates. Would you vote for or against a law that would ...?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Vote for %</th>
<th>Vote against %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow illegal immigrants living in the U.S. the opportunity to become citizens after a long waiting period if they paid taxes and a penalty, pass a criminal background check, and learn English</td>
<td>87</td>
<td>12</td>
</tr>
<tr>
<td>Tighten U.S. border security and provide the Border Patrol with increased technology, infrastructure, and personnel</td>
<td>83</td>
<td>15</td>
</tr>
<tr>
<td>Allow engineers and scientists from other countries who earn graduate degrees in the U.S. to remain in the U.S. to work</td>
<td>78</td>
<td>19</td>
</tr>
<tr>
<td>Require U.S. business owners to check the immigration status of any employees they hire, with stiff fines and penalties for employers who knowingly hire unauthorized workers</td>
<td>77</td>
<td>21</td>
</tr>
<tr>
<td>Allow employers to hire immigrants if it can be demonstrated that they were unsuccessful in recruiting an American to fill an open position</td>
<td>55</td>
<td>40</td>
</tr>
<tr>
<td>Vary the number of lower-skilled immigrants allowed to enter the country depending on how the U.S. economy is doing</td>
<td>53</td>
<td>42</td>
</tr>
</tbody>
</table>

June 15-16, 2013

GALLUP

4. According to the chart above, who conducted the poll?

5. What was the polling date?

6. How does this phrase “Would you vote for or against a law that would...?” help you understand the chart listed above?
7. Which hypothetical law received the highest amount of support in the chart above?

8. Which hypothetical law received the lowest amount of support in the chart above?

Over three-quarters of Americans support four of the six proposals in the June 15-16 Gallup survey. In addition to the pathway for citizenship, increased border security wins broad public support, as do a proposal that would allow engineers and scientists who earn graduate degrees in the U.S. to remain in the country and work, and legislation that would require business owners to check the immigration status of any employee they hire. Fewer Americans -- although still a majority -- would vote for a law allowing a business to hire an immigrant for an open position after unsuccessfully searching for an American willing to do the job.

9. Identify the two main results of the poll in the above paragraph?
Democrats and Republicans Agree on Many Proposals

Five of the six immigration policy measures receive majority support from Democrats, independents, and Republicans, despite the intense partisan wrangling in Congress over immigration reform. The exception is the proposal to vary the number of immigrants allowed into the country based on the economy, which Democrats and independents generally favor but falls short of majority Republican support.

The largest difference between Democrats' and Republicans' views is found on the proposed measure requiring employers to check the status of employees they hire: 90% of Republicans support this, compared with 74% of Democrats -- a 16-percentage-point gap. Further, while 81% of Democrats support increasing the resources provided to the Border Patrol, Republicans, at 95%, support it almost universally.

10. Paraphrase the following quote from the above paragraph: “the intense partisan wrangling in Congress over immigration reform.”
Would you vote for or against a law that would ...?

% "For"

<table>
<thead>
<tr>
<th>Issue</th>
<th>Democrats %</th>
<th>Independents %</th>
<th>Republicans %</th>
<th>Difference (pct. pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow employers to hire immigrants if they were unsuccessful in recruiting an American to fill an open position</td>
<td>60</td>
<td>57</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>Vary the number of lower-skilled immigrants allowed to enter the country depending on how the economy is doing</td>
<td>57</td>
<td>52</td>
<td>51</td>
<td>6</td>
</tr>
<tr>
<td>Allow engineers and scientists from other countries who earn graduate degrees in the U.S. to remain in the U.S. to work</td>
<td>80</td>
<td>81</td>
<td>74</td>
<td>6</td>
</tr>
<tr>
<td>Allow illegal immigrants living in the U.S. to become citizens after a long waiting period if they paid taxes and a penalty, pass a criminal background check, and learn English</td>
<td>86</td>
<td>88</td>
<td>86</td>
<td>0</td>
</tr>
<tr>
<td>Tighten U.S. border security and provide Border Patrol with increased technology, infrastructure, and personnel</td>
<td>81</td>
<td>79</td>
<td>95</td>
<td>-14</td>
</tr>
<tr>
<td>Require U.S. business owners to check immigration status of any employees they hire</td>
<td>74</td>
<td>74</td>
<td>90</td>
<td>-16</td>
</tr>
</tbody>
</table>

June 15-16, 2013

GALLUP

11. According to the chart above, who conducted the poll?

12. What was the polling date?

13. Identify the three types of respondent groups.

14. Which issue received the highest support from Democrats?
15. Which issue did Republicans support almost universally?

16. Which issue received the lowest overall support from all three groups?

Implications

The U.S. Senate is considering an immigration reform bill this week, and supporters hope that the Senate and the House will pass it, and that President Barack Obama will then sign it into law. Because many high-profile Republicans, including Florida Sen. Marco Rubio and Arizona Sen. John McCain, have signed on to the effort and made passage of immigration reform a priority, the bill's chances of passage are greater. Immigration had been a lower-priority issue over the last several years after a bipartisan deal supported by President George W. Bush failed in Congress in 2007.

17. According to the author, why does the immigration bill now have a better chance of passing?
A majority of Americans support each of six different immigration reform proposals when asked about them individually in a referendum format. However -- as was seen in the debate over the Affordable Care Act -- support for proposed legislation as a whole and support for its constituent parts can sometimes differ. Therefore, although Americans' widespread support for the six immigration proposals seems to suggest they would favor the type of bill the Senate is currently debating this may not necessarily be the case.

Additionally, controversies in Congress have arisen not just over the bill's specific provisions, but also over the order in which the provisions become law, with some legislators insisting that the border security goals must be reached before other components of the bill kick in. Regardless, immigration is not a high priority for Americans. Six percent say immigration is the nation's most important problem, putting it seventh on the list of specific problems facing the country. And when Americans were asked in a May Gallup poll about a list of 12 priorities for the president and Congress, they ranked reforming immigration last.

18. What two controversies have arisen over the immigration reform bill?

19. In order for the immigration reform bill to pass which issue do some legislators believe must be addressed first?

20. According to the above paragraph, how important is immigration reform?
Survey Methods

Results for this Gallup poll are based on telephone interviews conducted June 15-16, 2013, with a random sample of 1,015 adults, aged 18 and older, living in all 50 U.S. states and the District of Columbia. For results based on the total sample of national adults, one can say with 95% confidence that the maximum margin of sampling error is ±3 percentage points.

Interviews are conducted with respondents on landline telephones and cellular phones, with interviews conducted in Spanish for respondents who are primarily Spanish-speaking. Each sample of national adults includes a minimum quota of 50% cellphone respondents and 50% landline respondents, with additional minimum quotas by region. Landline telephone numbers are chosen at random among listed telephone numbers. Cellphone numbers are selected using random digit dial methods. Landline respondents are chosen at random within each household on the basis of which member had the most recent birthday.

Samples are weighted to correct for unequal selection probability, nonresponse, and double coverage of landline and cell users in the two sampling frames. They are also weighted to match the national demographics of gender, age, race, Hispanic ethnicity, education, region, population density, and phone status (cellphone only/landline only/both, cellphone mostly, and having an unlisted landline number).

Demographic weighting targets are based on the March 2012 Current Population Survey figures for the aged 18 and older U.S. population.

Phone status targets are based on the July-December 2011 National Health Interview Survey. Population density targets are based on the 2010 census. All reported margins of sampling error include the computed design effects for weighting. In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of public opinion polls.

The following questions are based on Survey Methods:

21. Based on the Survey Methods listed above, how many people were interviewed for this survey?

22. What area (nation, state, or region) were these people chosen from?
23. How were the interviews conducted?

24. How were the people who participated in the survey chosen?

25. How many people were interviewed?

26. What was the sample error percentage?

27. Identify the two reasons why the sample was weighted?

---

**About Gallup**

As a consulting company, Gallup delivers forward-thinking research, analytics, and advice to help leaders solve their most pressing problems. Combining more than 75 years of experience with its global reach, Gallup knows more about the attitudes and behaviors of the world's constituents, employees, and customers than any other organization.

We are a diverse workforce composed of world-class associates who bring unique expertise and strengths to various areas within the organization. Whether it is our subject-matter experts within each of our practices, our senior scientists, or any other associates who give their true effort and focus to their roles, we are a dynamic community.
As a pioneering pollster, company founder Dr. George Gallup determined that in seeking the truth, that is, the actual "will" of the people, his guiding principle would be independence. To ensure his independence, and therefore his objectivity, Dr. Gallup resolved that he would undertake no polling that was paid for or sponsored in any way by special interest groups such as the Republican and Democratic parties. Adhering to this principle, Gallup has turned down thousands of requests for surveys from organizations representing every shade of the political spectrum and with every kind of special agenda.

Historically, Gallup has measured and tracked the public's attitudes concerning virtually every political, social, and economic issue of the day, including highly sensitive or controversial subjects. Although Gallup has typically conducted its polling activities in collaboration with various media organizations and, on occasion, with worldwide associations and academic institutions, these polls have always been carried out independently and objectively.

The following questions are based on About Gallup:

28. What is the primary service Gallup provides?

29. How long has Gallup been in business?

30. Who works for the Gallup organization?

31. Does the Gallup organization accept financial payment by interest groups?

32. Is this a valid company to conduct polls?
Guide to Analyze Polls
National Council on Public Polls

1. Who did the poll?  What polling firm, research house, political campaign, or other group conducted the poll? If you don't know who did the poll, you can't get the answers to all the other questions listed here. If the person providing poll results can't or won't tell you who did it, the results should not be reported, for their validity cannot be checked.

2. How many people were interviewed for the survey? Because polls give approximate answers, the more people interviewed in a scientific poll, the smaller the error due to the size of the sample, all other things being equal. A common trap to avoid is that "more is automatically better." While it is absolutely true that the more people interviewed in a scientific survey, the smaller the sampling error, other factors may be more important in judging the quality of a survey.

3. How were those people chosen? The key reason that some polls reflect public opinion accurately and other polls are unscientific junk is how people were chosen to be interviewed. In scientific polls, the pollster uses a specific statistical method for picking respondents. In unscientific polls, the person picks himself to participate.

4. What area (nation, state, or region) or what group (teachers, lawyers, Democratic voters, etc.) were these people chosen from? It is absolutely critical to know from which group the interviewees were chosen. You must know if a sample was drawn from among all adults in the United States, or just from those in one state or in one city, or from another group. For example, a survey of business people can reflect the opinions of business people – but not of all adults. Only if the interviewees were chosen from among all American adults can the poll reflect the opinions of all American adults.

5. Are the results based on the answers of all the people interviewed? One of the easiest ways to misrepresent the results of a poll is to report the answers of only a subgroup. For example, there is usually a substantial difference between the opinions of Democrats and Republicans on campaign-related matters. Reporting the opinions of only Democrats in a poll purported to be of all adults would substantially misrepresent the results.

6. When was the poll done? Events have a dramatic impact on poll results. Your interpretation of a poll should depend on when it was conducted relative to key events. Even the freshest poll results can be overtaken by events. The President may have given a stirring speech to the nation, pictures of abuse of prisoners by the military may have been broadcast, the stock market may have crashed or an oil tanker may have sunk, spilling millions of gallons of crude on beautiful beaches.
7. How were the interviews conducted?
There are four main possibilities: in person, by telephone, online or by mail. Most surveys are conducted by telephone, with the calls made by interviewers from a central location. However, some surveys are still conducted by sending interviewers into people's homes to conduct the interviews.

8. What is the sampling error for the poll results?
Interviews with a scientific sample of 1,000 adults can accurately reflect the opinions of nearly 210 million American adults. That means interviews attempted with all 210 million adults – if such were possible – would give approximately the same results as a well-conducted survey based on 1,000 interviews.

What happens if another carefully done poll of 1,000 adults gives slightly different results from the first survey? Neither of the polls is "wrong." This range of possible results is called the error due to sampling, often called the margin of error.

This is not an "error" in the sense of making a mistake. Rather, it is a measure of the possible range of approximation in the results because a sample was used.

Pollsters express the degree of the certainty of results based on a sample as a "confidence level." This means a sample is likely to be within so many points of the results one would have gotten if an interview were attempted with the entire target population. Most polls are usually reported using the 95% confidence level.

Thus, for example, a "3 percentage point margin of error" in a national poll means that if the attempt were made to interview every adult in the nation with the same questions in the same way at the same time as the poll was taken, the poll's answers would fall within plus or minus 3 percentage points of the complete count’s results 95% of the time.

9. What other kinds of factors can skew poll results?
Question phrasing and question order are also likely sources of flaws. Inadequate interviewer training and supervision, data processing errors and other operational problems can also introduce errors. Professional polling operations are less subject to these problems than volunteer-conducted polls, which are usually less trustworthy.

Be particularly careful of polls conducted by untrained and unsupervised college students. There have been several cases where the results were at least in part reported by the students without conducting any survey at all.

You should always ask if the poll results have been "weighted." This process is usually used to account for unequal probabilities of selection and to adjust slightly the demographics in the sample. You should be aware that a poll could be manipulated unduly by weighting the numbers to produce a desired result. While some weighting may be appropriate, other weighting is not. Weighting a scientific poll is only appropriate to reflect unequal probabilities or to adjust to independent values that are mostly constant.

10. Are the questions biased?
You must find out the exact wording of the poll questions. Why? Because the very wording of questions can make major differences in the results.

Perhaps the best test of any poll question is your reaction to it. On the face of it, does the question seem fair and unbiased? Does it present a balanced set of choices? Would most people be able to answer the question?
On sensitive questions – such as abortion – the complete wording of the question should probably be included in your story. It may well be worthwhile to compare the results of several different polls from different organizations on sensitive questions. You should examine carefully both the results and the exact wording of the questions.

11. **In what order were the questions asked?**
Sometimes the very order of the questions can have an impact on the results. Often that impact is intentional; sometimes it is not. The impact of order can often be subtle.

During troubled economic times, for example, if people are asked what they think of the economy before they are asked their opinion of the president, the presidential popularity rating will probably be lower than if you had reversed the order of the questions. And in good economic times, the opposite is true.

What is important here is whether the questions that were asked prior to the critical question in the poll could sway the results. If the poll asks questions about abortion just before a question about an abortion ballot measure, the prior questions could sway the results.

12. **What else needs to be included in the report of a poll?**
The key element in reporting polls is context. Not only does this mean that you should compare the poll to others taken at the same time or earlier, but it also means that you need to report on what events may have impacted on the poll results.

A good poll story not only reports the results of the poll but also assists the reader in the interpretation of those results. If the poll shows a continued decline in consumer confidence even though leading economic indicators have improved, your report might include some analysis of whether or not people see improvement in their daily economic lives even though the indicators are on the rise.

If a candidate has shown marked improvement in a horse race, you might want to report about the millions of dollars spent on advertising immediately prior to the poll.

Putting the poll in context should be a major part of your reporting.

**Culminating Assignment:** Write an essay in response to the following question: How are the commonly accepted standards of polling measures illustrated in the immigration reform poll? Use evidence from the document to support your response as well as the guide titled Analyze Polls when writing your essay.

Informative-Explanatory Writing Rubric (Grades 6-11)

Text-Based/Document-Based Short Answer Rubric
## Question Rubric

The response:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | - Gives sufficient evidence of the ability to justify interpretations of information  
- Includes specific examples that make clear reference to the text  
- Adequately supports examples with clearly relevant information from the text  
- Maintains consistent focus on the topic, purpose, or main idea  
- States a claim and provides support for it  
- Uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
| 1     | - Gives limited evidence of the ability to justify interpretations of information  
- Includes some examples that make clear reference to the text. Supports examples with limited information from the text  
- Demonstrates some focus on the topic, purpose, or main idea; lapses may occur  
- Uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
| 0     | - A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.  
- Reflects a misunderstanding of the source  
- Demonstrates little or no focus  
- Has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling  
- Or the student has failed to respond to the question. |
<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response is fully sustained and consistently and purposefully focused:</td>
<td>The response has a clear and effective organizational structure creating unity and completeness:</td>
<td>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</td>
<td>The response clearly and effectively expresses ideas, using precise language:</td>
<td>The response demonstrates a strong command of conventions:</td>
</tr>
<tr>
<td></td>
<td>• controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</td>
<td>• use of a variety of transitional strategies</td>
<td>• use of evidence from sources is smoothly integrated, comprehensive, and concrete</td>
<td>• use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</td>
<td>• few, if any, errors are present in usage and sentence formation</td>
</tr>
<tr>
<td></td>
<td>• controlling idea or main idea of a topic is introduced and communicated clearly within the context</td>
<td>• logical progression of ideas from beginning to end</td>
<td>• effective introduction and conclusion for audience and purpose</td>
<td>• effective use of a variety of elaborative techniques</td>
<td>• effective and consistent use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td>3</td>
<td>The response is adequately sustained and generally focused:</td>
<td>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</td>
<td>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</td>
<td>The response adequately expresses ideas, employing a mix of precise with more general language:</td>
<td>The response demonstrates an adequate command of conventions:</td>
</tr>
<tr>
<td></td>
<td>• focus is clear and for the most part maintained, though some loosely related material may be present</td>
<td>• adequate use of transitional strategies with some variety</td>
<td>• some evidence from sources is integrated, though citations may be general or imprecise</td>
<td>• use of domain-specific vocabulary is generally appropriate for the audience and purpose</td>
<td>• some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</td>
</tr>
<tr>
<td></td>
<td>• some context for the controlling idea or main idea of the topic is adequate</td>
<td>• adequate progression of ideas from beginning to end</td>
<td>• adequate introduction and conclusion</td>
<td>• adequate use of some elaborative techniques</td>
<td>• adequate use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td></td>
<td>• main idea may be clearly focused</td>
<td>• adequate, if slightly inconsistent, connection among ideas</td>
<td>• adequate, if slightly inconsistent, connection among ideas</td>
<td>• some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The response is somewhat sustained and may have a minor drift in focus:</td>
<td>The response has an inconsistent organizational structure, and flaws are evident:</td>
<td>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</td>
<td>The response expresses ideas unevenly, using simplistic language:</td>
<td>The response demonstrates a partial command of conventions:</td>
</tr>
<tr>
<td></td>
<td>• may be clearly focused on the controlling or main idea, but is insufficiently sustained</td>
<td>• inconsistent use of transitional strategies with little variety</td>
<td>• evidence from sources is weakly integrated, and citations, if present, are uneven</td>
<td>• use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose</td>
<td>• frequent errors in usage may obscure meaning</td>
</tr>
<tr>
<td></td>
<td>• controlling idea or main idea may be unclear and somewhat unfocused</td>
<td>• uneven progression of ideas from beginning to end</td>
<td>• conclusion and introduction, if present, are weak</td>
<td>• weak or uneven use of elaborative techniques</td>
<td>• inconsistent use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td></td>
<td>• may be very brief</td>
<td>• weak connection among ideas</td>
<td>• systematic pattern of errors may be present</td>
<td>• some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The response may be related to the topic but may provide little or no focus:</td>
<td>The response has little or no discernible organizational structure:</td>
<td>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</td>
<td>The response expression of ideas is vague, lacks clarity, or is confusing:</td>
<td>The response demonstrates a lack of command of conventions:</td>
</tr>
<tr>
<td></td>
<td>• may be very brief</td>
<td>• few or no transitional strategies are evident</td>
<td>• use of evidence from the source material is minimal, absent, in error, or irrelevant</td>
<td>• uses limited language or domain-specific vocabulary</td>
<td>• errors are frequent and severe and meaning is often obscure</td>
</tr>
<tr>
<td></td>
<td>• may have a major drift</td>
<td>• frequent extraneous ideas may intrude</td>
<td>• may have little sense of audience and purpose</td>
<td>• may have little sense of audience and purpose</td>
<td>• errors are frequent and severe and meaning is often obscure</td>
</tr>
<tr>
<td></td>
<td>• focus may be confusing or ambiguous</td>
<td>• systematic pattern of errors may be present</td>
<td>• weak or uneven use of elaborative techniques</td>
<td>• weak or uneven use of elaborative techniques</td>
<td>• some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</td>
</tr>
<tr>
<td>0</td>
<td>Unintelligible: In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Once upon a time there were three little pigs and the time came for them to leave home and seek their fortunes.

Before they left, their mother told them “Whatever you do, do it the best that you can because that’s the way to get along in the world.

The first little pig built his house out of straw because it was the easiest thing to do.

The second little pig built his house out of sticks. This was a little bit stronger than a straw house.

The third little pig built his house out of bricks.

One night the big bad wolf, who dearly loved to eat fat little piggies, came along and saw the first little pig in his house of straw. He said “Let me in, let me in, little pig or I’ll huff and I’ll puff and I’ll blow your house in!”

“Not by the hair of my chinny chin chin”, said the little pig.

But of course the wolf did blow the house in and ate the first little pig.

The wolf then came to the house of sticks.

“Let me in, let me in little pig or I’ll huff and I’ll puff and I’ll blow your house in” “Not by the hair of my chinny chin chin”, said the little pig. But the wolf blew that house in too, and ate the second little pig.

The wolf then came to the house of bricks.

“Let me in, let me in” cried the wolf

“Or I’ll huff and I’ll puff till I blow your house in”

“Not by the hair of my chinny chin chin” said the pigs.

Well, the wolf huffed and puffed but he could not blow down that brick house.

But the wolf was a sly old wolf and he climbed up on the roof to look for a way into the brick house.

The little pig saw the wolf climb up on the roof and lit a roaring fire in the fireplace and placed on it a large kettle of water.

When the wolf finally found the hole in the chimney he crawled down and KERSPLASH right into that kettle of water and that was the end of his troubles with the big bad wolf.

And he just lived happily ever after!
Everybody knows the story of the Three Little Pigs. Or at least they think they do. But I'll let you in on a little secret. Nobody knows the real story, because nobody has ever heard my side of the story. I'm Alexander T. Wolf. You can call me Al. I don't know how this whole Big Bad Wolf thing got started, but it's all wrong. Maybe it's because of our diet. Hey, it's not my fault wolves eat cute little animals like bunnies and sheep and pigs. That's just the way we are. If cheeseburgers were cute, folks would probably think you were Big and Bad too. But like I was saying, the whole big bad wolf thing is all wrong. The real story is about a sneeze and a cup of sugar.

**THIS IS THE REAL STORY.**

Way back in Once Upon a Time time, I was making a birthday cake for my dear old granny. I had a terrible sneezing cold. I ran out of sugar. So I walked down the street to ask my neighbor for a cup of sugar. Now this neighbor was a pig. And he wasn't too bright either. He had built his whole house out of straw. Can you believe it? I mean who in his right mind would build a house of straw? So the minute I knocked on the door, it fell right in. I didn't want to just walk into someone else's house. So I called, "Little Pig, Little Pig, are you in?" No answer. I was just about to go home without the cup of sugar for my dear old granny's birthday cake.

That's when my nose started to itch. I felt a sneeze coming on. Well I huffed. And I snuffed. And I sneezed a great sneeze. And you know what? The whole darn straw house fell down. And right in the middle of the pile of straw was the First Little Pig - dead as a doornail. He had been home the whole time. It seemed like a shame to leave a perfectly good ham dinner lying there in the straw. So I ate it up. Think of it as a cheeseburger just lying there. I was feeling a little better. But I still didn't have my cup of sugar. So I went to the next neighbor's house. This neighbor was the First Little Pig's brother. He was a little smarter, but not much. He has built his house of sticks. I rang the bell on the stick house. Nobody answered. I called, "Mr. Pig, Mr. Pig, are you in?" He yelled back," Go away wolf." You can't come in. I'm shaving the hairs on my chinny chin chin."

I had just grabbed the doorknob when I felt another sneeze coming on. I huffed. And I snuffed. And I tried to cover my mouth, but I sneezed a great sneeze.
And you are not going to believe this, but the guy's house fell down just like his brother's. When the dust cleared, there was the Second Little Pig - dead as a doornail. Wolf's honor. Now you know food will spoil if you just leave it out in the open. So I did the only thing there was to do. I had dinner again. Think of it as a second helping. I was getting awfully full. But my cold was feeling a little better. And I still didn't have that cup of sugar for my dear old granny's birthday cake. So I went to the next house. This guy was the First and Second Little Pig's brother. He must have been the brains of the family. He had built his house of bricks. I knocked on the brick house. No answer. I called, "Mr Pig, Mr. Pig, are you in?" And do you know what that rude little porker answered? "Get out of here, Wolf. Don't bother me again."

Talk about impolite! He probably had a whole sackful of sugar. And he wouldn't give me even one little cup for my dear sweet old granny's birthday cake. What a pig!

I was just about to go home and maybe make a nice birthday card instead of a cake, when I felt my cold coming on. I huffed. And I snuffed. And I sneezed once again.

Then the Third Little Pig yelled, "And your old granny can sit on a pin!" Now I'm usually a pretty calm fellow. But when somebody talks about my granny like that, I go a Little crazy. When the cops drove up, of course I was trying to break down this Pig's door. And the whole time I was huffing and puffing and sneezing and making a real scene.

The rest, as they say, is history.

The news reporters found out about the two pigs I had for dinner. They figured a sick guy going to borrow a cup of sugar didn't sound very exciting.

So they jazzed up the story with all of that "Huff and puff and blow your house down"

And they made me the Big Bad Wolf. That's it. The real story. I was framed. "

But maybe you could loan me a cup of sugar?

Sources:
THE TRUE STORY OF THE THREE LITTLE PIGS! AS TOLD TO JON SCIESZKA ILLUSTRATED BY LANE SMITH,
Published by: VIKING, 375 Hudson Street New York NY 10014, 1989
http://www.ricks-bricks.com/wolfside.htm
Storytelling, the News, and the Media: Fact or Opinion?

I. Title of Story One: *Three Little Pigs* (traditional)

a. What is this story about?

b. Who is telling this story?

c. Who is/are the bad guy(s) in this story? How do we know (i.e. evidence)?

d. Who is/are the good guy(s) in this story? How do we know (i.e. evidence)?

e. What bias (es) can you detect in this version of the story?

II. Title of Story Two: *The True Story of the 3 Little Pigs*, by Jon Scieszka

a. What is this story about?

b. Who is telling this story?

c. Who are the good and bad guys in this version of the story?

d. Describe how this version is different from the traditional version.

e. Whose story are we more like to believe – the pigs or the wolf? Why?

f. What bias (es) can you detect in this version of the story?

III. Title of Story Three: ______________________________________________________

a. What is this story about?

b. Who is telling this story?

c. Whose perspective do we hear?

d. Whose perspective do we not hear?

e. How might another perspective change this story?

f. What bias (es) can you detect in this version of the story?

Wolves: Facts or Opinions?

Identify which of the following statements are facts, and which are opinions. How can you find out this information?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact or Opinion?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wolves are sly, cunning and mean.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wolves live in packs or families.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some North American native people think that the wolf is brave, loyal and intelligent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wolves are carnivores.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A wolf will only eat meat from a freshly killed animal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wolves have supernatural powers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wolves are very clever.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wolves are always hungry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wolves will accept humans into their pack.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some Inuit people use wolves as work animals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wolves can dig with their paws.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wolves will gang up on a member of their own pack.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wolves have a nine-week gestation period.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Wolves: Facts or Opinions? - Answer Key

This page clarifies which of the following statistics are facts, and which are only opinions.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact or Opinion?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wolves are sly, cunning and mean.</td>
<td>Opinion</td>
<td>This statement makes a generalization about all wolves. It can be proven that most wolves do not exhibit these traits.</td>
</tr>
<tr>
<td>Wolves live in packs or families.</td>
<td>Fact</td>
<td>Animal-behavior experts have observed that this is true.</td>
</tr>
<tr>
<td>Some North American native people think that the wolf is brave, loyal and</td>
<td>Fact</td>
<td>Ethnologists know that in the traditional mythology and spiritual beliefs of First Nation Peoples, the wolf is portrayed as having these traits.</td>
</tr>
<tr>
<td>intelligent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wolves are carnivores.</td>
<td>Fact</td>
<td>The fact that wolves eat meat has been well documented.</td>
</tr>
<tr>
<td>A wolf will only eat meat from a freshly killed animal.</td>
<td>Opinion</td>
<td>This statement has been proven to be incorrect: ranchers often insert poison into carcasses and leave them for wolves.</td>
</tr>
<tr>
<td>Wolves have supernatural powers.</td>
<td>Opinion</td>
<td>This statement has been proven to be incorrect: ranchers often insert poison into carcasses and leave them for wolves.</td>
</tr>
<tr>
<td>Wolves are very clever.</td>
<td>Opinion</td>
<td>As a breed, the intelligence of wolves is well documented. However, some wolves may not be as clever as others.</td>
</tr>
<tr>
<td>Wolves are always hungry.</td>
<td>Opinion</td>
<td>Scientists have observed that wolves have to work very hard for their meals. On average, only one in ten chases is successful. However, this doesn't mean that wolves are always hungry.</td>
</tr>
<tr>
<td>Wolves will accept humans into their pack.</td>
<td>Opinion</td>
<td>Although there are many legends about humans joining wolf packs, this has never been proven. Therefore, this statement is an opinion.</td>
</tr>
<tr>
<td>Some Inuit people use wolves as work animals.</td>
<td>Fact</td>
<td>Anthropologists have observed that some Inuit people use wolves as work animals.</td>
</tr>
<tr>
<td>Wolves can dig with their paws.</td>
<td>Fact</td>
<td>Scientists and hunters have observed wolves digging out their dens.</td>
</tr>
<tr>
<td>Wolves will gang up on a member of their own pack.</td>
<td>Opinion</td>
<td>“Some wolves have been observed ganging up on another member of the pack,” or “Wolves will sometimes gang up on a member” would be more accurate ways of describing this observation.</td>
</tr>
<tr>
<td>Wolves have a nine-week gestation period.</td>
<td>Fact</td>
<td>The gestation period of wolves is a scientifically proven fact.</td>
</tr>
</tbody>
</table>

Propaganda Activity

Name ___________________________       Date ____________

Propaganda Techniques Chart

Emotional Appeal

Card Stacking

Testimonial

Glittering Generalities

Scientific Approach

Transfer

Plain Folks
Snob Appeal

Bandwagon

Name Calling

Euphemisms
Propaganda Techniques

**Emotional appeal** (i.e. fear): Appealing to the emotions of your audience. For example, when a propagandist warns members of her audience that disaster will result if they do not follow a particular course of action, she is using fear appeal.

**Glittering generalities**: A glittering generality device seeks to make us approve and accept without examining the evidence; Glittering generalities include phrases such as “We believe in”, “fight for”, and “live by virtue”. They also include words about which we have deep-set ideas, such as civilization, Christianity, good, proper, right, democracy, patriotism, motherhood, fatherhood, science, medicine, health, and love.

**Testimonials**: Famous people or figures who will appear trustworthy speak to the audience

**Bandwagon**: The basic theme of the band wagon appeal is that "everyone else is doing it, and so should you."

**Plain-folks**: By using the plain-folks technique, speakers attempt to convince their audience that they, and their ideas, are "of the people."

**Scientific approach**: Using scientific jargon (i.e. numbers, statistics, data, etc.) to convince your Audience

**Snob appeal**: Giving the impression that people of wealth and prestige are on board

**Card stacking**: Only presenting one side of the issue/situation

**Transfer**: Transfer is a device by which the propagandist carries over the authority, sanction, and prestige of something we respect and revere to something he would have us accept.

**Name-calling**: The name-calling technique links a person, or idea, to a negative symbol. The propagandist who uses this technique hopes that the audience will reject the person or the idea on the basis of the negative symbol, instead of looking at the available evidence.

**Euphemisms**: The propagandist attempts to pacify the audience in order to make an unpleasant reality more palatable. This is accomplished by using words that are bland and euphemistic. An example is during war time, since war is particularly unpleasant, military discourse is full of euphemisms. In the 1940's, America changed the name of the War Department to the Department of Defense.
Common Symbols Used in Political Cartoons

Identify the meaning of the following symbols commonly used in political cartoons. Once you are finished, the answers will be discussed in class.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dove</td>
<td></td>
</tr>
<tr>
<td>Olive branch</td>
<td></td>
</tr>
<tr>
<td>Vulture</td>
<td></td>
</tr>
<tr>
<td>Buzzard</td>
<td></td>
</tr>
<tr>
<td>Skull/Bones</td>
<td></td>
</tr>
<tr>
<td>Elephant</td>
<td></td>
</tr>
<tr>
<td>Donkey</td>
<td></td>
</tr>
<tr>
<td>Phoenix</td>
<td></td>
</tr>
<tr>
<td>Uncle Sam</td>
<td></td>
</tr>
<tr>
<td>Sphinx</td>
<td></td>
</tr>
<tr>
<td>Tortoise</td>
<td></td>
</tr>
<tr>
<td>Hare</td>
<td></td>
</tr>
<tr>
<td>Capitol Building Dome</td>
<td></td>
</tr>
<tr>
<td>White House</td>
<td></td>
</tr>
<tr>
<td>Scales, a balance</td>
<td></td>
</tr>
<tr>
<td>Eagle</td>
<td></td>
</tr>
<tr>
<td>Laurel Wreath</td>
<td></td>
</tr>
<tr>
<td>Statue of Liberty</td>
<td></td>
</tr>
<tr>
<td>Liberty Bell</td>
<td></td>
</tr>
<tr>
<td>Acorn</td>
<td></td>
</tr>
<tr>
<td>Bear</td>
<td></td>
</tr>
<tr>
<td>Chains</td>
<td></td>
</tr>
<tr>
<td>Dawn</td>
<td></td>
</tr>
<tr>
<td>Fog</td>
<td></td>
</tr>
<tr>
<td>Island</td>
<td></td>
</tr>
<tr>
<td>Ivy</td>
<td></td>
</tr>
<tr>
<td>Key</td>
<td></td>
</tr>
<tr>
<td>Lightning</td>
<td></td>
</tr>
<tr>
<td>Oak</td>
<td></td>
</tr>
<tr>
<td>Ocean</td>
<td></td>
</tr>
<tr>
<td>Pen</td>
<td></td>
</tr>
<tr>
<td>Raven</td>
<td></td>
</tr>
<tr>
<td>River</td>
<td></td>
</tr>
</tbody>
</table>
# Common Symbols Used in Political Cartoons

The following is a list of common symbols you will find in political cartoons and their meanings. Use this list as you analyze each cartoon.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dove</td>
<td>peace</td>
</tr>
<tr>
<td>Olive branch</td>
<td>peace, forgiveness</td>
</tr>
<tr>
<td>Vulture</td>
<td>preying on others, death</td>
</tr>
<tr>
<td>Buzzard</td>
<td>preying on others, death</td>
</tr>
<tr>
<td>Skull/Bones</td>
<td>death</td>
</tr>
<tr>
<td>Elephant</td>
<td>Republican Party</td>
</tr>
<tr>
<td>Donkey</td>
<td>Democratic Party</td>
</tr>
<tr>
<td>Phoenix</td>
<td>something new and powerful arising from destruction</td>
</tr>
<tr>
<td>Uncle Sam</td>
<td>U.S. Government, American people</td>
</tr>
<tr>
<td>Sphinx</td>
<td>a great king with absolute power</td>
</tr>
<tr>
<td>Tortoise</td>
<td>someone who moves slowly, a winner</td>
</tr>
<tr>
<td>Hare</td>
<td>someone who moves quickly, a loser</td>
</tr>
<tr>
<td>Capitol Building Dome</td>
<td>Congress</td>
</tr>
<tr>
<td>White House</td>
<td>The President</td>
</tr>
<tr>
<td>Scales, a balance</td>
<td>Supreme Court, justice, fairness</td>
</tr>
<tr>
<td>Eagle</td>
<td>American Government, the Constitution</td>
</tr>
<tr>
<td>Laurel Wreath</td>
<td>victory</td>
</tr>
<tr>
<td>Statue of Liberty</td>
<td>freedom</td>
</tr>
<tr>
<td>Liberty Bell</td>
<td>freedom</td>
</tr>
<tr>
<td>Acorn</td>
<td>growth, youth</td>
</tr>
<tr>
<td>Bear</td>
<td>strength</td>
</tr>
<tr>
<td>Chains</td>
<td>strength</td>
</tr>
<tr>
<td>Dawn</td>
<td>bondage/slavery</td>
</tr>
<tr>
<td>Fog</td>
<td>beginning/hope</td>
</tr>
<tr>
<td>Island</td>
<td>confusion/obscurity</td>
</tr>
<tr>
<td>Ivy</td>
<td>lost paradise/isolation</td>
</tr>
<tr>
<td>Key</td>
<td>immortality or dependence</td>
</tr>
<tr>
<td>Lightning</td>
<td>liberation/knowledge/mystery/initiation</td>
</tr>
<tr>
<td>Oak</td>
<td>sudden illumination/destruction of ignorance</td>
</tr>
<tr>
<td>Ocean</td>
<td>strength</td>
</tr>
<tr>
<td>Pen</td>
<td>the unfathomable/formlessness/chaos/stability</td>
</tr>
<tr>
<td>Raven</td>
<td>learning/knowledge/creation of destinies</td>
</tr>
<tr>
<td>River</td>
<td>bad news/death</td>
</tr>
</tbody>
</table>
Independent Cartoon Analysis Activity

Apply your knowledge of political satire to analyze a cartoon independently. Remember that not all images will have every element.

1. What symbols are depicted in the image? What do these symbols represent?

2. What is exaggerated? Why do you think the artist chose to exaggerate these features?

3. What message is the artist trying to communicate in this cartoon?

4. How effective is the artist in communicating this message? Explain your answer.

5. How effective is the media in influencing American politics? Indicate your opinion by placing a mark along the continuum line.

Highly Effective Somewhat Effective Little Effect No Effect

Defend your decision with evidence from today’s lesson and your prior knowledge of political satire.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
“I’VE DECIDED I WANT MY SEAT BACK.”

“LET GO!”  “BUT I DON’T WANT TO LEAVE…”
“Hand Me Some More of Those Olive Branches”
Lincoln-Douglas 2004

Go to hell yourself.

Shove it.

This is your wake-up call.
I wish I had read the Patriot Act before I cast my vote in Congress.

Would've been useful to know voting against it was illegal.
CURRENT EVENT ACTIVITY

Article Title: _____________________________________________________________

Source: ________________________________________ Publication/Air Date: ________

1) Newspaper _____ 2) Magazine _____ 3) Internet _____ 4) Talk Show______

1. Summary of article:

2. Bias(es)/Slant of Writer: Identify and provide evidence of the author’s political ideology, political party, race, gender, religion, nationality, etc.

3. Conclusion: What conclusions (if any) are reached at the end of the article? Explain your answer.

4. Role of Media: Is this an example of the media acting as Gatekeeper, Scorekeeper and/or Watchdog? Define and explain.

EXAMINING NEWSPAPERS

Directions – Each member of the team is assigned a particular newspaper to research online. This assignment requires that you analyze a newspaper article and evaluate it in terms of bias, accuracy, etc.
The articles chosen for this activity all deal with the same topic, but come from several different newspapers:
4) Richmond Times-Dispatch (conservative) - http://www.timesdispatch.com/
5) USA Today (moderate) - http://www.usatoday.com/
6) Los Angeles Times (leans left) - http://www.latimes.com/

Part A: Briefly address the following questions when reading your article.

1. Is the article written by a staff writer or wire service (ex: AP, Reuters)

2. Detecting bias
   a. In what way does the article portray a liberal/Democratic point of view? Provide examples.
   b. In what way does the article portray a conservative/Republican point of view? Provide examples.
   c. In total, how balanced or objective is this article? Defend your answer.

3. Analyzing credibility
   a. What sources does the article quote?
   b. What specific evidence (ex: statistics) does the writer offer in the article to support her/his facts?

4. Role of the media in this article: is this an example of the media acting as Gatekeeper, Scorekeeper and/or Watchdog? Define and explain.

5. What conclusions (if any) are reached at the end of the article?
Part B: Discuss the following questions in your group.

1. Briefly discuss the main points of each article.

2. What differences do you see regarding how each of the papers reported on the topic?

3. What similarities do you see? Is this an example of the “homogenization of the news?”

4. Should papers make it clear if they are partisan or should it be left to the readers’ discretion? Should citizens be responsible for evaluating information from various sources and making a reasonable choice?

5. What role do newspapers have in our increasingly technological society? How has the internet effected the traditional “newspaper business” of reporting the news?

6. What conclusions can you draw about newspaper journalism today?

Role of the Media
1. **Gatekeeper** - influence what subjects become national political issues, and for how long.
   EXAMPLE:

2. **Scorekeeper** - the national media help make political reputations, note who is being “mentioned” as presidential candidates and decide who the winners and losers are in Washington. This often leads to the coverage of presidential elections as if they were horse races (what happens during the primaries).
   EXAMPLE:

3. **Watchdog** - Following closely the front-runner candidates, searching for any past or current history that will make news. Media maintains close eye on all important happenings of major candidates.
   EXAMPLE:

4. **Agenda setter** - TV news influence the standards by which government, presidents, policies and candidates are judged.
   EXAMPLE:

5. **Effect on Political Preferences**? Research is lacking as to the true influence that media plays on public opinion. While TV may influence the political agenda to a certain degree, people are very unlikely to take cues from the media on issues that affect them personally. Media usually does more to reinforce beliefs than to change opinion.


**Trends in News Coverage**
1. **TV News:**
   a. coverage of the news has been reduced to 15-45 second sound bites
   b. 24 hour, around the clock news coverage
   c. “real time” news reporting
   d. rise of reporting the news with an ideological agenda (ex: CNN’s Crossfire, Chris Matthew’s Hardball, Bill O’Reilly’s The O’Reilly Factor, The Glenn Beck Program, The Rachel Maddow Show, MSNBC’s Countdown with Keith Olbermann)
   e. many Americans, particularly young people, getting the news from late night television (ex: Comedy Central’s The Daily Show, NBC’s Tonight Show)

   **CONSEQUENCES (positive and negative)?**
   a) superficial coverage, in-depth coverage rare; b) war can look like a video game on TV; c) conservatives have long claimed a ‘liberal elite’ bias in the media, but there exists clear conservative bias as well – result, the credibility of reporters as honest brokers of information threatened; d) ‘fake news’ news becomes the ‘real’ news; e) Americans have more choices in news coverage

2. **Rise of Talk Radio:**
   a. 9 of 10 Americans listen to radio especially in their cars
   b. radio personalities: Rush Limbaugh, Sean Hannity, Al Franken, Howard Stern
   c. Emergence of National Public Radio as legitimate news radio

   **CONSEQUENCES (positive and negative)?**
   a) Americans have access to the news even in the car, b) listeners can interact (call-in) on radio show to express their opinion

3. **Newspapers:** even with competition from cable and the internet, currently (2010) 42 million, or, according to the Pew Center for the People and the Press, 33% of Americans read the paper regularly.
   b. intense advertising competition
   c. 60% of cities have competing newspapers

   **CONSEQUENCES (positive and negative)?**
   a) news organizations driven by ‘profit motive;’ b) less emphasis and coverage of local news

4. **Internet:** a major source of news and information
   a. According to the Pew Center for the People and the Press, currently, 37% of Americans go online for news at least once a week
   b. the online news audience has been younger, male, better-educated and affluent, and this remains the case. Americans aged 18-50 are twice as likely as those 50 and over to go online for news at least three days a week (87%~27%).

   **Source:** Key News Audiences Now Blend Online and Traditional Sources, Pew Center for the People and the Press (2008).

   **CONSEQUENCES (positive and negative)?**
   a) accessibility of the news dramatically increased; b) not all internet information is credible; c) increasing digital divide between young-old, rich-poor, educated-uneducated

5. **Intense Competition:** Both print and electronic media under tremendous pressure to be the first to report a story.
CONSEQUENCES (positive and negative): a) Profit motive - strong incentive to investigate personalities and expose scandal (ex: Election night 2010 prime example of profit motive behind major networks (strong competition, have to stay one step ahead and cannot be behind; b) Sensationalism - “feeding frenzy” i.e. “we like dirty laundry” (death and dirt sell papers and increases TV ratings); c) rush b) to get a story out without properly checking sources or researching it thoroughly (ex: Dan Rather’s 60 Minutes story on President Bush’s national guard service)

6. Media Conglomerates: mega news empires
   ex: Disney/ABC/ESPN; TimeWarner/Turner Broadcasting, Viacom (CBS, MTV, VHI), Garnett Corporation owns 92 daily newspapers, 11 radio & cable stations; Clear Channel Communications owns 60%+

CONSEQUENCES (positive and negative)?: a) Homogenization of the new - uniform consistency; b) danger of alternative viewpoints being excluded

Interest Groups Activity
How does individual interest in a debate lead to action? What if people with these interests have other interests (like working or going to school) and can’t spend their entire day learning what is happening and doing something about it? Potato farmers and nutritionists have little time for marching in front of the USDA or making speeches to the public!

One way people can have their voice heard is to find others with the same concerns. **Interest groups** gather people and resources to support public policies that help their members. They work to persuade policy makers like senators and representatives to support government actions that help their members and oppose actions that hurt them. They also work to influence public opinion by educating the general public about their point of view. In this way, interest groups **advocate**, or promote, the needs and wants of the group. There are hundreds of interest groups in the United States working on many different types of issues.

An **INTEREST GROUP** is a “faction” of individuals working together to promote a common cause.

**Types of Interest Groups:**

Most groups can be divided into one of five categories

1. **Public Interest** - Focuses on topics that affect the general public like education, the environment, and politics.

2. **Economic Interests** - Promotes the economic interests of their members in business, labor, and trade organizations.

3. **Professional Groups** - Advocates for people in a particular profession, such as doctors, lawyers, and teachers.

4. **Ideological Groups** - Promotes policies based on a set of core political or religious beliefs

5. **Single Issue Groups** - Focuses on one narrow topic, such as immigration or drunk driving

**Interest Groups work through:**

- **Lobbyists** - Individuals who interact with elected officials to advocate for their group/cause

- **PACs (Political Action Committees)** - Organized collaboration of individuals that advocate for their cause/group by creating TV ads, reaching voters, working with elected officials

**Influencing Government**

Interest groups use several strategies to influence government. The amount of influence that interest groups have on government is a major issue of concern for many people today. At the same time, millions of citizens rely on interest groups to make their voices heard.

1. **Lobbying for Support**
Interest groups hire lobbyists to meet with members of the government and discuss the group’s issues and concerns. Lobbyists say that their job is to provide information to decision makers. The information lobbyists provide has been carefully chosen to persuade the audience to take one side of an issue. Lawmakers have to be aware of the bias in the lobbyists’ messages and consider both sides before they make any decision.

2. **Endorsing Candidates**
During elections, some interest groups may endorse, or officially support, candidates. Groups choose a candidate to support based on what the candidate has done in the past and where the candidate stands on issues important to the group. Once the candidate is in office, he or she may introduce new bills, support existing laws, or use influence on important committees. In return, the interest group encourages its members to vote for that person in the next election. In addition, the interest group may donate money to the candidate’s election campaign.

3. **Raising Money**
Interest groups raise money to support their efforts to influence the government. This creates the concern that interests groups can “buy” candidates by contributing lots of money to the candidate’s election campaign. Once in office, such a candidate might be more concerned about pleasing the interest group than representing the voters. Because of this, there are strict rules about how interest groups may collect and donate money to political campaigns. Those that do must form a political action committee (PAC) that follows strict government rules about giving money to political candidates.

Not everyone agrees about what kinds of rules interest groups should have to follow. Some people fear that campaign financing laws limit the ability of people to support the causes they care about. Others fear that interest groups have grown to have more influence on government than the public at large, and that the groups should be controlled. The debate continues as some interest groups and wealthy individuals who support them find loopholes, or ways around, the campaign finance laws.

**How Interest Groups Influence:**

**Access**

The wealth and benefits that Interest groups provide elected officials like dinners, travel with trip accommodations, and positions/speech payments after terms end all help to persuade officials to support interest groups.

**Public Relations**

Purchasing television ads and having pundits argue the interest group's position are tactics used to build the support and goodwill of the people.

**Campaign Support**

The funds provided to officials seeking election (or more often seeking re-election as an incumbent) are direly needed as costs continue to skyrocket for elections. Support with endorsements and voter pledges help, but are less of a factor than the groups $$$$.
Grass-Roots Mobilization

Getting the voters to respond in districts can overwhelm a Congressional member and force their hand after receiving thousands of class, letters, and visits.

Protest and Demonstrations

Oftentimes this is used to draw attention to an issue or viewpoint and motivated groups gather and rally or make a scene for the media.

Coalition Building

Affiliation between interest groups can pool capitol and other finite resources, vastly increase the power of one, lone group.

Information

Using funded research, the information provided to elected officials help with the huge amount of bills they have to review, and can help sway opinions with facts, figures, and statistics.
INTEREST GROUPS

VOCABULARY

Match the term to the correct definition.

1. ____ interest  
2. ____ advocate  
3. ____ political action committee  
4. ____ interest group  
5. ____ bias  
6. ____ campaign financing  
7. ____ lobbyist  
8. ____ public opinion

1. A. favoring one view or another 
2. B. attention paid to something 
3. C. to promote or support 
4. D. represent interest groups and communicate with officials 
5. E. collection of opinions or attitudes 
6. F. how money is earned to pay for political delete 
7. G. organizations that help interest groups raise money for campaigns 
8. H. a group of people who work to influence government about a set of issues

TYPES OF INTEREST GROUPS

From the information previously provided, tell which type of interest group each of the following is.

9. ________________________  The Humane Society of the United States

The Humane Society works to reduce suffering and improve the lives of all animals by advocating for better laws; investigating animal cruelty; conducting campaigns to reform industries; providing animal rescue and emergency response; and caring for animals through our emergency shelters.

10. ________________________  MADD (Mothers Against Destructive Decisions)

The mission of Mothers Against Drunk Driving (MADD) is to stop drunk driving, support the victims of this violent crime, and prevent underage drinking.
11. __________________________ National Association of Manufacturers

The National Association of Manufacturers (NAM) is the leading manufacturing association, representing manufacturers in every industrial sector and in all 50 states. Our mission is to be the voice of all manufacturing in the U.S. and inform policymakers about manufacturing’s vital role in the U.S. economy.

12. __________________________ Christian Coalition of America

The Christian Coalition of America works to represent the pro-family agenda and support policies that will strengthen and preserve, rather than threaten, our families and our values.

13. __________________________ The Screen Actors Guild

The Screen Actors Guild (SAG) represents actors who work in film and television programs, commercials, video games, Internet, and all new media formats. The Guild exists to enhance actors’ working conditions, pay, and benefits and to be a powerful, unified voice on behalf of artists’ rights.

HOW DO YOU LOBBY?

Read each interest group lobby activity and decide if it is an example of informing (I), donating money (D), or endorsing a candidate running for office (E).

14. ____ Representatives interview a candidate to see if he or she will support the group’s position on nuclear plants. If so the group will back this candidate.

15. ____ Volunteers from a teen health interest group go into schools and educate students about the dangers of underage drinking.

16. ____ An interest group runs an ad that supports a candidate running for office.

17. ____ Lobbyists visit with members of Congress and local officials to share their reasons for supporting or opposing an upcoming bill.

18. ____ Once a candidate has been endorsed, members of an interest group help raise donations to help the candidates campaign.

19. ____ A group runs TV and radio ads about an issue in order to raise public concern and spur the public to action.
Create an Interest Group
Congress Link

Stage 1:

What issue would you like your interest group network to tackle? (use a broad issue to start – for example, Nader focused on consumer protection)

You’ll need some seed money to begin. Nader got his by suing General Motors (they had hired private detectives to harass him when he was testifying before a Senate committee on the importance of requiring seatbelts). GM settled out of court, so the amount isn’t public knowledge, but think in terms of tens of thousands of dollars. How will you raise your seed money? (You’ll need to be imaginative)

Use your seed money to start your first interest group. Your goal with this group will be to lobby and influence public policy and legislation. Nader’s example is Public Citizen, which advocates for consumers from a liberal/left perspective. What’s the name of your lobbying-oriented interest group?

Is your interest group ideological, public-interest, business-oriented, based on a social movement (unionism, environmentalism, etc.) or based on a professional society (e.g., doctors, lawyers, engineers, etc.)? (It can be a combination of more than one of the above).

What’s the stated purpose of your interest group?

How will you get people, businesses, or the profession you represent to join your interest group? What incentives can you offer, solidarity, material, purposive, or otherwise?

Fundraising time: Try to apply for foundation grants. If you’re a left-leaning interest group you’ll want to apply to liberal foundations for money (such as the Ford Foundation and the Rockefeller Foundation). If you’re a right-leaning interest group you’ll want to apply to conservative foundations (such as the Scaife Foundation, Adolf Coors Foundation, and the Lynde and Harry Bradley Foundation). Which type of foundations will your group be applying to? Most foundations have Web sites to consult.

This interest group will use an insider strategy, providing information to members of Congress. What types of valuable information could you supply to members of Congress on your issue?

Stage 2:

Create a related interest group that provides some type of service(s). For example, Nader’s Center for Auto Safety provides information about auto safety to the public. If you provide charity, social services, or run community projects, your group can potentially qualify for a federal government contract that will help keep your organization afloat. What services could your service-oriented interest group offer to the public?
What’s the name of this new service-oriented interest group?

**Stage 3:**

To get legislative action on your issue, you’ll want to pursue an outsider, grassroots strategy in addition to your insider strategy. Come up with a name for a mass-membership, ideological interest group which provides a clear purpose and attract members.

Of course, if you want to be effective, you’ll need to find more funding. It’s time to run a direct mail campaign. Almost every group uses this technique. First, you’ll need to buy a list of names, either from another interest group or from a research firm. Then you need to do the following:

1. Create a slogan of some kind for your group

2. Craft two key phrases that arouse emotion and create a sense of urgency in your target audience. Fear, a sense of threat, or demonizing a political figure who is likely to be unpopular with your target audience often work well (for example, Hillary Clinton is a typical “demon” for right-wing interest groups, as in “Hillary Clinton and the Looney Left think they can take America in 2006”)

3. Get some famous people who lean left or right to endorse your group publicly. What famous names could you solicit for endorsement?

4. Grassroots groups typically try to mobilize letter writing, phone calling, or email contact campaigns to legislators, executive branch agency chiefs and key figures in business. What type of specific issue mass campaign would you like to start?

**Stage 4:**

All those idealistic young college students could sure lend a hand. It’s time to create a presence on college campuses. Ralph started the Public Interest Research Groups this way – for example, WISPIRG at the University of Wisconsin. One of your group members will have to go out on speaking tours to galvanize support among students (and faculty!). Which group member wants to do this?

There are two ways to fund your campus organizations. You can do it through student fees, but this gets controversial because groups on the opposite side of the political spectrum will typically object. You can also do door-to-door canvassing – it’s hard work, though! Which do you want to do?

What do you want to call your campus organizations?

**Stage 5:**
Use part of the money from your grassroots interest group to create a think-tank – a public interest organization that does research on policy questions and disseminates their findings. Come up with a name for your think-tank. These names usually sound very neutral, for example, Nader started the “Health Research Group,” which advocates for universal health coverage.

You’ll need to get academics from various universities to participate in your research efforts. What major universities do you want to try to get academics from?

Fundraising time: Back to the foundations for grants. Which type of foundations will your think tank be applying to? (It should be the same political orientation as for your first interest group)

Stage 6:

Using the funds from your grassroots interest group again, you’re going to create a public-interest law firm. This type of interest group provides specialized legal services finding people who have been harmed by public or private policies. Public-interest law firms bring suit on behalf of injured parties, file briefs supporting someone else’s law suit, provide moot courts, and help support similar suits that make it to the Supreme Court. The fees you earn when you win a case will help keep this group afloat, since your lawyers don’t really make much. List a policy or two that you could bring suit against.

You should come up with a name for your public-interest law firm (for example, one of Nader’s is the Public Citizen Litigation Group).

Activity:

Create a 30-60 second commercial spot promoting your interest group and calling other people to action.