

# The Social Studies Challenge – Helping Students Build Knowledge about Enduring Issues

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Resources from Florida IPDAE

## Trainers

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## **Enduring Issues**

The prompts for the GED® Social Studies Extended Response fall under the category of Civics and Government. Knowing the major themes will provide you with a frame of reference for prompts that may arise.

The themes of Civics and Government are:

- An individual's rights versus the good of the community
- Separation of powers
- Checks and Balances
- States' rights versus federal power.

## **Thirteen Enduring Constitutional Issues**

Although there are many four major categories of enduring issues, the following may assist you in teaching some of the big ideas. The following are from the New York Regent's exam for United States History and Government.

### **#1 - National Power – Limits and Potential**

The Constitution created a "limited government" with clearly delegated powers, however over time federal power has grown to include a greater amount of implied as well as "necessary and proper" powers.

- Has the national government become too powerful?
- Do the limits placed on the national government make it incapable of dealing with the problems of the modern age?
- What are examples of this principle as a recurring theme in U. S. history?

### **#2 – Federalism – Balance Between Nation and State**

The Constitution attempts a balance of power between the federal government and those of the states. Over time the federal government has grown to meet the demands of a more complex society, how do we preserve the balance of federalism while meeting these demands?

- Is the power still balanced, or has it tilted to the federal government?
- Has the shift to the federal government become greater since the New Deal, or did Reagan's New Federalism reverse this trend?
- What are examples of this principle as a recurring theme in U. S. history?

### **#3 – The Judiciary – Interpreter of Constitution or Shaper of Public Policy**

As interpreter of the Constitution and its changing meaning over time, the Judicial Branch has a unique power to shape the Constitution and its protections in order to adapt to the changing needs and challenges of society.

- By acting when Congress has not acted, or by reversing congressional actions to favor the states, have the courts become lawmakers instead of law interpreters?
- If the courts did not have the power to shape public policy, would the Bill of Rights and democracy itself be endangered?
- What are examples of this principle as a recurring theme in U. S. history?

### **#4 – Civil Liberties – Government Power and Individual Rights**

An on-going discussion in American history has been the delicate balance between the civil rights of the individual with the security, welfare and needs of American society as a whole.

- What are the rights of the individual?
- Should government protect and/or extend the rights of the individual?
- Should government decide where the balance should be between individual and societal rights?

- What are examples of this principle as a recurring theme in U. S. history?

### **#5 – Crime and Rights of the Accused**

The Constitution (in the Bill of Rights) very specifically details the rights of the accused and the limits on the government in prosecuting accusations. At the same time we have struggled to balance the rights of the accused with the general welfare of the nation and the rights of the victim.

- Are those rights easily defined?
- What are the rights of a victim of a crime?
- When do the rights of the accused interfere with society's ability to maintain law and order?
- What are examples of this principle as a recurring theme in U. S. history?

### **#6 – Equality as a Constitutional Issue**

The Constitution does not outline the specific ways in which equality is to be defined, be it social, economic or political. As the nation has progressed, reinterpretations of the Constitution have helped to better define the meanings of "equality".

- According to the Constitution, who is equal: men and women? All races? Rich and Poor? Young and Old?
- Has the Constitution expanded equality?
- Has equality been achieved?
- How are people equal: equal in opportunity? Before the law? In entitlements?
- What are examples of this principle as a recurring theme in U. S. history?

### **#7 – Rights of Women**

The Constitution does not specifically address the rights and status of women, save for the 19th amendment. However, in the recent past Constitutional protections assumed for men have been extended to fully include women as well.

- What is the historic and present meaning of equality for women as a constitutional issue?
- How were these rights changes achieved?
- Are federal laws and court rulings sufficiently protective of the rights of women?
- Was there a need for the defeated Equal Rights Amendment?
- What are examples of this principle as a recurring theme in U. S. history?

### **#8 – Rights of Racial and Ethnic Minorities**

The Constitution has in many ways failed to protect the rights of ethnic and racial minorities; however in recent history there has been a greater push to extend Constitutional protections to a greater number of groups.

- Has the Constitution protected the rights of ethnic and racial minority groups?
- Has the Constitution protected the rights of economically powerful groups better than those of minority groups?
- Are the gains that minorities have made secure, or do such groups need more protection of their rights?
- How do we balance minority rights and rule by a majority?
- What are examples of this principle as a recurring theme in U. S. history?

### **#9 – Presidential Wartime and Foreign Affairs**

Presidential power has increased as the nation has grown and expanded, reaching their peak during times of war and national emergency.

- Does the President have too much power, particularly since the Civil War?
- Are broad presidential powers necessary to conduct war and foreign affairs?
- What are examples of this principle as a recurring theme in U. S. history?

### **#10 – Separation of Powers**

The Constitution set up three branches of government, each with specific and unique powers, as well as system of checks and balances designed to limit those powers.

- Has the system of separation of powers and of checks and balances been effective in preventing dominance by one branch?
- Is this system necessary, or has it resulted in a badly run government that is slow to respond to the needs of the people and the nation?
- What are examples of this principle as a recurring theme in U. S. history?

### **#11 – Representation**

The Constitution provides for voting rights, which have been expanded over time to include a greater amount of the population. The growth of political parties also has aided in the growth of representation in government.

- Has the federal government become more or less representative of “we the people?”
- What are examples of this principle as a recurring theme in U. S. history?

### **#12 – Property Rights and Economic Policy**

The government provides for the general welfare and protects the rights of the people to own property and exercise economic freedom.

- Has government balanced its two roles as the promoter of capitalism and free enterprise and as the protector of the public from the abuses of business?
- What are examples of this principle as a recurring theme in U. S. history?

### **#13 – Constitutional Change and Flexibility**

The Constitution is considered a "living document" with the ability to amend and be reinterpreted to meet changing times due to certain provisions built into it such as the necessary and proper clause and the interstate commerce clause.

- Has the Constitution proven adaptable to changing times?
- Should the Constitution be easier to change?
- Has the amendment process, combined with judicial interpretation and the implied powers of the executive and legislative branches, kept the Constitution able to meet the challenges of the modern world?
- What are examples of this principle as a recurring theme in U. S. history?

## Looking at Anchor Papers

West Virginia State Board of Education v. Barnette

### Excerpt

All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will, to be rightful, must be reasonable; that the minority possess their equal rights, which equal laws must protect, and to violate which would be oppression."

- Thomas Jefferson, 1801

### Letter

June 15, 1943

Editor:

Students and teachers across this land say the pledge of allegiance each day to honor a republic committed to liberty and justice for all. That commitment was reaffirmed yesterday by the Supreme Court's ruling in *West Virginia State Board of Education v. Barnette*. The ruling struck down as unconstitutional West Virginia's directive that school children must daily salute the flag while reciting the pledge of allegiance or face expulsion. The Barnettes challenged the compulsory salute and pledge because it conflicts with their religious beliefs as Jehovah's Witnesses. Even so, the Court did not make its ruling based on freedom of religion. Instead, the decision was based, in large part, on freedom of speech.

Our Constitution places certain rights beyond the reach of government officials and beyond the reach of what the majority likes. The freedom of speech is certainly such a right. Yesterday's ruling not only affirmed the freedom of speech but expanded it to include the right not to speak. The Court has made clear that the government cannot force people to say things they do not believe.

As our nation fights a worldwide war, it is natural to seek the reassurance that comes from a shared sense of patriotism. As a society, we have looked to our public schools to help develop a love of country in our young people. But do we want patriotism that is "demonstrated" by government-mandated expressions of allegiance by students (or any citizen)? Of course we do not. We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens. Yesterday's ruling helps insure that that is the type of nation in which we and our children will live!

Amelia Parsons  
Wheeling, West Virginia

### Prompt

In your response, develop an argument about how the author's position in her letter reflects the enduring issue expressed in the excerpt from Thomas Jefferson. Incorporate relevant and specific evidence from the excerpt and the letter as well as your own knowledge of the enduring issue and the circumstances surrounding the case to support your analysis.



<b>Test-Taker Anchor Response 7 – Score: 2 [Trait 1]</b>	<b>Annotation</b>
<p>Thomas Jefferson states very clearly, and without faltering, that while the country will be represented by the desires of the majority, that the rights of the minority will not be infringed upon in the process. The letter submitted by Ms. Parsons demonstrates that the country continues to uphold this principle almost 150 years after Thomas Jefferson made that statement.</p> <p>In the issue at hand the United States Supreme Court struck down a mandate that all students recite the Pledge of Allegiance and salute the flag each morning. In some situations, such as in the case of the Jehovah's Witnesses, saying the Pledge while saluting the flag violates their religious beliefs, and so therefore their freedom of religion. However, it was not ruled to be a violation of their freedom of religion, but rather of their freedom of speech, to say or not say what they desired.</p> <p>There is nothing wrong with asking children to say the Pledge of Allegiance, as pointed out by the author. It is wrong, nevertheless, to require that this be done under penalty of punishment. It resonates with Nazi idealisms of the time, that you would salute Hitler and obey the Nazi regime or face death or internment. We as a people were appalled by these revelations, but West Virginia, in their desire to prove the patriotism of their students, attempted to take the United States one step closer to this fanatism. Despite that, the Supreme Court struck down the law and prevented one of the most basic freedoms we as Americans hold dear from being trampled upon by a majority opinion.</p>	<p>The writer of this response generates an argument that demonstrates a clear understanding of how the enduring issue of minority rights expressed in the excerpt from Thomas Jefferson is reflected in the Parsons letter ("Thomas Jefferson states very clearly . . . that while the country will be represented by the desires of the majority, that the rights of the minority will not be infringed upon in the process. The letter submitted by Ms. Parsons demonstrates that the country continues to uphold this principle almost 150 years after Thomas Jefferson made that statement.").</p> <p>The writer cites evidence from the letter to support the analysis in the second and third paragraphs of the response (example: ". . . the United States Supreme Court struck down a mandate that all students recite the Pledge of Allegiance and salute the flag each morning. In some situations, such as in the case of the Jehovah's Witnesses, saying the Pledge while saluting the flag violates their religious beliefs, and so therefore their freedom of religion. However, it was not ruled to be a violation of their freedom of religion, but rather of their freedom of speech, to say or not say what they desired.").</p> <p>Additionally, the response includes information from the writer's own knowledge of the broader historical context to support the argument ("It resonates with Nazi idealisms of the time, that you would salute Hitler and obey the Nazi regime or face death or internment."). As a whole, this response is well-connected to both the prompt and the source texts.</p> <p><b>Therefore, Response 7 earns a score of 2 for Trait 1.</b></p> <p><b>Trait Score 2 – 1 and 3 - 1</b> <b>Trait Score 3 - 1</b></p>

## Sample Constructed Response Type Items

### Excerpt

“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.”

- Declaration of Independence, 1776

### Speech

In this excerpt from his August 28, 1963 speech during the March on Washington, Dr. Martin Luther King, Jr. explains his views about how black Americans felt during the Civil Rights Movement.

“The Negro still is not free; one hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination; one hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity; one hundred years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land.

So we’ve come here today to dramatize a shameful condition. In a sense we’ve come to our nation’s capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was the promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note in so far as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check: a check which has come back marked “insufficient funds.” . . .

. . . . There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

. . . I still have a dream. . . that one day this nation will rise up and live out the true meaning of its creed – we hold these truths to be self evident, that all men are created equal.”

### Prompt

In your response, develop an argument about how Dr. Martin Luther King Jr’s position in his speech reflects the enduring issue expressed in the quotation from the Declaration of Independence. Incorporate the relevant and specific evidence from the quotation, the speech and your own knowledge of the enduring issue and the circumstances surrounding the Civil Rights Movement to support your analysis.

**Quotation**

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 to these ends, it is the right of the people to alter or to abolish it, and to institute new government . . .

- Declaration of Independence,

July 4, 1776

**Speech**

In this excerpt from his January 1961 inaugural address, President John F. Kennedy describes his vision of the United States' place in the world.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe--the belief that the rights of man come not from the generosity of the state, but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans--born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility--I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

**Prompt**

In your response, develop an argument about how President Kennedy's position in his speech reflects the enduring issue expressed in the quotation from the Declaration of Independence. Incorporate the relevant and specific evidence from the quotation, the speech and your own knowledge of the enduring issue and the circumstances surrounding the Cold War to support your analysis.

**Excerpt**

The [Fourth] Day of July 1776, will be the most memorable . . . in the History of America. I am apt to believe that it will be celebrated, by succeeding Generations, as the great anniversary Festival. It ought to be commemorated, as the Day of Deliverance by solemn Acts of Devotion to God Almighty. It ought to be solemnized with Pomp and Parade, with [Shows], Games, Sports, Guns, Bells, Bonfires and Illuminations from one End of this Continent to the other from this Time forward forever more.

- John Adams 1776

**Speech**

In this excerpt from his 1852 speech, former slave Frederick Douglass describes what July 4<sup>th</sup> means to those who are still in slavery.

What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sound of rejoicing are empty and heartless; . . . your shout of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are to him, mere bombast, fraud, deception, impiety, and hypocrisy – a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour.

I am not included within the pale of this glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. — The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought life and healing to you, has brought stripes and death to me. This Fourth [of] July is yours, not mine. You may rejoice, I must mourn.

**Prompt**

In your response, develop an argument about how Frederick Douglass's position in his speech reflects the enduring issue expressed in the excerpt from John Adams's 1776 letter. Incorporate the relevant and specific evidence from the excerpt, the speech and your own knowledge of the enduring issue and the circumstances surrounding slavery to support your analysis.

## Social Studies Graphic Organizer

The Enduring Issue Is . . .

Passage 2 Relates To The Enduring Issue In Passage 1 By

One Way Passage 2 Relates To Passage 1

Evidence From Text

One Way Passage 2 Relates To Passage 1

Evidence From Text

My Knowledge of the Issue

Conclusion – Summarize Your Main Points

## First Amendment Scavenger Hunt

*“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.”*

Get a local newspaper or a *USA Today*. It doesn't matter what day you use.

Complete the following chart:

- Provide information on the newspaper used and the date.
- List the five freedoms guaranteed by the First Amendment.
- Find an example of each of the five freedoms.
- Write down the headline or a description of the advertisement, letter, or symbol.
- Identify what type of example you used: article, letter to the editor, editorial, editorial cartoon, graphic, picture, advertisement, etc..
- Finally, write one or two sentences describing how the article reflects the freedom guaranteed in the First Amendment. Example: An article about whether or not a book should be banned from a library reflects the purpose for the Freedom of Press.

Newspaper \_\_\_\_\_ Date \_\_\_\_\_

Freedom	Headline/ Description	Type of Example	How does this article reflect the freedom?

## Sample Activity from Social Studies Lesson Plan

### U. S. Constitution Scavenger Hunt

#### Preamble

*The Preamble was written to declare a purpose of this Constitution (to form a more perfect union) by promoting fairness (justice), peace (domestic tranquility), safety (common defense), well-being (general welfare), and freedom (blessings of liberty) for Americans both then and in the future (posterity).*

#### Article I – The Legislative Branch

This section focuses on the responsibilities and limitations of the Legislative Branch, often referred to as Congress.

1. The two parts of Congress are the \_\_\_\_\_ and the \_\_\_\_\_.
2. Members of the House of Representatives are elected to \_\_\_\_\_-year terms.
3. In order to be eligible for the House of Representatives, candidates must be \_\_\_\_\_ years old, a citizen of the U.S. for \_\_\_\_\_ years, and live in the state they plan to represent.
4. The number of Representatives allotted to each state is determined by \_\_\_\_\_.
5. How is the Speaker of the House chosen?  
\_\_\_\_\_.
6. Members of the Senate are elected to \_\_\_\_\_-year terms.
7. The number of Senators is \_\_\_\_\_ per state.
8. In order to be eligible for the Senate, candidates must be \_\_\_\_\_ years old, a citizen of the U.S. for \_\_\_\_\_ years, and live in the state they plan to represent.
9. Who is the President of the Senate?  
\_\_\_\_\_. When is the only time this person can vote on bills?  
\_\_\_\_\_.
10. At minimum, how often must Congress meet?  
\_\_\_\_\_.
11. Are Senators and Representatives paid for their work?  
\_\_\_\_\_ (Yes or No)

12. All money/revenue bills must originate in the \_\_\_\_\_.
13. Before bills can be signed into law by \_\_\_\_\_, they must pass both the House and the Senate.
14. Even if a bill is vetoed/sent back to Congress by the President, the bill can still become law with a \_\_\_\_\_ (fraction) vote for it in both the House and the Senate.
15. True/False: Votes by members of Congress are secret and not recorded individually. \_\_\_\_\_.
16. True/False: Congress has the power to raise armies and declare war. \_\_\_\_\_.
17. True/False: Congress has the power to collect taxes and print money. \_\_\_\_\_.
18. True/False: Congress has the power to select Supreme Court judges. \_\_\_\_\_.
19. True/False: Congress has the power to regulate trade with other countries. \_\_\_\_\_.
20. True/False: Congress has the power to make treaties with other countries. \_\_\_\_\_.

## **Article II – The Executive Branch**

*This section focuses on the responsibilities and limitations of the Executive Branch and its leader, the President.*

21. The President is elected to a \_\_\_\_\_-year term. This term may be repeated one time.
22. The President is directly elected by a body of electors. How many electors are allotted to each state?  
\_\_\_\_\_  
\_\_\_\_\_.
23. In order to be elected President, a candidate must be \_\_\_\_\_ years old, be a \_\_\_\_\_ citizen, and have lived in the U.S. for \_\_\_\_\_ years.
24. True or False: The President is paid for his service. \_\_\_\_\_



25. Name 5 powers of the President.

\_\_\_\_\_.

26. What is the purpose of the President's "State of the Union"?

\_\_\_\_\_.

27. The President and the Vice-President can both be removed from their positions in office if convicted of treason, bribery, or other high crimes and misdemeanors. This process is known as

\_\_\_\_\_.

### **Article III – The Judicial Branch**

*This section focuses on the responsibilities and limitations of the Judicial Branch, the court system.*

28. Congress has established both a \_\_\_\_\_ Court and \_\_\_\_\_ Courts.

29. Name 5 types of cases that are tried by the Judicial Branch.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

30. In most cases aside from trials involving public officials and states, the Supreme Court has \_\_\_\_\_ jurisdiction. This concept comes from the word "appeal" and means that the cases have to be started elsewhere first and been re-tried in other lower courts before making it to the Supreme Court.

31. True or False: Judges are paid for their service and may remain on the court until they can no longer serve. \_\_\_\_\_.

### **Article IV, V, VI, VII – The States, Amendments, Oaths, and Ratification**

*These sections lay out instructions of how the federal/national government and state governments interact, how changes can be made to the Constitution, expectations of public officials, and how the Constitution is approved.*

32. All state laws, records, and court decisions that are made in one state are also in effect in all other states. This is known as "Full \_\_\_\_\_ and \_\_\_\_\_". Example: If you were married in Florida, you are still considered married if you move to North Carolina.

33. Yes/No: Can a person who is charged with a crime in one state and flees to another state be sent back to the state where he/she is charged with the crime? \_\_\_\_\_.

34. If Congress desires to propose a change to the Constitution, called an amendment, what percentage of each part of Congress must propose the change? \_\_\_\_\_ .
35. What percentage of states must ratify/approve of an amendment for it to be added to the Constitution? \_\_\_\_\_ .

### **Amendments**

*An Amendment is a change or addition to a document. The First Ten Amendments were added to the Constitution at the direction of the very first Congress in 1789, though they were not official law until 1791. They were added because many people believed the Constitution did not adequately protect them from the government's power.*

36. The first ten amendments are called \_\_\_\_\_ .
37. Which amendment gives 18 year olds the right to vote?  
\_\_\_\_\_ .
38. The First Amendment guarantees freedom of \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_ .
39. This amendment protects citizens from searches without a warrant.  
\_\_\_\_\_ .
40. What basic protection does the 6<sup>th</sup> Amendment provide citizens?  
\_\_\_\_\_ .
41. Who gained the right to vote from the 19<sup>th</sup> Amendment?  
\_\_\_\_\_ .
42. Amendment \_\_\_\_\_ says citizens should not be denied the right to vote based on race.
43. What does the 10<sup>th</sup> Amendment say about rights or powers that are not given to the federal government? \_\_\_\_\_ .
44. How does the 22<sup>nd</sup> Amendment affect the President of the United States?  
\_\_\_\_\_ .
45. Which amendment allowed the U.S. Government to implement income tax? \_\_\_\_\_ .

## U. S. Constitution Scavenger Hunt – Answer Key

1. Senate and House of Representatives
2. Two year terms
3. 25 years old and a U.S. citizen for 7 years
4. Population
5. Speaker of the House is chosen by the members of the House of Representatives
6. Six year terms
7. Two senators per state
8. 30 years old and a U.S. citizen for 9 years
9. The Vice-President and he/she can only vote if there is a tie (he/she is tie-breaking vote)
10. Once per year
11. Yes
12. House
13. The President
14. Two-thirds (2/3)
15. False
16. True
17. True
18. False
19. True
20. False
21. Four
22. It is based on population = # of representatives + two senators
23. 35 years old, a natural-born citizen (born in U.S.), and resident of U.S. for 14 years
24. True
25. Answers will vary, but can include: Commander in Chief of the Military, grant pardons, make treaties with consent of Senate, nominate ambassadors and public officials, nominate Supreme Court judges, fill Congressional vacancies, give State of the Union speech, call special sessions of Congress, etc.
26. To provide information and to recommend items of consideration to Congress
27. Impeachment
28. Supreme Court and Inferior (or Lower) Courts. Note: Inferior courts can be district courts and/or Courts of Appeal
29. Answers will vary, but can include: Constitutional issues, trials of Ambassadors or other Public officials, cases of maritime/sea jurisdiction, cases between states, cases between a state and a citizen, cases between citizens of different states, cases between the U.S. and foreign citizens, etc.
30. Appellate
31. True
32. Full Faith and Credit
33. Yes

34. Two-Thirds (2/3) approval in both the Senate and the House of Representatives
35. Three-Fourths (3/4) of state legislatures must approve the amendment
  
36. The Bill of Rights
37. 26<sup>th</sup> Amendment
38. Religion, Speech, Press, Assembly, Petition
39. Amendment 4
40. Jury Trial, Right to Confront and to Counsel, Speedy Trial
41. Women's right to vote (women's suffrage)
42. Amendment 15
43. Reserves powers that are not given to the U.S. government under the Constitution, nor prohibited to a State of the U.S., to the people and the States.
44. **Limits** the terms that an individual can be elected as president (at most two terms). Individuals who have served over two years of someone else's term may not be elected more than once.
45. 16th Amendment

## Resources from the World Wide Web

### Social Studies

**Annenberg Interactives.** Access lessons and activities for all areas of learning. <http://www.learner.org/interactives>

**An Outline of American History.** An overview of history and government developed as part of *The American Revolution—an HTML Project*.  
<http://www.let.rug.nl/usa/>

**Consumer Index Calculator - The Federal Reserve Bank of Minneapolis**  
Find out the cost of items from different points in time.  
<http://www.minneapolisfed.org/index.cfm>

**Daryl Cagle's Professional Cartoonists Index!** This site includes cartoons from over sixty cartoonists on a variety of topics, plus a teacher's guide, games, and activities. The site stays current. <http://www.cagle.com>

**Digital History.** An interactive, multimedia history of the United States from the Revolution to the present. <http://www.digitalhistory.uh.edu/>

**DocsTeach** – This site includes links to primary sources, lesson plans, activity ideas, and template to build your own lessons. <http://docsteach.org/>

**Four Reads: Learning to Read Primary Documents.** Take a step-by-step process for learning how to read primary documents.  
<http://teachinghistory.org/teaching-materials/teaching-guides/25690>

**History World** This is a massive site with histories, timelines, quizzes, and more, an excellent resource. <http://www.historyworld.net/>

- Brain Teasers - <http://www.historyworld.net/chronology/teaser1.asp>
- Places in History -  
<http://www.historyworld.net/about/googlemaps.asp?qtrack=more>

**Lessons for Economics.** Developed through the National Foundation for Teachers of Economics, this site provides a variety of lessons for use in the classroom. <http://www.fte.org/>

**National Archives and Records Administration.** The website of the National Archives. All types of educational units and copies of national documents are available from this governmental site. <http://www.archives.gov>

**National Geographic.** This section of the National Geographic website has political, physical, cultural, and weather maps to download for use in the classroom. <http://maps.nationalgeographic.com/maps>

**National Public Radio (NPR) Podcast Directory.** All types of podcasts from National Public Radio to assist students in staying informed.

[http://www.npr.org/rss/podcast/podcast\\_directory.php](http://www.npr.org/rss/podcast/podcast_directory.php)

**Teaching History – National History Clearinghouse.** This site has a lot of materials to assist in the teaching of history. <http://teachinghistory.org>

**The Dirksen Center – CongressLink** – Lesson plans and resources to help students understand Congress and government.

[http://www.congresslink.org/print\\_lp\\_simulatecongaaction.htm](http://www.congresslink.org/print_lp_simulatecongaaction.htm)

**The Dirksen Center’s Editorial Cartoon Collection** (with lesson plans)

<http://www.congresslink.org/cartoons/about.htm>

**The History Channel.** The History Channel provides both historic and current topics, readings, audio and video recordings, and lessons for the classroom.

<http://www.history.com/>

**The Library of Congress.** The Library of Congress has historic documents, as well as timelines and articles that can be downloaded for classroom use.

<http://www.loc.gov/teachers/>

- Teaching with the Library of Congress - Blog  
<http://blogs.loc.gov/teachers/>
- Classroom Materials – Primary Source Sets from the Library of Congress  
<http://www.loc.gov/teachers/classroommaterials/>

**The Road to Citizenship Quiz Game.** The History Channel website. 2013. Available at: <http://www.history.com/interactives/the-road-to-citizenship-quiz-game>.

**U. S. Department of State. Basic Readings in U.S. Democracy.** From the Mayflower Compact to excerpts from presidential debates, this site from the U. S. Department of State has a variety of resources for use in the classroom.

<http://usinfo.org/enus/government/overview/demo.html>

### **Civics Vocabulary Matching Game**

The following game was developed by David J. Schmidt at the Adult Basic Skills Professional Development Center, Reich College of Education, Appalachian State University.

For more activities in all content areas visit:

<http://abspd.appstate.edu/teaching-resources>

<p>Direct Democracy</p>	<p>All eligible citizens in an area make decisions about government. This was used in ancient Athens and influenced US government.</p>	<p>Monarchy</p>	<p>A government ruled by a king or queen who may have absolute authority or be limited in power by a Constitution.</p>
<p>Representative Democracy</p>	<p>People elect others to speak for them in deciding how the government should be run.</p>	<p>Natural Rights Philosophy</p>	<p>Everyone is born with individual rights that should not be taken away. These rights include life, liberty, and property.</p>
<p>Parliamentary Democracy</p>	<p>The people elect representatives to a legislature. The Prime Minister, the leader of the majority party in the legislature, heads the government.</p>	<p>Popular Sovereignty</p>	<p>The people, through their elected representatives, are the source of political power.</p>

<p>Presidential Democracy</p>	<p>The people elect their leader who heads the executive branch. There is a separate legislative branch.</p>	<p>Consent of the Governed</p>	<p>A government's power comes from the people who agree to follow the government.</p>
<p>Constitutionalism</p>	<p>Government's authority comes from and is limited by a set of written laws.</p>	<p>Rule of Law</p>	<p>Everyone must obey the law, even the President of the United States.</p>
<p>Majority Rule and Minority Rights</p>	<p>When ideas are in conflict and there is a vote, the side with the most votes wins. Yet the rights of the people who believe differently from the majority must be protected.</p>	<p>In <i>Brown v. Board of Education</i>, the Supreme Court ruled that "separate but equal" schools that separated racial minorities were not equal and must be desegregated.</p>	<p>When President Nixon tried to block the FBI from investigating the Watergate burglary, he was almost impeached and eventually resigned.</p>



Checks and Balances	One branch of government is able to limit the power of the other branches.	The President vetoes a law passed by Congress. The Supreme Court declares that a law passed by Congress and signed by the President is unconstitutional.	Individual Rights
Separation of Powers	To limit each branch of government's powers, the Constitution divides power between branches. For example, the legislature creates laws but the executive can veto them.	Congress creates the laws, the President enforces the law, and the Supreme Court says what the law means.	Every person has certain rights that the government must respect.
Federalism	A written constitution divides power between a national government and other governments like states and cities.	Executive Branch Structure	This branch contains the President, Vice-President, and 15 departments including state, treasury, defense, education, and justice.

<p>Powers of the Federal Government</p>	<p>The national government can:</p> <ul style="list-style-type: none"> <li>- print money</li> <li>- declare war</li> <li>- establish post offices</li> <li>- create an army and navy</li> </ul>	<p>Legislative Branch Structure</p>	<p>This branch contains Congress which is made up of the House of Representatives and the Senate.</p>
<p>Powers of the State Government</p>	<p>State governments can:</p> <ul style="list-style-type: none"> <li>- create local governments</li> <li>- issue driver's licenses</li> <li>- conduct elections</li> <li>- regulate businesses within their state</li> </ul>	<p>Judicial Branch Structure</p>	<p>This branch contains the Supreme Court and other federal courts such as the US District Courts, US Court of Appeals, and US Bankruptcy Courts.</p>
<p>Shared Powers between the Federal and State Governments</p>	<p>Both the national and state governments can:</p> <ul style="list-style-type: none"> <li>- collect taxes</li> <li>- set up courts</li> <li>- make laws</li> <li>- borrow money</li> </ul>	<p>Executive Branch Authority</p>	<p>This branch of government makes sure that laws are enforced (carried out).</p>

<p>Legislative Branch Authority</p>	<p>This branch of government makes laws.</p>	<p>Cabinet Secretaries</p>	<p>These people lead the executive departments, advise the President, and include the Secretary of State, Secretary of Defense, and Secretary of Education.</p>
<p>Judicial Branch Authority</p>	<p>This branch of government interprets the laws (says what the law means).</p>	<p>Speaker of the House of Representatives</p>	<p>This person presides over the House of Representatives and is second in presidential succession.</p>
<p>President of the United States</p>	<p>This leader of the executive branch's job is to make sure that laws are carried out.</p>	<p>President Pro Tempore of the Senate</p>	<p>This person presides over the Senate and is third in presidential succession.</p>

<p>Vice President of the United States</p>	<p>This executive branch member is first in line to the Presidency if the President dies, resigns, or is removed from office and serves as President of the Senate.</p>	<p>Chief Justice of the Supreme Court</p>	<p>This person heads the US federal court system and is the chief judge of the Supreme Court.</p>
<p>US Department of State</p>	<p>This executive department oversees the US's relations with countries all over the world.</p>	<p>Internal Revenue Service (IRS)</p>	<p>Part of the Treasury Department, this government agency collects taxes for the US Government.</p>
<p>US Department of the Treasury</p>	<p>This executive department manages money for the US Government including printing money, paying the government's bills, and managing the federal debt.</p>	<p>Federal Deposit Insurance Corporation (FDIC)</p>	<p>This government agency guarantees the safety of people's bank deposits.</p>

<p>US Department of Defense</p>	<p>This executive department oversees all government functions relating to national security and the US Armed Forces (Army, Navy, Air Force, Marines)</p>	<p>Environmental Protection Agency (EPA)</p>	<p>This government agency enforces laws that safeguard natural resources and air quality across the country.</p>
<p>US Department of Justice</p>	<p>This executive department makes sure the law is enforced and that all Americans are treated fairly.</p>	<p>Occupational Safety and Health Administration (OSHA)</p>	<p>This government agency works to prevent workplace injuries.</p>
<p>Bill of Rights</p>	<p>These principles of freedom are the first 10 amendments to the Constitution and include the freedom of speech, the right to bear arms, and protection against unlawful searches.</p>	<p>Fifth Amendment</p>	<p>In criminal cases, people cannot be held for trial unless accused of a crime, be a witness against yourself, be tried for the same crime twice; people cannot lose their rights or property without due process of law.</p>

First Amendment	People have the freedom of speech, press, religion, assembly, and petition.	Sixth Amendment	In a criminal trial, people have the right to a speedy trial, a lawyer, and trial by jury.
Second Amendment	People have the right to bear arms (freedom to own weapons).	Seventh Amendment	People have the right to a jury trial in cases about money and property (civil cases).
Fourth Amendment	Your property cannot be searched or taken without a good reason or search warrant.	Eighth Amendment	People have the right to reasonable bail and to not have cruel punishments.

<p>26<sup>th</sup> Amendment</p>	<p>Citizens 18 years of age and older have the right to vote in elections.</p>	<p>General Election</p>	<p>Held after primary elections, voters choose the one candidate who will hold office. For US President, these are held every four years in early November.</p>
<p>Political Parties</p>	<p>An organization that tries to influence and direct government policy. There are two major ones in the US, the Republicans and Democrats.</p>	<p>Electoral College</p>	<p>In US presidential elections, voters choose members of this who cast the official votes for President and Vice-President.</p>
<p>Interest Groups</p>	<p>These organizations work to promote certain causes. Mothers Against Drunk Driving (MADD) is an example as they try to stop drunk driving and protect its victims.</p>	<p>Political Campaign</p>	<p>Candidates work to influence people to vote for them leading up to primary and general elections. Fund raising and speeches are a big part of this.</p>

Primary Election	An election that narrows down the field of candidates. For the US Presidency, these elections choose one candidate from each major party.		
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