

The Teacher Notes were developed to help teachers understand the depth and breadth of the standards. In some cases, information provided in this document goes beyond the scope of the standards and can be used for background and enrichment information. Please remember that the goal of social studies is not to have students memorize laundry lists of facts, but rather to help them understand the world around them so they can analyze issues, solve problems, think critically, and become informed citizens. **Children's Literature:** A list of book titles aligned to the 6th-12th Grade Social Studies GSE may be found at the Georgia Council for the Social Studies website: <http://www.gcss.net/uploads/files/Childrens-Literature-Grades-6-to-12.pdf>

TEACHER NOTES

AMERICAN GOVERNMENT/CIVICS

HIGH SCHOOL

SSCG1: Compare and contrast various systems of government.

Overview: The intent of this standard is for students to gain an understanding of how governments differ in the distribution of power, in the level of citizen participation, and in the roles of the executive.

Resources:

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

SSCG1: Compare and contrast various systems of government.

SSCG1a: Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government.

For this element, students will gain an understanding of the differences in systems of power based on geography. There are three basic forms of government: unitary, federal, and confederate governments.

*A **unitary government** can be described as a centralized government. All of the powers are held by one, single, central agency. The central government can create local units; however, the local units only have those powers that the central government gives to them. Most of the governments in the world are unitary. The students must not confuse a unitary government with a dictatorship. Although a unitary government has powers concentrated in the central government, other powers can be given to local units. The best example of a unitary government is Great Britain. A single central organization, Parliament, holds all of the government's power, but local governments are given some powers to relieve some of the burdens from Parliament and make local decision-making more efficient.

* A **federal government** is one in which the powers of government are divided between a central, or national, government and several lower levels of government. Federal governments have a division of powers. The United States is the best example of a federal government. The central, or national, government has certain powers, and the 50 states have other powers. The United States Constitution outlines the division of powers. Furthermore, the states give certain powers to local governments. Other countries with a federal structure of government include: Australia, Mexico, Canada, Germany, India, and Switzerland. In the United States, the terms national government and federal government are used interchangeably.



Picture taken from Creative Commons

*A **confederate government** is an alliance of independent states. The central government, or confederate government, only handles matters that the independent states assign to it. A confederate government is usually formed for the purposes of national defense and trade, and these are typically the only powers assigned to it. The best example of a confederate government is the European Union (EU). The individual member states (or countries) retain their own identity, laws, etc. The member countries only coordinate on issues such as defense and trade.



Picture taken from Creative Commons

Resources:

McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall.

Photo images from www.pixabay.com depict a classic image of the United States Constitution and a map of the European Union member countries highlighted in yellow. The picture is updated to reflect the exit of the United Kingdom from the EU.

SSCG1: Compare and contrast various systems of government.

SSCG1b: Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy), and democratic.

For this element, students will gain an understanding of the differences between authoritarian and democratic forms of government and how citizen participation is affected.

*An authoritarian form of government is often referred to as a dictatorship. Dictatorships can be organized as an **autocracy**, a government in which one person holds unlimited political power, or an

oligarchy, a government in which the power is held by a small, often self-appointed elite. ALL dictatorships are authoritarian. Autocracies and oligarchies are often led by the military leaders. By using military force, authoritarian governments can wield their strength to gain complete control over the citizens. In an authoritarian government, the people have no rights. Often, the government determines their occupations, where they live, how resources are rationed, and what goods and services are made available to citizens. The most well-known examples of dictatorships are: Nazi Germany (1933 – 1945), Fascist Italy (1922 – 1943), and North Korea (present day). If the citizens are given the opportunity to vote in elections, the votes are closely controlled and often offer only one candidate or one political party.

Activity: The following link presents a map that students can use to find out which countries around the world are authoritarian along with the names of the dictators in power in each of the authoritarian regimes: <https://planetrulers.com/current-dictators/>

*In a **democracy**, supreme power rests with the people. The government is conducted only with the consent of the people. In a democratic form of government, citizens participate in elections and choose who will represent them.

Activity: The following link presents an interactive map that students can use to find out which countries around the world are democracies:

http://www.nobelprize.org/educational/peace/democracy_map/production/

Resources:

<https://planetrulers.com/current-dictators/>

http://www.nobelprize.org/educational/peace/democracy_map/production/

McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall.

SSCG1: Compare and contrast various systems of government.

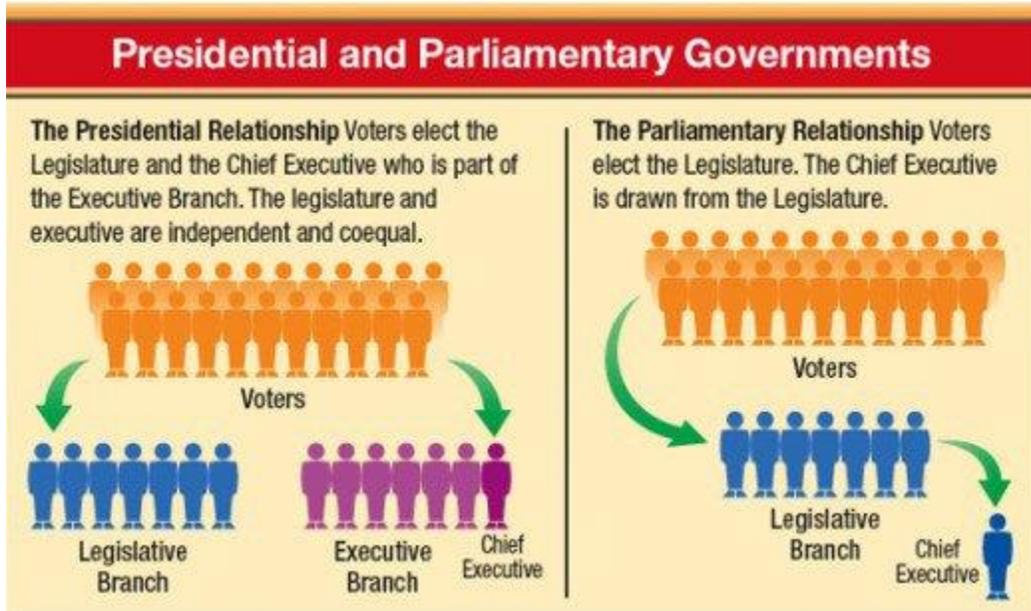
SSCG1c: Determine how the role of the executive differs in presidential and parliamentary systems of governments.

In this element, students will compare and contrast the role of the executive in presidential and parliamentary systems. They will gain an understanding of how the executive is chosen along with powers held by the executive.

*In a **presidential government**, the executive and legislative powers are separate and independent from one another and are co-equal. The executive includes the chief executive, the president, and the cabinet. The president is elected by the people. The United States is the best example of a presidential government. The executive is elected every four years.

*In a **parliamentary government**, the executive and legislative are one. The executive is chosen by the legislature. The executive is made up of the prime minister and his or her cabinet. The prime minister and cabinet members are chosen from the members of parliament. The prime minister is chosen from the majority party in Parliament. The executive and cabinet remain in power as long as their policies have the support of the majority of the members of Parliament. If an important matter arises and Parliament votes down a policy put forth by the prime minister and cabinet, then the prime minister and cabinet must resign. This is called a vote of no confidence. A majority of governmental systems in the world today are parliamentary.

The following diagram outlines the differences in how the executive is chosen in the presidential versus the parliamentary government:



Resources:

https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjV0czD25HPAahUD5CYKHrbBeUQjB0IBg&url=https%3A%2F%2Fparliamentary4us.wordpress.com%2Ftag%2Fpresidential%2F&psig=AFQjCNECAKmJo_5iBvMJ0zFG0sAfzJQsng&ust=1474040511533888

Kesselman, M., Krieger, J., & Joseph, W.A. (2016). *Introduction to Comparative Politics: Political Challenges and Changing Agendas* (7th ed.). Boston: Cengage Learning Center.

McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall.

SSCG1: Compare and contrast various systems of government.

SSCG1d: Differentiate between a direct democracy, representative democracy, and/or a republic.

In this element, students should be able to describe the differences between the different types of democracies. Students should not use these terms interchangeably. In any democracy, the people are sovereign.

*A **direct democracy** is where the will of the people is translated into public policy directly through mass meetings where citizens gather and make decisions regarding policy. Obviously this can only work in smaller communities. Direct democracy does not exist at the national level in any countries around the world today.

Activity – students can go the following website to view examples of town hall meetings. This is an example of how direct democracy would be used:

<http://abcnews.go.com/topics/news/elections/town-hall-meetings.htm>

*A **representative democracy** has representatives chosen through elections. A small group is chosen to represent the overall will of the people. This is the type of democracy we have in the United States. The best examples at the national level are Senators and House of Representatives members. These representatives are responsible for carrying out the day-to-day functions of government, such as making laws and focusing on issues that are important to their constituents. At regularly scheduled elections, the people can express their approval or disapproval of their representatives by voting for them or against them. They govern with the consent of the governed.

*A **republic** has sovereign power held by those who are eligible to vote, while political power is exercised by the representatives chosen by the citizens.

Resources:

<http://abcnews.go.com/topics/news/elections/town-hall-meetings.htm>

McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall.

SSCG2: Demonstrate knowledge of political philosophies that shaped the development of United States constitutional government.

Overview: The intent of this standard is to analyze the key ideas and writings of early philosophers and how those shaped the development and structure of the United States government.

Resources:

*Primary documents for The Declaration of Independence can be found on the Library of Congress website. Click on the following link: <https://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html>

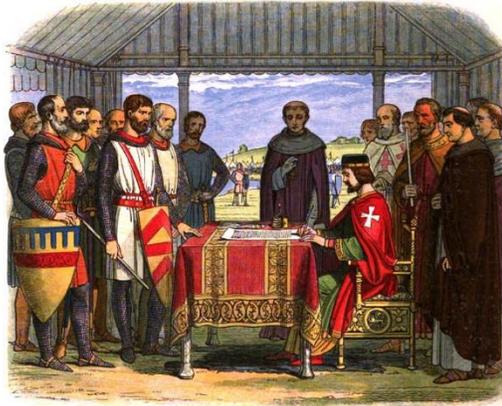
*Primary documents for the United States Constitution and the Bill of Rights, along with lessons, can be found on the Library of Congress website. Click on the following link: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/>

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

SSCG2: Demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

SSCG2a: Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Right, and the English Bill of Rights.

*1215 – the **Magna Carta**, also known as The Great Charter, was signed by King John. It was a document forced on King John of England by a group of feudal barons who were seeking to limit the power of the King. The Magna Carta introduced the ideas of limited government, due process of law, trial by jury, and the protection of private property and civil liberties. The Magna Carta established that the power of the monarchy was not absolute.



Picture taken from Creative Commons

*1628 – a document called the **Petition of Right** was signed by King Charles I of England. By this time, England had a Parliament, but the monarchy still exercised great power over the people. The King asked Parliament for more money in taxes for war; in return for the money, Parliament forced Charles I to sign the Petition of Right. The rights established by this document included: no cruel punishment, no excessive bail or fines, the right to bear arms, and the right to petition. The King could no longer declare martial law in times of peace or require homeowners to share their home with the King's troops without permission from the owner, and the document required the punishment of any person to be determined by a judgment of his peers. The Petition of Right challenged the divine right theory; even monarchs were expected to obey the law of the land.

*1689 – the **English Bill of Rights** was passed by English Parliament. This document is related to the Glorious Revolution and the abuse of power by the monarchy, William and Mary. The document prohibited a standing army during peacetime, unless Parliament gives consent and required that all parliamentary elections be free. The monarchy was forbidden to create and collect taxes without consent of Parliament. The citizens were given the right to petition the king without the fear of being punished. The document reinforced earlier rights approved in previous documents, such as the right to bear arms, no cruel and unusual punishment, and no excessive fines or bail. Finally, Parliament was given the right to free speech and debate.

Resources:

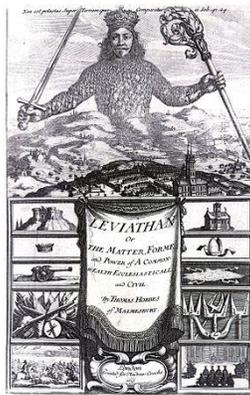
Photo is from www.pixabay.com

SSCG2: Demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

SSCG2b: Analyze the impact of the writings of Hobbes (*Leviathan*), Locke (*Second Treatise on Government*), Rousseau (*The Social Contract*), and Montesquieu (*The Spirit of the Laws*) on our concept of government.

***Thomas Hobbes** (1588 – 1679) was a political philosopher. His book, *Leviathan*, was written in 1651, and established the foundation for most of western political philosophy from the perspective of social contract theory. *Leviathan* is a defense of the absolute power of kings. A leviathan is a mythological sea creature that devoured entire ships and likened the leviathan to government – a powerful state created to impose order.

LEVIATHAN



Picture taken from Creative Commons

Hobbes described the state of nature where all individuals were naturally equal. Every person was free to do what was needed for survival. In the state of nature, there are no laws or anyone to enforce laws. According to Hobbes, the only way out of this situation is to create a supreme power to impose peace. Hobbes asserted that people agreed among themselves to ‘lay down’ their natural rights of equality and freedom to give absolute power to a sovereign. The sovereign could be a person or a group. The sovereign would make and enforce the laws to secure a peaceful society, making life, liberty, and property possible. Hobbes called this agreement ‘the social contract’. He believed that a king was the best form of sovereignty, and once the people gave absolute power to the king, they had no right to revolt against him. According to Hobbes, the agreement was not between the king and the people but only among the people. Hobbes warned against the church meddling in the king’s government. He feared that religion would be a cause of civil war. He advised that the church should be a department under the king’s government.

***John Locke** (1632 – 1704) – Locke was an English philosopher and physician. He is considered one of the most influential Enlightenment thinkers. He studied science and medicine at Oxford University and became a professor there. In 1690, he published *Two Treatises of Government*. He agreed with Hobbes about the need for a social contract to assure peace. Locke disagreed with Hobbes on two points: 1) Locke argued that natural rights, such as life, liberty, and property, existed in a state of nature and could not be taken away or voluntarily surrendered. These rights are ‘unalienable’, or impossible to surrender. 2) Locke disagreed with the social contract and stated that the agreement was not just among the people but between the people and the king. According to Locke, the natural rights of the people limited the power of the king. He argued that the king did not have absolute power; his role was to protect the natural rights of

the citizens. If the sovereign violated these rights, the social contract was broken, and the people had the right to revolt and establish a new government.

Thomas Jefferson used Locke's ideology as a foundation for The Declaration of Independence. Locke's idea of representative government was also used in the creation of the government of the United States. In keeping with the times, Locke suggested that the representatives of the government should be comprised only of men who owned property or business. He did not think that the rest of the masses were fit to vote.

***Jean-Jacques Rousseau** (1712 – 1778) – Rousseau was a philosopher, writer, and composer. His ideas influenced the Enlightenment. His book, *The Social Contract*, was published in 1762. He thought that citizens should abandon their natural rights in favor of a social contract. Rousseau believed that direct democracy, with the citizens being the sovereign, was the best form of government. The actual government would be comprised of magistrates whose duty would be to enforce the laws and protect the general welfare of the people. He did not agree with the idea of a representative government.

***Charles Montesquieu** (1689 – 1755) – Montesquieu was a French nobleman who was educated in law. In 1748, he published his greatest work entitled *The Spirit of the Laws*. Unlike Hobbes and Locke, he believed that in a state of nature, individuals were so fearful that they avoided violence and war. Montesquieu's view was that the need for food caused humans to associate with others and seek to build a society. In his view, the main purpose of government was to maintain law and order, political liberty, and the property of the individual. He opposed the establishment of an absolute monarchy. Montesquieu supported the idea of the king being balanced by the Parliament; he suggested that further balance would be created with the establishment of an independent court system. This is where we first see the idea of three branches of government, operating independently from one another with a system of checks and balances. His theory on this issue eventually became the foundation for the United States Constitution.

Resources:

Photo is from www.pixabay.com

SSCG2: Demonstrate knowledge of political philosophies that shaped the development of United States constitutional government.

SSCG2c: Analyze the ways in which the philosophies listed in element 2b influenced the Declaration of Independence.

The following philosophies and ideas contained in element 2b were integrated into the Declaration of Independence, which was authored by Thomas Jefferson:

- All men are created equal
- Unalienable rights of life, liberty, and the pursuit of happiness
- Governments are instituted among men and derive their power from the consent of the governed
- It is the right of the people to alter or abolish government and institute a new government

Jefferson then lists violations by the King of Great Britain in abusing his power upon the people in various territories owned by Britain. All of these abuses of power were covered in the philosophies listed

in element 2b, such as forcing standing armies in times of peace, quartering large bodies of armed troops, imposing taxes without consent, depriving the people of a trial by jury, not abiding by the laws of the land, and burning their towns and plundering their seas.

Activity: The following website offers lesson plans related to the teaching of The Declaration of Independence and is sponsored by the National History Education Clearinghouse:

<http://teachinghistory.org/teaching-materials/ask-a-master-teacher/21770>

Resources:

<https://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html>

SSCG3: Demonstrate knowledge of the framing and structure of the United States Constitution.

Overview: The intent of this standard is to analyze the framing and fundamental principles of the United States Constitution along with the debates over its' ratification.

Resources:

*Primary documents for the United States Constitution can be found on the Library of Congress website. Click on the following link: <http://www.loc.gov/rr/program/bib/ourdocs/Constitution.html>

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

*Lessons for the United States Constitution can be found on the Library of Congress website. Click on the following link: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/>

SSCG3: Demonstrate the knowledge of the framing and structure of the United States Constitution.

SSCG3a: Analyze debates during the drafting of the Constitution, including the Three-Fifths Compromise, the Great Compromise, and the Commerce Clause.

*The creation of the United States Constitution was a secretive process highlighted by compromises. Representatives from twelve of the thirteen states (Rhode Island was the only state that did not send representatives) met in Philadelphia on May 25, 1787, in the Philadelphia Independence Hall for what was to be known as the **Philadelphia Convention**. Over the hot summer, the delegates met in secret, guarded by soldiers, with windows closed to discourage eavesdroppers. There were 55 delegates in attendance. This group of delegates became known as the **Framers** of the United States Constitution. **George Washington** was unanimously selected as the president of the convention. The framer's final meeting of the Philadelphia Convention was September 17, 1787.



<http://www.loc.gov/pictures/item/98501334/>

*The summer months of deliberation led to several compromises. The **Three-Fifths Compromise** resulted from a debate over representation in the House of Representatives. The southern states wanted slaves to be counted in the population, therefore giving those states more representatives in the House. The northern states took the opposing view and did not want slaves counted. The Framers agreed to the Three-Fifths Compromise, which provided that all “free persons” should be counted as well as “three-fifths of all other persons”. In addition, this same formula would be used to determine the amount of direct taxes to be levied by Congress.

*The **Great Compromise** is also known as the Connecticut Compromise. There was much debate and conflict over representation in Congress; the larger states wanted representation based on population, while the smaller states wanted equal representation, regardless of population. The delegates of Connecticut developed a plan that would create two houses in Congress: the Senate and the House of Representatives. In the Senate, states would be represented equally. In the House, the representation for each state would be based on population.



http://www.congressforkids.net/Constitution_greatcompromise.htm

*The **Commerce Clause** established that the power to regulate foreign and interstate (between states) commerce would be a Congressional power. It is in Article I, Section 8, and Clause 3 of the Constitution. The **Commerce Compromise** set the foundation for the Commerce Clause. The southern states were fearful that Congress would be controlled by northern commercial interests, and that those interests would act against the interest of the agricultural southern states. Southern tobacco was the major American export at the time. The southerners feared that high export duties would be levied on the tobacco, and they were afraid that Congress would try to interfere with the slave trade. Under the **Commerce Compromise**, Congress was forbidden the power to tax the export of goods from any state, and Congress would not be able to interfere with the slave trade for a period of at least twenty years.

Resources:

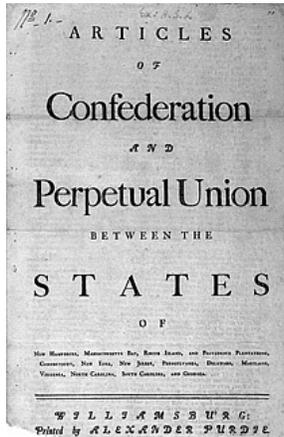
McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall.

SSCG3: Demonstrate the knowledge of the framing and structure of the United States Constitution.

SSCG3b: Analyze how the Constitution addresses the weaknesses of the Articles of Confederation.

*The **Articles of Confederation** were approved on November 15, 1777. There were various weaknesses in the Articles of Confederation; however, they did establish a more permanent government structure for the United States after declaring independence. The Articles were drafted by the Second Continental Congress. Under the Articles, each state maintained individual sovereignty and came together for issues related to common defense and protection of civil liberties. In order for the Articles of Confederation to be ratified, or formally approved, all thirteen of the states had to agree to the document. Eleven states ratified the Articles immediately. Delaware approved the Articles in February of 1779, and Maryland finally approved the Articles on May 1, 1781. Although it was a good starting point, there were many weaknesses.

The Articles of Confederation set up a simple government structure. Congress was the only body created and the members of Congress were chosen annually by the States; it was a **unicameral** government. Each state had one vote, regardless of population. The Articles did not create an executive branch or a judicial branch. Each year Congress chose a presiding officer, or chairman, from among the members. Congress did not have the power to tax and had to rely on asking the states to borrow funds. In addition, Congress did not have the power to regulate trade between the States, and could not make the States obey the Articles of Confederation. Any changes, or amendments, to the Articles required the approval of all thirteen states, and that proved to be an impossible task.



<http://www.loc.gov/rr/program/bib/ourdocs/articles.html>

*The United States Constitution addressed the weaknesses of the Articles of Confederation. The Congress was established as bicameral (two houses) with the Senate and the House of Representatives. Three branches of government were created: legislative, executive, and judicial. Instead of a presiding officer, the executive branch established a President. Congress was given the power to tax and regulate commerce. The Constitution established those rights specifically given to the national government and outlined rights given to the States. Finally, a formal process to amend the Constitution was incorporated into the document.

Activity: The following website link offers lessons related to the Articles of Confederation:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/newnatn/confed/>

Resources:

<http://www.loc.gov/rr/program/bib/ourdocs/articles.html>

SSCG3: Demonstrate knowledge of the framing and structure of the United States Constitution.

SSCG3c: Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty.

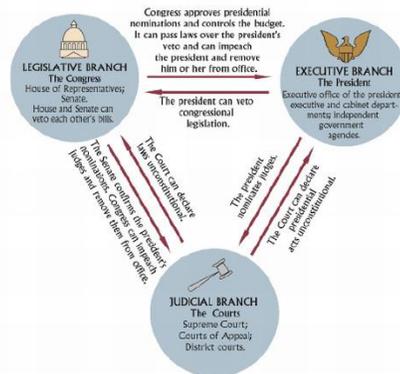
*The principle of **limited government** states that no government is all-powerful and can only do those things that the people have given it power to do. The people are the sole source of the government’s power and authority. The government is not above the law.

***Popular sovereignty** means that the people are sovereign and have all of the political power. The government only governs with the consent of the people.

***Rule of law** holds that a government and its’ officers are subject to the law and not above the law.

***Federalism** is a method of distributing power where power is divided among the national, or central, government, and regional governments, such as states and cities. The national government has certain powers that states do not have, such as national defense, the power to coin money, and the power to regulate trade. Other powers belong solely to the states, while other powers are shared.

***Separation of powers** is a concept in which each of the three branches of government have separate powers and responsibilities. The powers assigned to each branch are outlined in the Constitution in Article I (legislative), Article II (executive), and Article III (judicial). The branches are considered separate but equal and have a complex system of **checks and balances**. Each branch has certain ‘checks’ on other branches that ensure the powers are not abused.



<http://www.socialstudieshelp.com>

Resources:

*Additional resources to help teach checks and balances can be found on the following link:

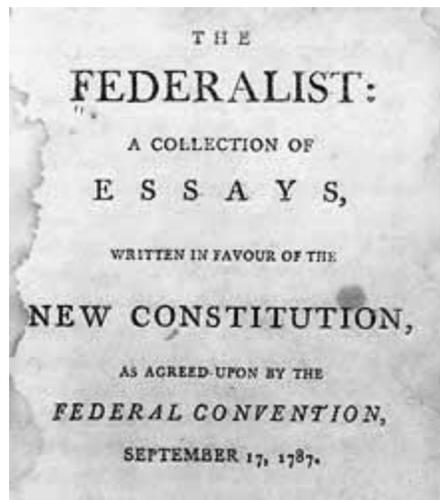
http://www.socialstudieshelp.com/lesson_13_notes.htm

SSCG3: Demonstrate knowledge of the framing and structure of the United States Constitution.

SSCG3d: Explain the key ideas in the debate over ratification made by the Federalists and the Anti-Federalists.

*Two groups emerged in the debate around the Constitution – the Federalists and the Anti-Federalists. The **Federalists** favored ratification of the Constitution, and the **Anti-Federalists** opposed the ratification. The leaders of the Federalists were: Alexander Hamilton, James Madison, and John Jay. They focused on the weaknesses of the Articles of Confederation and supported ratification of the Constitution. They wrote and published a compilation of 85 essays and articles entitled *The Federalist Papers* under the pseudonym Publius. The Federalists wanted a strong national government; they feared that too much power to the states would lead to a fractured nation with each state operating like a separate nation.

The Anti-Federalists were led by: Thomas Jefferson, Samuel Adams, John Hancock, Richard Henry Lee, and Patrick Henry. Their objections were many: too much power given to the central government and not enough powers to the states, no provisions to protect civil liberties, and the power to print money given to the national government and not the states.



<http://www.loc.gov/rr/program/bib/ourdocs/federalist.html>

Resources:

<http://www.loc.gov/rr/program/bib/ourdocs/federalist.html>

SSCG4: Demonstrate knowledge of the organization and powers of the national government.

Overview: The intent of this standard is describe the structure, powers, and limitations of the three branches of government as outlined in the United States Constitution.

Resources:

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

SSCG4: Demonstrate knowledge of the organization and powers of the national government.

SSCG4a: Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution.

*The **legislative** branch was established by Article I of the United States Constitution and includes the House of Representatives and the Senate, which are collectively known as the United States Congress. The House of Representatives membership is based on state population and has a total of 435 representatives, while the Senate is comprised of 100 total members – two from each of the 50 states. The Constitution grants Congress the sole power to declare war, enact legislation, and approve or reject many Presidential appointments. Part of Congress’ legislative authority includes the establishment of the annual budget for the United States’ government. Congress levies taxes and tariffs and has the power to borrow money on behalf of the U.S. government. All members of the legislative branch are selected by the people.

*The power of the **executive** branch is vested in the President of the United States according to Article II of the Constitution. The President is the country’s Commander-in-Chief of the armed forces. The responsibilities of the executive branch include: implementing and enforcing the laws passed by Congress, appointing the heads of federal agencies, nominating the members of the Cabinet, which serves as the President’s key advisement team. The Vice President is a member of the executive branch. Both the President and Vice-President are selected by the people.

*The **judicial** branch was created by Article III of the Constitution. Members of the judiciary branch are appointed by the President and confirmed by the Senate. The Congress has the authority to determine the structure of the judiciary, including the number of Supreme Court justices. While Congress determines the jurisdiction of federal courts, Congress has no authority over the decisions made by the Supreme Court. The federal judiciary has the sole authority to interpret the law and the constitutionality of laws and apply them to individual cases. In addition to creating the judiciary branch, Article III of the Constitution provides every person the right to a fair trial by a jury of one’s peers.



<https://www.edreform.com>

Resources:

<https://www.whitehouse.gov/1600>

SSCG4: Demonstrate knowledge of the organization and power of the national government.

SSCG4b: Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

*Under **checks and balances**, certain branches are empowered to prevent actions by other branches and induced to share power. They are fundamentally important to the structure and operation of United States government. The Framers viewed checks and balances as essential to protect the liberties granted in the Constitution. In addition, checks and balances prevent any one branch from becoming too powerful.

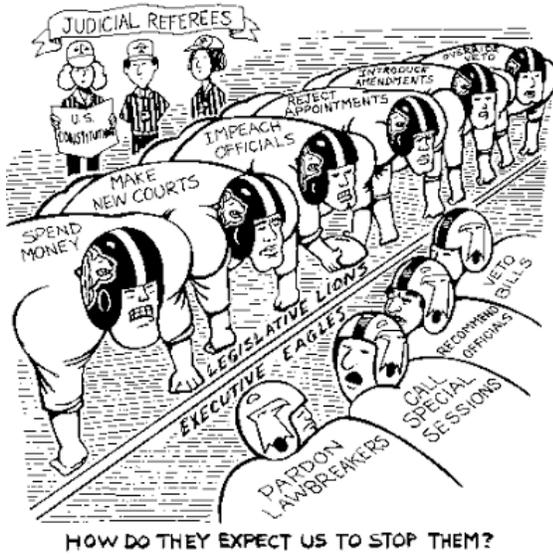
*The checks and balances of the legislative branch over the executive branch include: impeachment, override Presidential vetoes, approval of Presidential appointments and treaties, collect taxes and allocate federal funds, declare war, and select the President and Vice-President in a case where no candidate receives the majority of electoral votes.

*The checks and balances of the legislative branch over the judicial branch are: approve the appointment of federal judges, impeachment, initiate constitutional amendments, set the jurisdiction of federal courts, and change the size of the Supreme Court.

*The checks and balances of the executive branch over the legislative branch include: veto power, the Vice President is the President of the Senate, Commander-in-Chief of the armed forces, and calling one or both house of Congress into an emergency session.

*The checks and balances of the executive branch over the judicial branch are: appointment of federal judges and pardon power.

*The checks and balances of the judicial branch over both the legislative and executive branches is judicial review.



www.politicalcartoons.com

Activity: The following link offers lesson plans and materials to use in conjunction with teaching the three branches of government and the system of checks and balances and separation of powers:

<http://constitutioncenter.org/learn/educational-resources/lesson-plans/separation-of-powers>

Resources:

<https://www.britannica.com/topic/checks-and-balances>

http://www.usconstitution.net/consttop_cnb.html

SSCG5: Demonstrate knowledge of the federal system of government described in the United States Constitution.

Overview: The intent of this standard is to analyze the relationship between the national government and state governments, understand the Supremacy Clause as it relates to power, provide examples of the various types of powers outlined in the United States Constitution, and describe the process of amending the Constitution.

Resources:

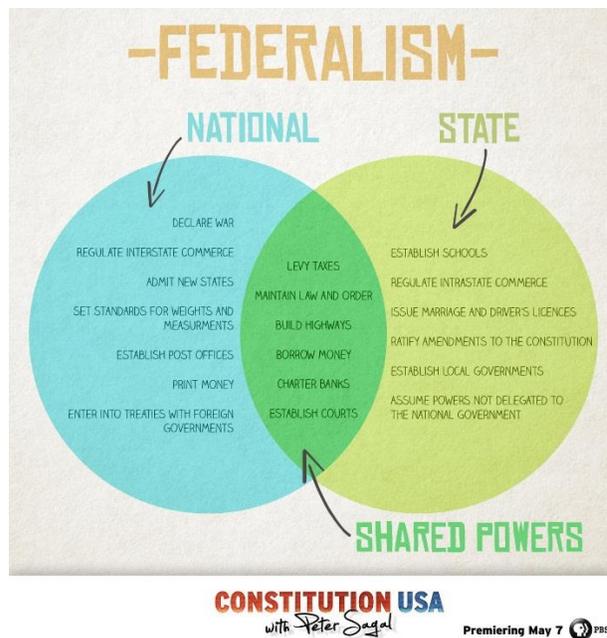
*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

SSCG5: Demonstrate the knowledge of the federal system of government described in the United States Constitution.

SSCG5a: Explain and analyze the relationship of state governments to the national government.

***Federalism** is a system of government in which a written constitution divides the powers of the government on a territorial basis between a national, or central, government, and several regional governments, typically referred to as States. Each level of government has its own set of powers. The Constitution sets out a **division of powers**; certain powers are assigned to the National government and other powers are assigned to the States. Each of the levels of government has its own areas of authority.

A major strength of federalism is that it allows for a more timely response to local matters and decisions by giving certain powers to the States. The National government's powers are focused on issues of national concern like defense and foreign relations. The following Venn diagram illustrates powers delegated to the national and state governments and powers shared between the national and state governments:



Venn diagram taken from pbsconstitution.tumblr.com

Activity: Have the students create their own Venn diagram and list national powers, state powers, and shared powers using crayons and markers. The student work should be colorful and creative.

Resources:

McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall.

SSCG5: Demonstrate knowledge of the federal system of government described in the United States Constitution.

SSCG5b: Define and provide examples of enumerated, implied, concurrent, reserved, and denied powers.

***Enumerated powers** are also called expressed powers. The enumerated powers are delegated to the national government and are spelled out, or expressed, in the Constitution. Most of the enumerated powers can be found in Article I, Section 8. There are 27 powers given to Congress, including: the power to collect taxes, to coin money, to regulate commerce, to maintain a national defense, to declare war, fix the standards of weight and measurement, and grant patents and copyrights. The enumerated powers given to the President are: operating in the role of Commander-in-Chief, issuing pardons, and entering into treaties with foreign nations.

***Implied powers** are not expressly stated in the Constitution, but are reasonably suggested, or implied. Article I, Section 8, Clause 18 is referred to as the ‘necessary and proper clause’. The **necessary and proper clause** grants Congress the power to make any laws necessary to carry out the enumerated powers. The necessary and proper clause is also referred to as the **elastic clause**. Examples of Congress’ implied powers include: the building of the interstate highway system, the building of dams, and the prohibition of discrimination.

***Concurrent powers** are those powers that both the National and State governments possess and exercise. Concurrent powers are not given exclusively to the National government and at the same time are not denied to the States. Examples include: the power to levy and collect taxes and to define crimes and punishments.

***Reserved powers** are those powers not granted to the National government, but at the same time, not denied to the States. The scope of reserved powers is huge! Most of what government does is done by the States and their local governments. Examples of reserved powers include: making laws regarding the minimum age to marry, the minimum age to purchase tobacco products, the minimum drinking age, laws regarding the ban of prostitution and gambling, requirements for businesses to obtain a license to operate, establish public schools, and the right to define criminal offenses and set punishments for violations.

***Denied powers** are set forth in the Constitution. These are powers that are expressly denied to the National government and include the reserved powers that are not denied to the States. Examples include: create public schools, enact uniform marriage and divorce laws, conduct illegal searches and seizures, deny people the right to a trial by jury, and prohibit freedom of religion and free speech.

Activity: The following link offers lesson plans and additional resources that can be used to teach students about the ‘necessary and proper clause’:

<http://www.heritage.org/constitution/#!/articles/1/essays/59/necessary-and-proper-clause>

Resources:

McClenaghan, W.A. (2015). *Macgruder’s American Government*. Boston: Pearson Prentice Hall.

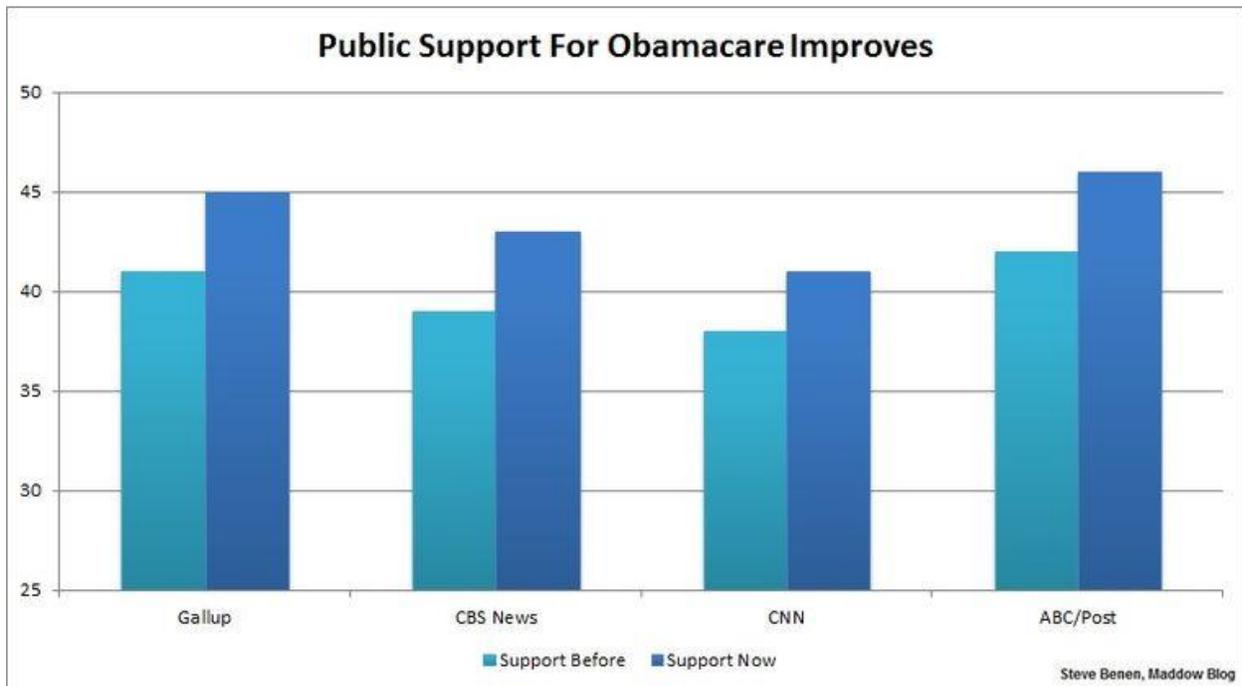
SSCG5: Demonstrate knowledge of the federal system of government described in the United States Constitution.

SSCG5c: Analyze the ongoing debate that focuses on the balance of power between state and national governments as it relates to current issues.

*Much of the current debate on the balance of power between the national government and the state governments focuses on state governments challenging federal governments in what they view as overstepping constitutionally prescribed roles. Two current issues that highlight this argument are: the passing of the **Affordable Care Act (Obamacare)** and the perceived abuse by the President of **Executive Orders**. The following link provides a resource to introduce and discuss the Affordable Care Act with students: <http://www.educationworld.com/admin/affordable-care-act-student-discussion-guide.shtml>.

*Use the following chart to illustrate how support for laws and executive orders is often presented to the American public. The chart was published on 10/13/13 (<http://www.msnbc.com/rachel-maddow-show/polls-show-growing-support-obamacare>). It is important for the students to note that approval is still at or below 50%, and when current issues arise out of the balance of power between state and national governments on issues such as the Affordable Care Act, public opinion can shift daily, or even hourly.

The following chart outlines support for the Affordable Care Act based on a Gallup Poll:



***Executive Orders** are not specifically expressed in the Constitution; however, in Article II, there is a “grant of executive power”. Executive Orders are binding orders that have the same effect as law but do not require Congressional approval. They are intended to help guide federal agencies in matters that involve established laws. Many executive orders are intended to be symbolic. Current debates focus on

the President’s use of executive orders to make laws, which goes against the separation of powers between the three branches of government.

The following links provide a presentation of the history of executive orders, in addition to the current debate on whether the executive branch is overstepping the roles outlined in the Constitution:

<http://www.cnn.com/2014/01/28/executive-orders-what-they-are-and-how-they-work.html>

<http://www.thisnation.com/question/040.html>

*A current debate on the misuse of Executive Orders surrounds the topic of immigration and amnesty. PBS aired a segment on the Executive Order President Obama issued on immigration. Click on the link to view the transcript of the segment: <http://www.pbs.org/newshour/bb/obamas-immigration-executive-actions-hold-legal-challenge-resolved/>.

Resources:

<http://www.nytimes.com/roomfordebate/2013/07/16/state-politics-vs-the-federal-government/states-need-more-control-over-the-federal-government>

*The following link includes lesson plans to teach students about: current issues in immigration, immigration issues throughout U.S. History, Supreme Court cases about immigration, and proposed legislation on immigration: <http://crfimmigrationed.org/index.php/featured-news>

SSCG5: Demonstrate knowledge of the organization and power of the national government.

SSCG5d: Analyze the Supremacy Clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land”.

The Framers of the Constitution expected that conflicts would be inevitable between national laws and State laws. They wrote what is known as the **Supremacy Clause** into the Constitution. The clause is found in Article VI, Section 2: “This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any state to the Contrary notwithstanding”.

The Supremacy Clause means that the Constitution stands above all other laws, including laws of States. The Supreme Court has the responsibility of applying the Supremacy Clause.

Activity: The first Supreme Court case to test the Supremacy Clause was *McCulloch vs. Maryland 1819*. The Court’s responsibility was to settle a dispute between a Maryland State law and a national law. Click the following link to an overview of the case:

http://www.pbs.org/wnet/supremecourt/antebellum/landmark_mcculloch.html

Resources:

http://www.pbs.org/wnet/supremecourt/antebellum/landmark_mcculloch.html

SSCG5: Demonstrate knowledge of the organization and power of the national government.

SSCG5e: Describe the roles of Congress and the states in the formal process of amending the Constitution.

An **amendment** to the Constitution means a change to the Constitution. The Framers expected that changes would need to be made over time, and they set out a very detailed plan for how amendments to the Constitution could be proposed and ratified. Article V sets out two methods for the proposal and two methods for the ratification of constitutional amendments.

Image taken from Creative Commons and is one of the First Amendment rights, freedom of speech.

*First Method – an amendment may be proposed by a two-thirds vote in each house of Congress and must be ratified by three-fourths of the State legislatures.

*Second Method – an amendment may be proposed, and then ratified by conventions called for the purpose of the amendment, in three-fourths of the States.

*Third Method – an amendment may be proposed by a national convention, called by Congress, at the request of two-thirds of the State legislatures. It must then be ratified by three-fourths of the State legislatures.

*Fourth Method – an amendment may be proposed by a national convention and ratified by conventions in three-fourths of the States.

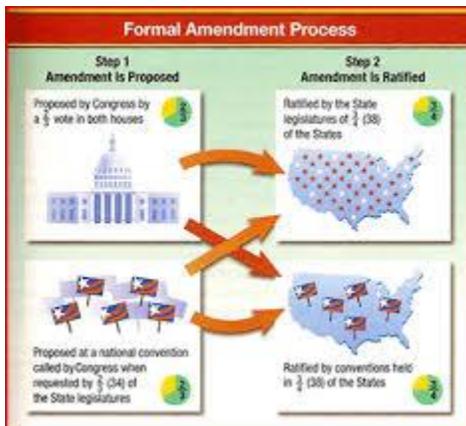


Chart taken from: geocities

Resources:

McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall.

The following link outlines the process of amending the Constitution:

<http://www.virtualclassroom.net/tvc/gov/amend/tsld001.htm>

SSCG6: Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.

Overview: The intent of this standard is to analyze the first ten amendments, known as the Bill of Rights, to gain an understanding of how each of these rights are secured.

Resources:

*Primary document for the Bill of Rights can be found on the following link on the Library of Congress website: <https://www.wdl.org/en/item/2704/>

*The following link offers activities to help students analyze and understand how each of the Bill of Rights is secured for American citizens: <https://www.billofrightsinstitute.org/founding-documents/bill-of-rights/>

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

The **Bill of Rights** includes the first ten amendments to the United States Constitution. The Bill of Rights was written by James Madison. There are currently 27 amendments. A major argument between the Federalists and Anti-Federalists focused on the Anti-Federalists' viewpoint that the Constitution did not provide for protection of American citizen's basic rights. Thomas Jefferson led the fight to ratify the Bill of Rights as a condition for Anti-Federalist support of ratification of the Constitution. The first ten amendments guarantee the: freedoms of belief and expression, of freedom and security of the person, and of fair and equal treatment before the law.

Bill of Rights:

First Amendment: Guarantees the freedom of religion, speech, and the press

Second Amendment: Guarantees the right to bear arms

Third Amendment: Protects against the forced quartering of troops

Fourth Amendment: Protects against unreasonable searches and seizures

Fifth Amendment: Guarantees a trial by jury and due process of law and guards against double-jeopardy and self-incrimination

Sixth Amendment: Outlines the rights of the accused, including a speedy and public trial

Seventh Amendment: Lays out the rules of common law

Eighth Amendment: Protects against cruel and unusual punishment and guards against excessive bail and fines

Ninth Amendment: Ensures that the individual rights that are not enumerated in the Constitution are secure

Tenth Amendment: Limits the power of the federal government by reserving all of the rights for the States not enumerated in the Constitution as national rights, nor denied to states



Activity: For this political cartoon, have students analyze the meaning of the political cartoon in regards to the Second Amendment right to bear arms. Have students share their interpretation of the cartoon with classmates.

Activity: The Library of Congress offers a lesson plan and activity on the original proposed twelve amendments to the Constitution, ten of which were approved and named The Bill of Rights. Students will analyze primary documents, conduct research, and debate the value of each of the originally proposed twelve amendments. The link follows:

<http://www.loc.gov/teachers/classroommaterials/lessons/bill-of-rights/>

SSCG7: Demonstrate knowledge of civil liberties and civil rights.

Overview: The intent of this standard is define civil liberties and civil rights, analyze due process of law as expressed in the 5th and 14th amendments, and identify how amendments extend the right to vote.

Resources:

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

SSCG7: Demonstrate knowledge of civil liberties and civil rights.

SSCG7a: Define civil liberties as protections against government actions (e.g., First Amendment).

***Civil liberties** are the protections against government. Civil liberties guarantee the protection of persons and property from the arbitrary acts of government. Examples of civil liberties include: freedom of religion, freedom of speech, freedom of the press, and the guarantee of a fair trial.

*The **First Amendment** guarantees the freedom of religion, speech, and the press. “Congress shall make no law respecting an establishment of religion or prohibiting the exercise thereof, or abridging the freedom of speech or of the press, or the right of the people peaceably to assemble and petition the government for a redress of grievances”. <https://nccs.net/online-resources/us-constitution/amendments-to-the-us-constitution/the-bill-of-rights-amendments-1-10/amendment-1-freedom-of-religion-speech-and-the-press>

*The **Bill of Rights** includes the first ten amendments. The first ten amendments were added to the Constitution less than three years after it became effective. The anti-Federalists would not ratify the Constitution without the guarantee of the Bill of Rights being added; the first ten amendments protect the basic rights held by Americans. Thomas Jefferson led the effort to add the Bill of Rights to the Constitution as a requirement for the support of the anti-Federalists.

Activity: Primary documents for the Bill of Rights are located at the following link to the Library of Congress: <https://www.loc.gov/rr/program/bib/ourdocs/billofrights.html>. Students will use primary documents to compare and contrast the Bill of Rights to the English Bill of Rights. The lesson plan for this activity can be found at: <https://www.eduplace.com/ss/hmss/7/unit/act8.1.html>

Resources:

GA Bar Association’s Virtual Museum of Law: *Brown v. Board of Education* includes an animated video about the case, a student quiz, and a teacher-access-only LiveBinder with additional lesson plans, other resources, and links to relevant current events:

<http://www.thelawmuseum.org/work/brown-v-board-education>

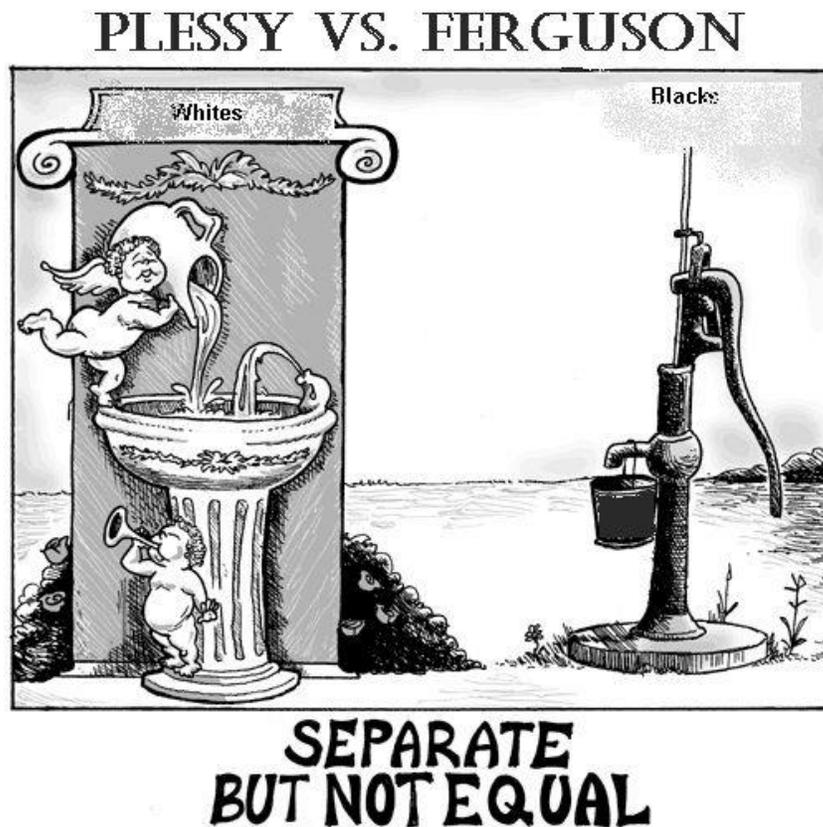
SSCG7: Demonstrate knowledge of civil liberties and civil rights.

SSCG7b: Define civil rights as equal protections for all people (e.g., Civil Rights Act, *Brown v. Board of Education 1954*, etc.).

***Civil rights** are those positive acts of government that seek to make constitutional guarantees a reality for all people. Examples include prohibitions of discrimination on the basis of race, sex, ethnicity, religion, and sexual orientation.

*The **Civil Rights Act of 1964** was a landmark piece of legislation in American history. In addition to voting rights provisions for ALL Americans, the act outlawed discrimination in a number of areas: no persons may be denied access or refused services in various public school accommodations because of race, color, religion, or national origin; the act prohibited discrimination against any person on the grounds of race, color, religion, national origin, sex, or physical disability in any program that receives federal funding; forbids employers and labor unions to discriminate against any person on grounds of race, color, religion, sex, physical disability, or age in job-related matters.

****Brown v. Board of Education 1954*** was a Supreme Court case that made a decision on the subject of separate but equal. The Court reversed *Plessy v. Ferguson*, which had allowed for separate but equal, and struck down laws in four states that required or allowed separate but equal educational facilities for white and African American students. The Supreme Court held that separate but equal was unconstitutional.



Activity: Students will interpret the meaning of the political cartoon above. They may work in pairs to interpret the meaning of the whites versus black and how the pictures in the cartoon depict the disparities between the meaning of ‘separate but equal’. They will then take that information and create a new cartoon of how the picture would change after the Supreme Court’s decision in *Brown v. Board of Education 1954*.

Resources:

<https://www.loc.gov/rr/program/bib/ourdocs/billofrights.html>

<https://www.eduplace.com/ss/hmss/7/unit/act8.1.htm>

SSCG7: Demonstrate knowledge of civil liberties and civil rights.

SSCG7c: Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation.

*The **5th amendment** guarantees certain protections relevant to criminal and civil legal proceedings, guarantees the right to a grand jury in criminal cases, protects against self-incrimination, forbids double jeopardy, requires that due process of law be a part of any proceeding that denies a citizen ‘life, liberty, or property’, and requires that the government compensate citizens when it takes private property for public use.

*The **14th amendment** addresses many aspects of citizenship and the rights of citizens. The most commonly used phrase in the amendment is ‘equal protection of the laws’.

***Process of incorporation** refers to the combination or merger of most of the guarantees in the Bill of Rights into the 14th amendment. The Supreme Court has held that most of the protections included in the Bill of Rights are covered in the 14 amendment’s due process clause.

***Double jeopardy** is part of the 5th amendment which says that once a person has been charged for a crime, he or she cannot be tried again for the same crime. For example, if an individual is found innocent for a crime of murder, and later advancements in DNA technology actually prove that the person who was acquitted is actually guilty, that person cannot be tried again for that same crime.

***Due process of law** states that the government must act fairly and in accord with established rules and laws in all that it does. In respect to the 14th amendment, the government must treat ALL citizens fairly and apply equal protection under the laws to ALL citizens.

*A **grand jury** is a formal device by which a person can be accused of a serious crime. In federal cases, a grand jury consists of 16 to 23 persons drawn from the federal court district that it serves. At least 12 of the grand jury members must vote to formally charge an individual for a serious crime. It is NOT a trial.

***Self-incrimination** means that in a criminal case, the burden of proof is on the prosecution. The defendant does not have to testify, or be a witness, against himself or herself.

Activity: Students will analyze the cartoon and relate it to ‘pleading the 5th amendment’. Answer should include that George Washington did not want to incriminate himself when it was discovered that he chopped down the cherry tree.



Resources:

https://www.law.cornell.edu/constitution/fifth_amendment

SSCG7: Demonstrate knowledge of civil liberties and civil rights.

SSCG7d: Identify how amendments extend the right to vote.

Each of the 4 amendments listed above in some way contributed to the right to vote.

- *The **15th amendment** provided the right to vote to people of color. Voting rights cannot be denied on the basis of race, color, or previous enslavement. This amendment was passed in 1870.
- *The **19th amendment** was passed in 1920 and gave women the right to vote.
- *The **24th amendment** was passed in 1964. This amendment banned poll taxes as a condition of voter qualification.
- *The **26th amendment** lowered the voting age to 18; this amendment was passed in 1971.

Activity: The following link provides a lesson plan and activity related to voting rights. Students will explore the evolution of voting rights in the United States through interactive activities. They will apply new knowledge of voting legislation and voter rights to individual scenarios in a class activity.

At the end of the activity, students will be able to: identify the laws and amendments that altered U.S. voting laws, identify obstacles to voting, and describe the role of Susan B. Anthony in securing the right to vote for women.

<https://www.icivics.org/teachers/lesson-plans/voting-rights>

SSCG8: Demonstrate knowledge of the legislative branch of government.

Overview: The intent of this standard is to cite the formal qualifications for members of the House of Representatives and the Senate, as outlined in the United States Constitution. The student will be able to describe the election process for both representatives and senators and compare and contrast the roles. Students will analyze the powers of both chambers of Congress, outline the steps in the legislative process, and describe the functions of the leadership positions and committees within the legislative branch. Students will analyze the positive and negative roles that lobbyists play in the legislative process.

Resources:

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

SSCG8: Demonstrate knowledge of the legislative branch of government.

SSCG8a: Cite the formal qualifications for representatives and senators listed in the Constitution.

*There are 435 members in the **House of Representatives**. There are three formal qualifications outlined in the United States' Constitution, which says that a member of the House: 1) must be at least 25 years of age, 2) must have been a United States citizen for at least seven years, and 3) must be an inhabitant of the State from which he or she is elected.

*There are 100 members in the **Senate**. There are two members for each of the fifty states. A senator must meet a higher level of qualifications, as outlined in the Constitution: 1) a senator must be at least 30 years of age, 2) must have been a citizen of the United States for at least nine years, and 3) must be an inhabitant of the State from which he or she is elected.

Resources:

http://www.senate.gov/civics/constitution_item/constitution.htm

<http://www.house.gov/content/learn/>

Both of the resources above provide information about qualifications, leadership roles, committee assignments, and terms of office.

SSCG8: Demonstrate knowledge of the legislative branch of government.

SSCG8b: Describe the election process for representatives and senators and how the 17th amendment impacted the election of senators.

*Congressional elections are held on the same day in every state. For the House of Representatives, elections are held on the Tuesday following the first Monday in November of each even-numbered year.

The congressional elections that are held in nonpresidential election years are referred to as **off-year elections**. ALL House of Representative members must run for election or re-election every two years.

*The senate is referred to as a **continuous body**, which means that all of the seats are never up for election at the same time. Only one-third of the senators run for election every two years. Since a senator has a six-year term, only 33 to 34 senators run for election or re-election every two years.

*Originally, senators were elected by the state legislatures; they were elected in this manner for the first 125 years following the passing of the U.S. Constitution. The **17th amendment** was passed in 1913. The ratification of the 17th amendment placed the election of senators in the hands of the American citizens. After 1913, both senators and representatives were elected by the people.

Resources:

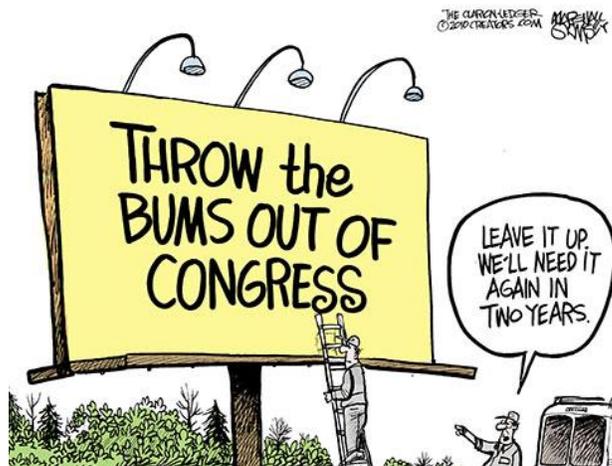
<https://www.archives.gov/legislative/features/17th-amendment>

SSCG8: Demonstrate knowledge of the legislative branch of government.

SSCG8c: Compare the terms of office for each chamber of Congress and explain the Founder's intent.

*The current size of the House of Representatives is 435 members. This number is not set in the Constitution, rather Congress decides on the number of members in the House. The Constitution does provide that the seats in the House of Representatives shall be **apportioned**, or distributed, among the states based on their populations. Each state is guaranteed at least one House member. The members are elected by registered voters in the district in which they represent. They have the advantage of having a smaller **constituency**, which includes the people and interests each House member represents. This provides an opportunity for representatives to be more involved and aware of issues that are important to the voters in their particular district.

The seats in the House may be **reapportioned**, or redistributed, based on the results of the census, which is conducted every ten years. Some states may gain a representative(s), while some may lose; the number of the membership remains at 435. All of the 435 members in the House have a two-year term, and there are no term limits.



Activity: The purpose of this political cartoon is to illustrate to students the importance of House of Representatives members taking the initiative to communicate with their constituents and work diligently for the interests of their constituents. If the citizens are dissatisfied with their representative, they can vote to replace their House member in the election cycle every two years. Discuss with students the significance of this political cartoon.

*The current size of the Senate is 100 members. Each state is represented by two senators. Senators are elected state-wide and represent all of the constituents in their state. Senators serve a six-year term, and as in the House, there are no term limits. This six-year terms gives senators a greater degree of job security. Senators are supposed to be more focused on the bigger picture of the needs and interests of their state as a whole, versus need and interests of individual districts within the state.

*The intent of the Founders was to design a **bicameral** legislature, or a legislature with two houses. There are three reasons that the founders preferred the bicameral structure. First, historically, the Founders were familiar with the design of the British Parliament, which had two houses. This system of legislating was familiar to the founding fathers. Second, the bicameral design was a practical matter. There was a conflict between the Virginia Plan and the New Jersey Plan. Virginia wanted representation based on population, while New Jersey wanted equal representation for all states. The bicameral design of two houses solved this conflict. Each state is represented equally in the senate, and the House membership is based on population. Third, in theory this bicameral design would allow for a system of checks between both houses.

Resources:

<https://www.icivics.org/teachers/lesson-plans/why-do-we-have-house-and-senate-anyway>

<http://www.constitution.org/primarysources/primarysources.html>

These resources provide a link to an interactive lesson plan on why we have a bicameral legislature, and the primary sources link will offer access to primary documents from the Constitution which outline how the House and Senate were to be structured.

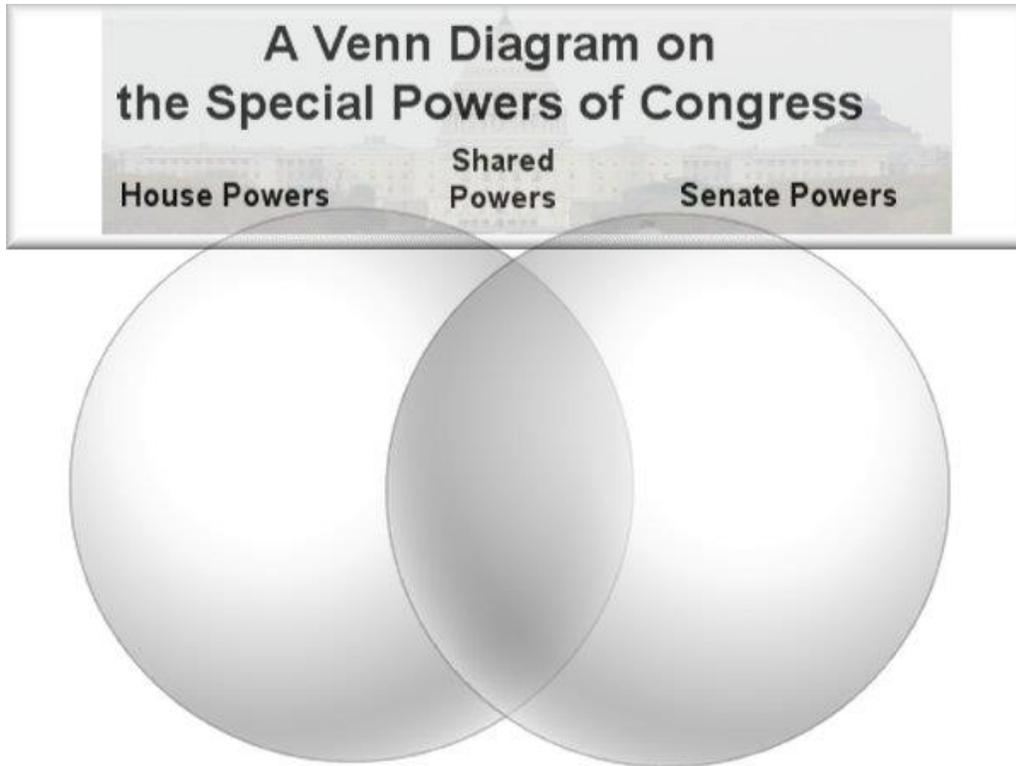
SSCG8: Demonstrate knowledge of the legislative branch of government.

SSCG8d: Compare and contrast the powers of each chamber of Congress (e.g., power of the purse, 16th amendment, treaties, etc).

*The House of Representatives has several powers assigned exclusively to it, including the power to initiate revenue bills, impeach federal officials, and elect the President in the event of an Electoral College tie. The **power of the purse** is another term for the initiation of revenue bills. ALL revenue bills must originate in the House. The majority of revenue is collected through **taxation**. A **tax** is a charge levied by the government on personal income, corporate income, or property. The **16th amendment** to the Constitution gives Congress the power to levy income taxes without apportioning it among the states or basing it on the U.S. census.

*The Senate has several powers assigned exclusively to it by the Constitution including the sole power to confirm Presidential appointments, ratify treaties, and try cases of the impeachment of federal officials.

Activity: Have students create a Venn diagram on the powers of Congress using the following website as a starting point for their research: <http://www.let.rug.nl/usa/outlines/government-1991/the-legislative-branch-the-reach-of-congress/powers-of-the-house-and-senate.php>



SSCG8: Demonstrate knowledge of the legislative branch of government.

SSCG8e: Explain the steps in the legislative process.

*A **bill**, which is a proposed law, must originate in the House of Representatives or the Senate, except for revenue bills which **MUST** originate in the House.

***Steps in the legislative process: (If a bill originates in the Senate, the steps below are reversed for House and Senate).**

1. The bill is drafted (anyone can draft a bill – members of Congress, the President, outside groups)
2. Introduced in the House - a House of Representatives member introduces the bill (only members of the House or Senate can introduce bills).
3. The Speaker of the House sends the bill to a committee.
4. Committee Action – most bills die here, but if the bill is passed, it goes to the Rules Committee.
5. Rules Committee – the bill is assigned a time for debate in the House (only the House has a Rules Committee).
6. Floor Action – the bill is debated, and amended, if necessary. If a majority of House members approve the bill, it goes to the Senate.
7. Introduced in the Senate – a senator introduces the bill, and the bill is assigned to a committee.
8. Committee Action – if the committee majority votes for the bill, it goes for debate in the Senate as a whole.
9. Bill Called Up – the Senate Majority Floor Leader decides when the bill will go up for debate.
10. Floor Action – the bill is debated, and amendments may be made. If the bill passes the Senate with a majority vote, it is sent back to the House.
11. Conference Committee – if the House rejects any changes made by the Senate, it goes to a conference committee, which is comprised of members from both the House and the Senate. They work out a compromise.
12. Vote on Compromise – both the House and the Senate must approve the bill as amended by the conference committee. If approved by a majority vote in both houses of Congress, the bill is sent to the President.
13. Presidential Action – the President may sign, or approve, the bill or **veto** (reject) the bill. If the President signs the bill, becomes law.
14. Vote to Override – if the President vetoes the bill, it can still be approved by a two-thirds majority in both houses to become law.

*Other terms that students should be familiar with regarding the legislative process include:

Rider – a provision not likely to pass on its own merit that is attached to a bill that is certain to pass.

Discharge petition – this petition enables members of either house to force a bill that has remained in committee for 30 days or longer onto the floor for consideration.

Quorum – a majority of the membership that must be present in chambers to conduct business.

Engrossed – the bill is engrossed when it is printed in its’ final form.

Filibuster – essentially this is the attempt to ‘talk a bill to death’. It is a stalling tactic that is used by a minority of senators seeks to delay or prevent Senate action on a matter. A filibuster can ONLY be used in the Senate.

Cloture – a Senate rule used to limit debate. At least three-fifths of the senate, or 60 members, must vote to invoke cloture.

Veto – when the President refused to sign a bill into law.

Pocket veto – if Congress adjourns its’ session within ten days of submitting a bill to the President, and the President does not act, the bill dies.

Activity: The movie “Mr. Smith Goes to Washington” is an excellent activity to use for this particular standard. You can quiz the students on some of the main points from the movie for a daily grade.

Activity: The following website provides suggestions for activities that require students to use both research and inquiry skills to investigate bills in real time and discover the hurdles that lawmakers encounter in the process: <https://kids.usa.gov/teachers/lesson-plans/government/how-a-bill-becomes-law/index.shtml>. There are lesson plans and activities for all grade levels and on various topics concerning how a bill becomes a law.

Resources:

A video produced by School House Rock – “How a Bill Becomes a Law” is one of the best videos to illustrate the legislative process in a simple and easy to understand manner. You can find the video at the following link: <https://www.youtube.com/watch?v=Otbml6WIQPo>

<http://www.scholastic.com/browse/article.jsp?id=4702> – this website sponsored by Scholastic outlines the steps for how a bill becomes a law and offers resources and activities for teachers to use.

SSCG8: Demonstrate knowledge of the legislative branch of government.

SSCG8f: Explain the functions of various leadership positions and committees within the legislature.

*The **Speaker of the House** is the most important position in Congress. The Speaker is the elected, presiding officer of the House of Representatives. The Speaker is chosen from the majority party in the House and is typically the longest serving House member. The Speaker's powers revolve around two primary duties: 1) preside over the House, and 2) maintain order. The Speaker presides over most sessions of Congress. No member of the House may speak unless he or she is recognized by the Speaker and given permission to speak. Other duties include: interprets and applies the rules of the House, refers bills to committees, rules on points of order, puts motions to a vote, and names the members of all select and conference committees. The Speaker must sign all resolutions and bills passed by the House. The Speaker may vote, but typically only does so in the event of a tie.

*The **President of the Senate** is always the Vice President of the United States and is the Senate's presiding officer. Unlike the Speaker of the House, the President of the Senate is not an elected member of Congress and may not even be a member of the majority party in the Senate. The President of the Senate does have the following powers: recognize members who want to speak, put measures to a vote, and vote **ONLY** in the event of a tie. In addition, the President of the Senate may **NOT** debate a bill.

*The **President Pro Tempore** is the presiding officer of the Senate in the Vice President's absence. The President Pro Tempore is elected by the members of the Senate and is always a member of the majority party. Like the Speaker, the President Pro Tempore is typically the longest serving member of the Senate's majority party.

*Both the House and the Senate have a **majority floor leader**. They are chosen by party members within their respective houses of Congress from the majority party. Their role is to carry out decisions of the party caucuses, steer floor action and votes to their party's advantage, and serve as the chief spokesperson for his or her party. The **minority floor leaders** serve the same roles as the majority floor leaders, but they are chosen from the minority party in each house of Congress.

***Whips** are essentially assistant floor leaders, and both the majority party and the minority party of both the House and the Senate have whips who are appointed by their party colleagues. The whips are a liaison between the party's leadership and the other members. The primary duty of the whip is to keep track of the number of votes on measures that are being debated and voted on in both the House and the Senate. The whips also make sure that all party members are present in chambers for votes.

***Standing committees** are permanent committees in the both the House and the Senate. Similar bills are sent to various standing committees. The House and Senate have their own standing committees. The House of Representatives currently has 20 standing committees, and the Senate has 16 standing committees.

***Select committees** are sometimes referred to as special committees. They are set up for specific purpose and usually for a limited period of time. The Speaker and the President of the Senate assign the members to select committees. Select committees are formed to investigate a current matter.

***Joint committees** are composed of members of both the House and the Senate. Some joint committees are select committees and some are permanent.

*A **conference committee** is a temporary, joint committee that is organized to iron out differences in the versions of a bill from the House and the Senate. The final bills from both the House and Senate must be

identical before they can be sent on to the President. Once a compromise is reached, the conference committee disbands.

Resources:

The following website maintains an updated listing of all committees in both the Senate and the House of Representatives: <https://www.govtrack.us/congress/committees/>

McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall.

SSCG8: Demonstrate knowledge of the legislative branch of government.

SSCG8g: Analyze the positive and negative role lobbyists play in the legislative process

***Lobbying** includes the activities by which group pressures are brought to bear on the legislative process and legislators. Lobbyists, those individuals who lobby, are usually connected to special interest groups. The lobbyists 'campaign' to have public policy approved that represents the special interests of the group they work for. For example, the NRA (National Rifle Association) employs lobbyists to persuade legislators to pass bills and enforce public policy that supports their interests in gun control. Companies who manufacture guns, ammunition, and related products obviously want laws that support the second amendment right to bear arms.

There are positive aspects of lobbying. Lobbyists are usually very knowledgeable on the issue they represent. They can educate members of both the House and the Senate on the issues at hand to better inform legislators. Lobbyists represent a much wider group of people who share similar interests and act as the spokesperson for those common interests. Lobbyists can assist legislators in drafting legislation and including accurate, up-to-date information on issues of public policy.

There is often a negative connotation associated with the word lobbyist. In earlier times, lobbying brought forth images of bribery and the use of unethical practices. Regulations have removed the abuses lobbyists used in past legislative processes. One negative aspect of lobbying is that the special interest groups that have the most money are often the groups that have legislation drafted and passed in their favor. There may be important and valid issues that need addressed from a public policy perspective, but if it is grass-roots effort with little money, their interests may go unnoticed at the national and state levels.



politicalhumor.about.com

Activity: Have students interpret the meaning of the political cartoon. Santa represents Congress, and the decision on a piece of legislation will depend on how much money the lobbyist contributes to campaigns or what types of fundraising functions are sponsored by the special interests that the lobbyist represents.

SSCG9: Explain the impeachment and removal process and its use for federal officials as defined in the U.S. Constitution.

Overview: The intent of this standard explain the impeachment process for federal officials and explain the process of removing elected officials from office using the guidelines set forth in the United States Constitution.

***Impeachment** is the formal accusation of wrongdoing or misconduct by the President, Vice President, and all civil officers of the United States. The Constitution provides for the impeachment of officials at the federal level. Article II, Section 4 states “the President, Vice President, and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors” (<https://www.loc.gov/law/find/impeachment.php>). To impeach an official means to bring charges against that official.

*The House of Representatives has the sole power to accuse and bring the charges in impeachment. Impeachment requires a majority vote in the House. It is the Senate’s job to try, or judge, impeachment cases. A conviction requires a two-thirds vote in the Senate. The penalty for conviction is removal from office. If a federal official is impeached and removed from office, he or she may still face criminal charges and may face a trial in the regular court system.

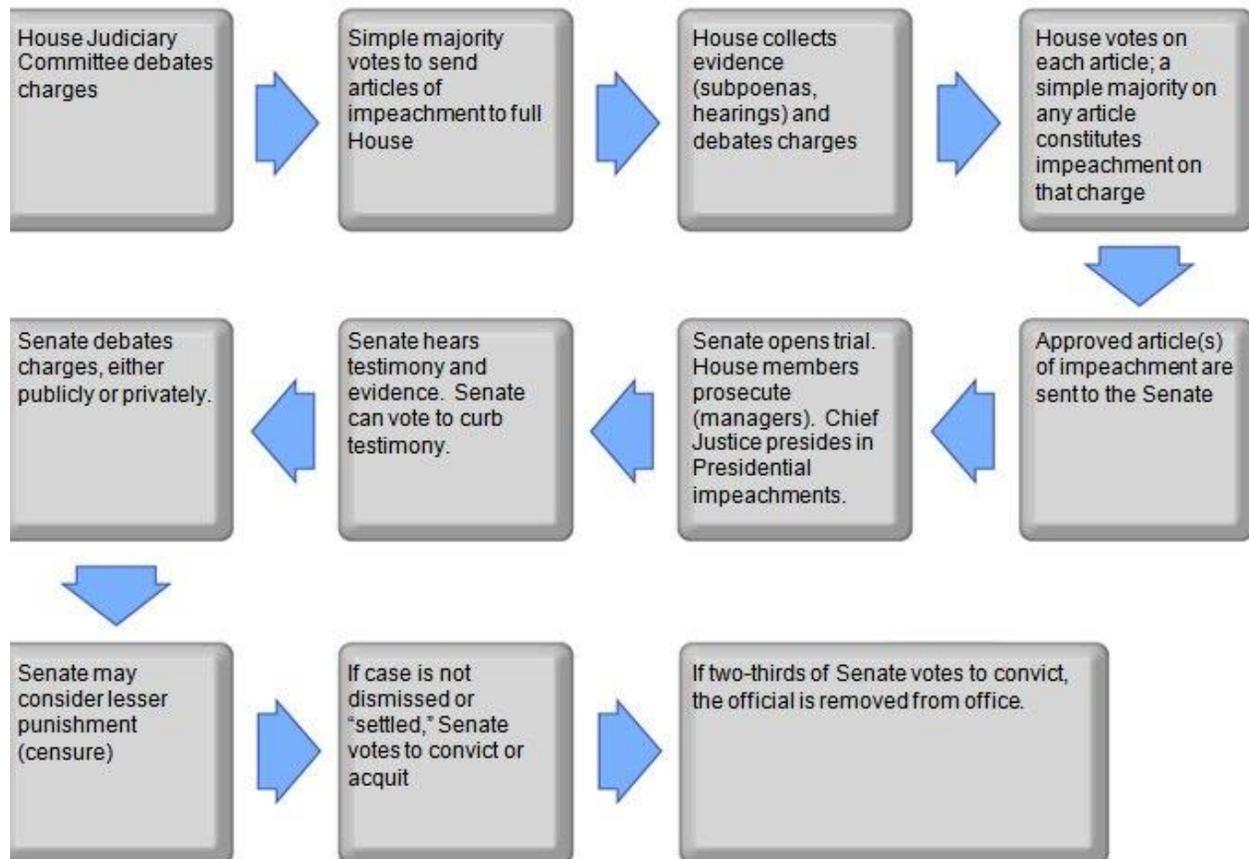
*Only two presidents have been impeached by the House of Representatives, and in both cases, the Senate voted to **acquit**, or find not guilty. Andrew Johnson was impeached in 1868, and Bill Clinton was impeached in 1998. A third president, Richard Nixon, would have most certainly been impeached in 1974; however he resigned before the impeachment charges were brought against him by the House of Representatives.

Activity: The following link provides a lesson and simulation on the impeachment trial of Andrew Johnson. The website includes all steps and links to primary sources on the impeachment and circumstances surrounding Andrew Johnson’s impeachment:

<http://www.andrewjohnson.com/15ImpeachmentSimulationGame/SimulationGameTopPage.htm>

Activity: Using the following graphic representation in the steps of the impeachment process, have students divide into groups of 3 or 4. Then have the students write each of the 11 steps represented on pieces of white or colored paper (one step on each sheet of paper). Then, ask students if they can put the steps in order (without referring the chart below). They will be timed and will be competing against the other groups of students in the class.

The Impeachment Process



Sites.google.com

Activity: Ask students to interpret the following political cartoon after reviewing the grounds for the impeachment of Richard Nixon. The cartoon depicts the race against time for Nixon to decide whether to decide to resign or face almost certain impeachment charges. Image taken from www.dailykos.com



Resources:

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

*Primary documents for the impeachment of Andrew Johnson can be found at: <https://www.archives.gov/legislative/features/impeachment>. This site has photos of the original, hand-written resolution for impeachment by the House of Representatives.

*Primary documents related to the impeachment of Bill Clinton can be found at: <https://partners.nytimes.com/library/politics/clintonlewinsky-documents.html>. This site includes documents related to press conferences and Congressional testimony.

SSCG10: Demonstrate knowledge of the executive branch of government.

Overview: The intent of this standard is to cite the formal requirements for one to run for the office of President of the United States, describe informal qualifications that have been common to past presidents, identify the President's term of office and describe the line of succession, analyze the role of the Electoral College in the election of the President of the United States, and distinguish between the many roles the President must take on in his or her position as the leader of the United States.

Resources:

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

SSCG10: Demonstrate knowledge of the executive branch of government.

SSCG10a: Cite the formal qualifications listed in the Constitution for the President of the United States.

*The Constitution outlines three formal qualifications that one must meet in order to run for the office of President of the United States: 1) must be a natural born citizen of the United States (a person who is born abroad to an American citizen is considered a citizen of the United States), 2) be at least 35 years of age, and 3) must have been a resident of the United States for at least 14 years (this does not have to be a consecutive 14 years). These qualifications can be found in Article II, Section 1, and Clause 5 of the United States Constitution.

Resources:

<http://www.heritage.org/constitution/#!/articles/2/essays/82/presidential-eligibility>

SSCG10: Demonstrate knowledge of the executive branch of government.

SSCG10b: Describe the informal qualifications common to past presidents.

*Although there are only three formal qualifications to run for President of the United States, there are other things that past presidents have had in common:

- Past political experience as a House member, Senator, or Governor
- Name recognition
- Protestant religion
- Pleasant and healthy appearance
- Married
- Attractive family
- Well-developed speaking ability
- Charismatic
- Male
- College-educated with degrees in law or business
- White
- From larger states – New York, California, Texas, Illinois

SSCG10: Demonstrate knowledge of the executive branch of government.

SSCG10c: Identify term of office and describe the line of succession (e.g., 20th, 22nd, and 25th amendments).

*Each President may serve a maximum of two full terms, not to exceed 10 years. A presidential term is four years. A President may serve two full terms, or eight years, but not to exceed 10 years. If a current President dies or is disabled and unable to serve his or her term, the Vice President of the United States becomes President. If there are two years or less remaining in the term that has been vacated by the current President, then the VP may serve out those two years plus he or she has the option of running for President for two more terms. If there are more than two years remaining in that current President's term, then the VP may only fulfill that term and run for one more term as President.

***Presidential succession** is the scheme by which a presidential vacancy is filled. If a President dies, is disabled, or is impeached, the Vice President becomes President.



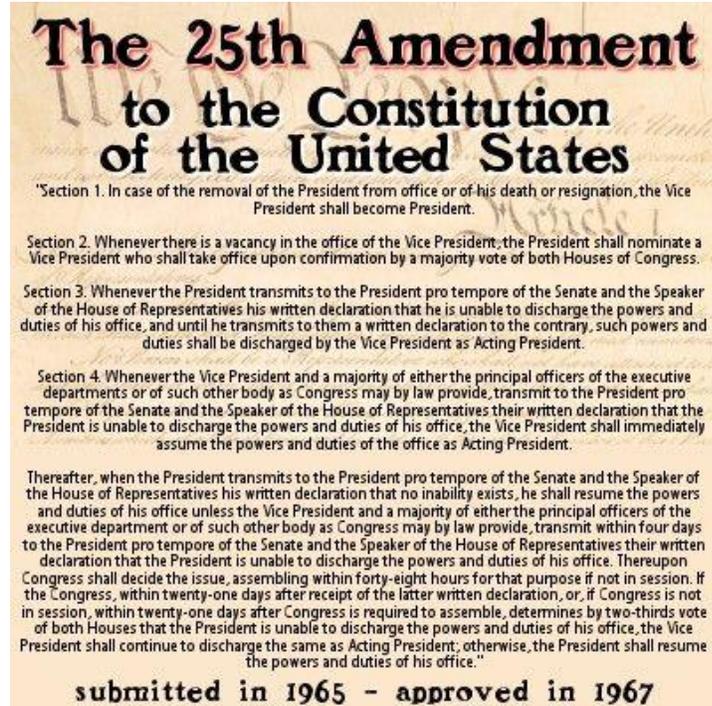
Activity: Assign students a scenario, and have them work in pairs or small groups to decide how presidential succession would occur. If the president and vice president are both killed at the same time, who would become president, and how would that individual's office be filled? Discussions should conclude with the Speaker of the House becoming president, a special election to fill the Speaker's seat, and the majority party of the House choosing a new Speaker.

*The **20th Amendment** of the United States Constitution sets the dates at which federally elected offices end and identifies who succeeds the President if he or she dies. It was ratified in 1933. The terms of the President and Vice President end on January 20th at noon, and if the President dies, the Vice President fulfills the role of President.

*The **22nd Amendment** was ratified in 1951 and addresses limits on presidential terms. The 22nd Amendment ensures that no one person be elected to more than two four-year terms as President of the United States. Until the 22nd Amendment was ratified, it was traditional for presidents to serve only two four-year terms, but after Franklin D. Roosevelt served four four-year terms, Americans recognized that it was not a good idea for the country to have a President serve more than two terms.

*The **25th Amendment** was ratified in 1967 and addresses presidential succession in more detail. This amendment allows for the Vice President to become President in the event of the President's death, incapacitation, resignation, or impeachment. In the event of temporary presidential disability, this

amendment outlines how the President can regain his or her office as President. The amendment outlines how the President fills the role of the Vice President, in the event that the VP dies, resigns, is incapacitated, or is removed from office. If the President was temporarily incapacitated from an illness or injury, he or she may regain the office of the presidency by sending a declaration to Congress that he or she is no longer incapacitated.



Activity: Have students individually read through this primary document and annotate the amendment, using their own words.

Resources:

http://www.usconstitution.net/xconst_Am20.html

<http://kids.laws.com/22nd-amendment>

<http://kids.laws.com/25th-amendment>

SSCG10: Demonstrate knowledge of the executive branch of government.

SSCG10d: Analyze the role of the Electoral College in electing the President and the clarification provided in the 12th Amendment.

*The **12th Amendment** was ratified in 1804 and provides for the election of the President and the Vice President by the Electoral College. It goes further to outline how these offices are elected should there NOT be a majority vote. The background of this amendment goes back to colonial times. In early times, each individual ran for President; there was not a joint ticket where both Presidential and Vice Presidential candidates ran together as a team. The electors each cast two votes to choose the President and Vice President from the candidates running for President, and the states chose how their electors chose the President. The process was different for each state. It was very confusing and not uniform.

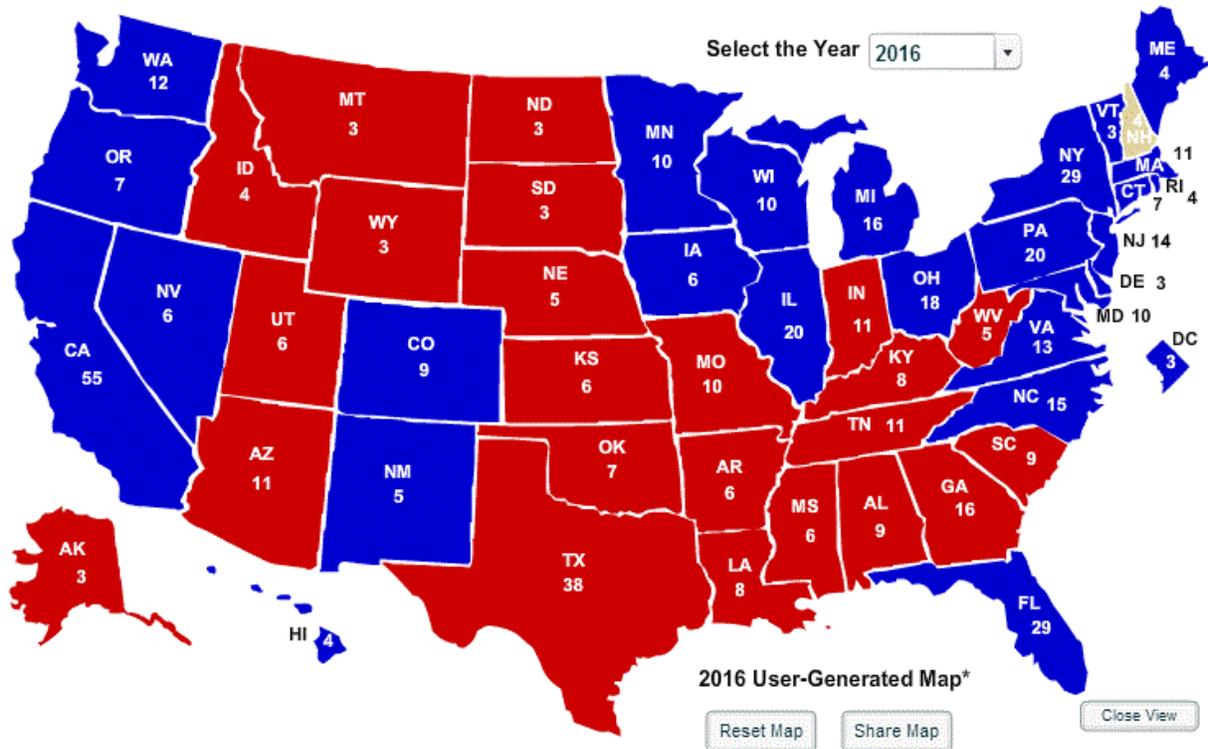
After the ratification of the 12th Amendment, the Presidential candidate and his/her running mate for Vice President run as a team. The electors cast one vote instead of two. In the event of a tie, the House of Representatives decides who will become President from among the top three candidates. Each state casts one vote. If no one candidate receives at least 26 votes, the decision then goes to the Senate. The Senate decides from the top two candidates, and a majority vote is required.

*The **Electoral College** is comprised of electors from each state. Each state has as many electors as the number of House of Representative members plus Senators representing that state. The electors are expected to choose the candidates for President and Vice President who receive the most popular votes. After the general election is held, the electors meet in their state capitol on a date set by Congress. Currently, this date is set as the Monday after the second Wednesday in December. The elector's ballots are signed and sealed and sent via registered mail to the president of the Senate (Vice President) in Washington D.C. Even though the President and Vice President are typically known by the day after Election Day, more than a month before the electors cast their votes, the formal election of the President and Vice President finally takes place on January 6th. On that date, the president of the Senate opens the electoral votes from each state and counts them before a joint session of Congress.

There are a total of 538 electors, comprised of the 435 members of the House of Representatives, 100 Senators, plus three electors for the District of Columbia, as provided in the 23rd Amendment.

Activity: Use the following link to access an interactive student activity from the 2016 Presidential election: <http://www.270towin.com/>

Activity: Use the map below to illustrate the number of electoral votes per state and ask students to identify how many House members and Senators are in each state based on the number of electors.



Resources:

McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall

SSCG10: Demonstrate knowledge of the executive branch of government.

SSCG10e: Distinguish between the roles of the President, including Commander in Chief of the Armed Forces, chief executive, chief agenda setter, chief of state, chief diplomat, and party leader.

*The President of the United States must serve many roles, and many of them simultaneously. The Constitution makes the President **Commander in Chief** of the nation's armed forces. The President has direct and immediate control over all of the troops and nation's military arsenal. This Constitutional directive can be found in Article II, Section 2. Congress does have to the authority to declare war under our nation's system of checks and balances.

*The President serves in the role of **chief executive**. The President's power as chief executive is vested in the Constitution. This power is broad and covers both domestic and foreign affairs. The role of chief executive includes: supervise the executive branch of government, prepare the executive budget, and appoint and remove executive officials.

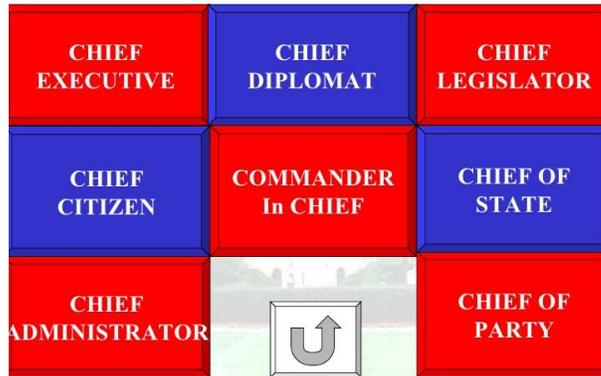
*The President's role as **chief agenda setter** includes: scheduling the agenda for the State of the Union address, determining policy initiatives of the government, setting the budget, and deciding on priorities for legislation to be supported by the executive branch.

*As **chief of state**, the President is the ceremonial head of the United States government. He symbolizes all of the American people.

*The role of **chief diplomat** includes the responsibility to develop American foreign policy and serve as the nation's chief spokesperson to the rest of the world.

*As **party leader** or **chief of party**, the President is the acknowledged leader of the political party that controls the executive branch.

ROLES OF THE PRESIDENT



www.slideshare.net

Resources:

McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall

SSCG11: Explain the functions of the departments and agencies of the federal bureaucracy.

Overview: The intent of this standard is to describe the purpose and functions of the federal bureaucracy, including government corporations, independent regulatory agencies, and executive agencies. In addition, students will explain the functions of the President's cabinet.

Resources:

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

SSCG11: Explain the functions of the departments and agencies of the federal bureaucracy.

SSCG11a: Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

*A **bureaucracy** is a large, complex administrative structure that handles the everyday business of an organization. The United States' federal government is the largest organization in the country. When many Americans hear the word 'bureaucracy', they automatically think of red tape and delays. A bureaucracy is a method of organizing large organizations. There are both public and private bureaucracies.

***Independent regulatory agencies** are federal organizations that are independent from the three branches of government; they operate independently and are not under the direct control of the president. These agencies are created to regulate certain aspects of the nation's economy and exercise authority over certain aspects of activity to protect consumers. Examples include: the Environmental Protection Agency (EPA), the Federal Trade Commission (FTC), the Consumer Product Safety Commission (CPSC), the Securities and Exchange Commission (SEC), and the Food and Drug Administration (FDA). These agencies act as '**watchdogs**'.

***Government corporations** do not belong to any department. Government corporations are created by Congress and are set up to perform business of the federal government; they operate much like a regular corporation operates. They charge fees and compete with private businesses. Examples include: the U.S. Postal Service, Amtrak, and the Tennessee Valley Authority (TVA). Government corporations are run by a board of directors and have a general manager who directs the day-to-day operations, as directed by the board of directors. Congress decides the purpose for each and the functions that the government corporation can perform.

***Executive agencies** are organized much like the Cabinet departments but are not part of the President's Cabinet. They are given extremely important public tasks to perform, such as NASA. They range in size; some of the smaller executive agencies include: The Civil Rights Commission and The National Transportation and Safety Board.

Resources:

*For a list of some of the independent regulatory agencies and their purpose, click on the following link:
<https://www.sba.gov/advocacy/independent-regulatory-agencies-compliance-regulatory-flexibility-act>

*The following link provides an overview, including comparisons and contrasts, of independent regulatory agencies, government corporations, and executive agencies:
<http://www.ushistory.org/gov/8b.asp>

SSCG11: Explain the functions of the departments and agencies of the federal bureaucracy.

SSCG11b: Explain the functions of the President's cabinet.

*The **cabinet** is an informal advisory committee comprised of the heads of the 15 cabinet departments, the Vice President of the United States, the White House Chief of Staff, and few others chosen by the President. The members of the cabinet serve as advisors and experts. The President appoints the heads of the 15 cabinet departments, and the Senate must approve the presidential nominations. There are several factors that influence the President's choices for department heads: party, loyal supporters of the President, and professional qualifications.

Cabinet members have two main duties: 1) function as the administrative head of one of the executive cabinet departments, and 2) together they serve as the primary advisors to the President.

Activity: Have students study the political cartoon below and interpret the meaning. In this cartoon, we can see that a President often appoints cabinet members who support the viewpoints and policy initiatives of the President. Here, President Bush does not have any dissenting opinions from his new cabinet.



Image taken from intoon.com

Resources:

The White House that follows provides an overview of all cabinet departments and all individuals who serve as current members of the President's cabinet: <https://www.whitehouse.gov/administration/cabinet>

SSCG12: Describe the tools used to carry out United States foreign policy, including diplomacy and treaties; economic, military, and humanitarian aid; and sanctions and military intervention.

Overview: The intent of this standard is describe the tools used by the United States to carry out foreign policy.

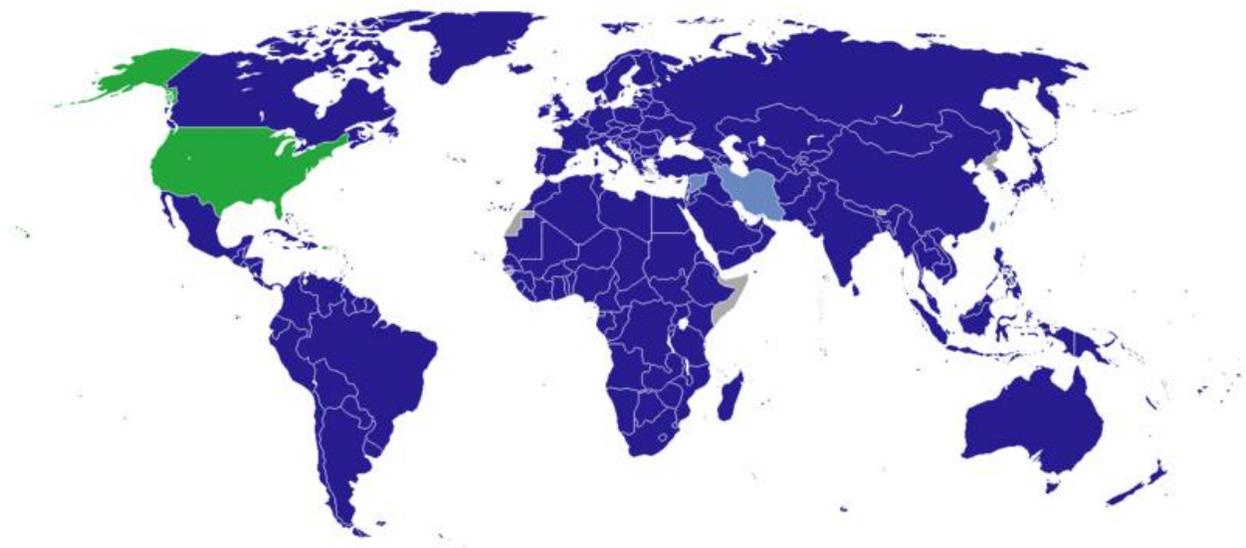
***Foreign policy** refers to a state’s international goals and its strategies to achieve those goals.

***Diplomacy** is the act of dealing with other nations, usually through negotiation and discussion. Diplomacy involves meetings between leaders, sending diplomatic messages, and making public statements about the relationship between countries. For example, the American President often hosts leaders and chief diplomats of other nations at the White House to discuss a variety of issues. Most diplomacy occurs behind the scenes.

The United States primarily carries out diplomacy through the Department of State. The U.S. Department of State is headed by the Secretary of State. The Secretary of State is nominated by the President and confirmed by the Senate. The Department of State is one of the oldest cabinet departments; it was formed in 1789. The Secretary of State and his or her staff travel around the world to build alliances with other nations, promote democracy and human rights, and mediate conflicts.

The Department of State manages the U.S. embassies located throughout the world. Ambassadors are nominated by the President and confirmed by the Senate. Below is a map with the official sites of the U.S. embassies:

Green represents the United States; Royal blue represents the nations in which a U.S. embassy is located.



***Economic aid** consists of giving or loaning money to other countries.

The Marshall Plan is an example of an economic aid plan designed to assist Western Europe after WWII. It was known as the ERP, or European Recovery Plan. Much of the agricultural production in Western Europe was devastated by years of war, and Europe was on the brink of famine. In addition, Europe’s

infrastructure was damaged. From 1948 until 1952, the United States gave \$13 billion in direct financial aid to Western Europe to assist in the rebuilding of the economy and infrastructure. The plan was named after the Secretary of State, George Marshall, who developed the plan.

Resources:

Click the link below to gain additional resources and insight into U.S. economic aid:

<http://beta.foreignassistance.gov/>

***Military aid** includes sending American troops to other countries, providing military training to other countries, or even supplying weapons or equipment. Military aid can be controversial. Its' stated aim is to help allies or poor, underdeveloped countries fight terrorism, counter-insurgencies, or drug wars. There are three main programs for military funding in the United States: 1) Foreign Military Financing – provides grants that enables U.S. allies to attain U.S. military equipment, services, and training, 2) Peacekeeping Operations – this provides voluntary support for international peacekeeping situations and usually falls within the interests of the United Nations, and 3) The International Military Education and Training Program – offers military training to foreign, usually U.S. allies, military officers.

Military aid has increased dramatically in the past decade due to the ongoing War on Terror with Iraq and Afghanistan. The United States currently provides the majority of military aid to: Iraq, Afghanistan, and Israel.

Activity: Have students go to the website below. This site provides an overview of U.S. military aid from 2009 through 2015 and itemizes by country/region. Have students compare and contrast military aid from year to year and determine which countries received the most and least amount of aid from the United States.

<http://www.state.gov/t/pm/ppa/sat/c14560.htm>

***Humanitarian aid** is material or logistical assistance provided for humanitarian purposes. Humanitarian aid is typically provided in instances of natural or man-made disasters, such as famine or war. The primary objective of humanitarian aid is to save lives, alleviate suffering, and maintain human dignity. Types of aid include: clean water, food, shelter, and medical care.

Activity: Click on the link below to gain insight into the humanitarian aid provided to Syria – this can be used as a teaching resource to help students understand how humanitarian aid works:

<https://www.whitehouse.gov/the-press-office/2013/09/24/fact-sheet-us-humanitarian-assistance-response-syrian-crisis>

***Treaties** are formal agreements ratified by countries entering into the agreement. In the United States, a treaty must receive the consent/approval of the Senate for ratification. There are three types of treaties: 1) peace treaties – bring fighting to an end or bargain peace terms, 2) alliance treaties – agreements to help each other for defense, economic, scientific, or other reasons, and 3) commercial treaties – economic agreements to trade on favorable terms.

An example of an economic alliance treaty is NAFTA (North American Free Trade Agreement). NAFTA was a treaty signed between the United States, Mexico, and Canada, to decrease trade barriers, such as tariffs, and trade restrictions.

Another example of an alliance treaty is the European Union (EU). There are currently 28 member states. The EU was formed in 1993 to establish favorable trade agreements, a common currency, and mutual support.

Resources:

Below is an updated link that keeps all information about the EU current and is an excellent resource:

http://europa.eu/about-eu/index_en.htm

*A **sanction** is defined as a threatened penalty for disobeying a law. In the United States, the Office of Foreign Assets Control (OFAC), part of the United States Treasury, administers a number of different sanction programs. Sanctions can include the blocking of assets and trade restrictions to accomplish foreign policy and national security goals. One of the most famous examples of economic sanctions is a fifty-year old United States embargo against Cuba.

Activity: Below is a link to the Carter Center, and it offers an in-depth case study on Cuba and sanctions. This is a great resource for the students to review in order to gain a better understanding of sanctions and the long-standing sanction with Cuba. Ask students to break into small groups, give each group a piece of paper and a marker. Place the papers around the classroom, and have each group list sanctions that they have discovered through their research on the cartercenter.org website. Compare and contrast findings from group to group.

<http://www.cartercenter.org/countries/cuba.html>

Activity: The United States will often impose economic sanctions as a means of displaying disapproval or condemnation of a foreign nation's policies, without resorting to military force. Below is a link to the sanctions the United States has against North Korea. Ask students to break into small groups and identify the sanctions that the U.S. has against North Korea. Come back together and have each group share findings.

<https://www.treasury.gov/resource-center/sanctions/Programs/pages/nkorea.aspx>

The ways in which the United States can symbolize that it disagrees with a country's policy include: financial sanctions – withdraw financial aid, embargoes – stop buying (boycott) goods made by the country, and reduction of imports.

***Military intervention** is the deliberate action of a nation or group of nations to introduce its military forces into the course of an existing controversy. One of the most difficult issues in American foreign policy is deciding when the United States should conduct a military intervention. Most citizens would agree that military intervention is necessary when there is a vital threat to the United States or its citizens; the problem arises when there is disagreement about what constitutes a vital threat.

The following is an example of a disagreement on what is considered a vital threat: situations that do not impose an immediate threat to U.S. national security, but could imperil it in the future, such as when a region becomes unstable and the instability may lead to wider conflicts. Humanitarian assistance is another example of where citizens disagree on whether the U.S. should intervene militarily. Opponents would argue that even though the U.S. is viewed as the most powerful democratic nation, we should not get involved in affairs unless our nation is threatened. They would argue that the expense and possible

loss of life of our American service men and women should take priority in cases where the U.S. is not directly threatened.

Activity: The following website provides a simulation activity where students break into small groups and decide whether or not the U.S. should have intervened militarily: <http://www.crf-usa.org/war-in-iraq/military-intervention.html>. Each scenario for various past military interventions are outlined on the link. The handout is also included on the website in the link.

Activity: Students will look at the political cartoon and interpret the meaning of the ‘Magic Eight Ball’ – compare the ‘Magic Eight Ball’ with how some politicians perceive how presidents develop foreign policy initiatives.



THE OBAMA FOREIGN POLICY CONSULTING TEAM

Image taken from religio-political talk

Resources:

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

SSCG13: Demonstrate knowledge of the operation of the judicial branch of government.

Overview: The intent of this standard is to describe the selection process for federal judges, explain the jurisdictions of the Supreme Court, federal courts, and state courts, examine how the concept of judicial review was established by Supreme Court Justice John Marshall in the landmark Supreme Court case of *Marbury v. Madison*, describe how the Supreme Court decides which cases to hear and how those cases are ruled upon, and compare the philosophies of judicial activism and judicial restraint.

Resources:

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

SSCG13: Demonstrate knowledge of the operation of the judicial branch of government.

SSCG13a: Describe the selection and approval process for federal judges.

*The **judiciary** is simply the judicial branch of government, which includes the court system and the judges.

*The **Senate Judiciary Committee** is a standing committee in the Senate currently comprised of 20 members. This committee conducts hearings prior to Senate votes on the confirmation of federal judges, including Supreme Court Justices, who are nominated for the positions by the President.

*Federal judgeship appointments and Supreme Court Justice appointments are for life, and because these judges serve lifetime appointments, their decisions can have significant impacts that last beyond one election cycle. There are basically nine steps for federal judicial nominations (from vacancy to confirmation):

1. A vacancy occurs when a judge dies, retires, or decides to step down.
2. The White House consults the Senators who represent the state in which the vacancy has occurred to get recommendations for potential candidates to fill the vacancy.
3. Potential candidates are thoroughly vetted; background checks are extensive. The Senate Judiciary Committee requires the candidates to complete a detailed questionnaire. The candidate's legal qualifications, past employment history, decisions on cases, tax compliance history, reputation with legal colleagues and community members, medical examination results, and criminal background history are all part of this vetting process.
4. Once a nomination is made, the process moves to the Senate Judiciary Committee members.
5. The Senate Judiciary Committee conducts a hearing. This is the time when all committee members are given the opportunity to ask the nominee questions.
6. The Senate Judiciary Committee votes. Once the nominee is favorably voted out of the committee, with a majority vote, the nomination is forwarded to the Senate floor for consideration by the entire Senate.
7. The Senate majority leader schedules a full vote in the U.S. Senate and debate ensues.

8. The nominee is confirmed if he or she receives a majority of the votes by the Senators.

9. Lifetime appointment begins after the President signs the nominee's commission.

*This entire process can take weeks or months from beginning to end.

*Most federal judges are drawn from the ranks of leading attorneys, legal scholars, law school professors, and State court judges. Political party is important in this process; the President typically chooses candidates from his or her own political party. The President also looks for candidates who share similar views on economic, social, and legal issues. The concepts of judicial activism and judicial restraint play a role in the decision-making process.

*Federal judges can only be removed through impeachment. They are given lifetime appointments to ensure the independence of the federal judiciary and reduce the chances of decisions based on politics or political pressures.

Resources:

<http://judicialnominations.org/how-the-confirmation-process-works>

<http://www.civilrights.org/judiciary/courts/nominations.html?referrer=https://www.google.com/>

<http://www.ushistory.org/gov/9d.asp>

<https://www.americanprogress.org/issues/general/news/2013/01/29/50996/federal-judicial-nominations-9-steps-from-vacancy-to-confirmation/>

SSCG13: Demonstrate knowledge of the operation of the judicial branch of government.

SSCG13b: Explain the jurisdiction of the Supreme Court, federal courts and the state courts.

*The **Supreme Court** is the highest federal court in the United States and was established in the Constitution in Article III. The Supreme Court is known as the court of last resort. A decision issued by the Supreme Court cannot be appealed. The Supreme Court has both original and appellate jurisdiction. The court has original jurisdiction in cases of suits between states or cases involving ambassadors or public ministers. It has appellate jurisdiction on almost any other case on appeal that involves a point of constitutional and/or federal law.

There are nine Justices on the Supreme Court; there are eight associate justices and one chief justice.

***Federal courts** have limited jurisdiction and may only hear cases authorized by the U.S. Constitution or federal statutes. The federal courts have three levels: district courts (the trial courts), circuit courts (first level of appeals), and the Supreme Court. There are 94 district courts, 13 circuit courts of appeal, and one Supreme Court in the United States.

***State courts** are courts of general jurisdiction, meaning that they hear cases that not specifically selected for federal courts. State courts interpret state laws.

***Jurisdiction** is defined as the authority of a court to hear (try and decide) a case.

***Exclusive jurisdiction** means that a case can ONLY be heard in a federal court. Examples of cases that fall under exclusive jurisdiction include: cases involving an ambassador or other official of a foreign government, the trial of a person charged with a federal crime, a suit involving the infringement of a patent or a copyright, or any other case involving a matter arising out of an act of Congress.

***Concurrent jurisdiction** is when a case can be heard in either a state court or a federal court. Concurrent jurisdiction means that the state and federal courts share the power to hear a case. An example of this type of case would include disputes between citizens of different states if the amount of money at issue is \$75,000 or greater.

***Original jurisdiction** is the court where a case is first heard.

***Appellate jurisdiction** is when a court hears a case on appeal from a lower court. The higher court, or appellate court, may uphold or overrule the decision of the lower court. Courts of appeals only have appellate jurisdiction.

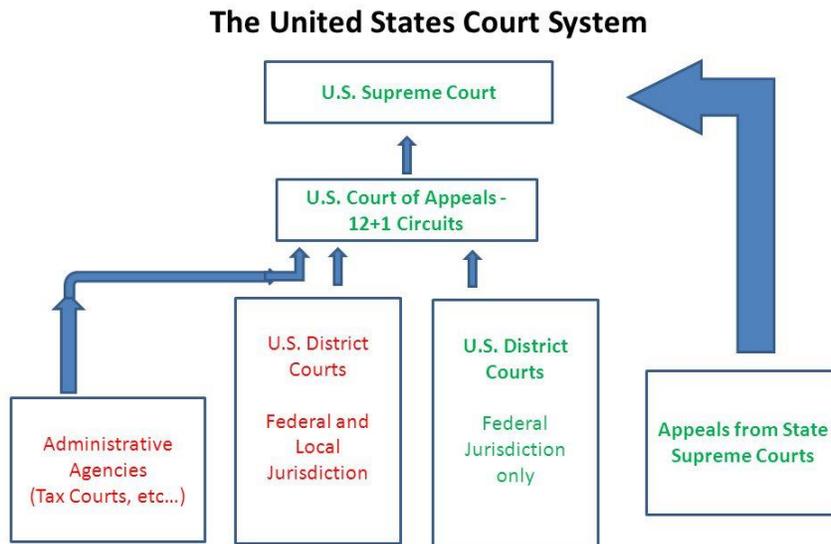
*The **plaintiff** is the person who files suit.

*The **defendant** is the person whom the complaint is filed against.

***Criminal cases** are those cases in which a defendant is charged with committing a crime that Congress or a state has declared by law to be a federal or state crime.

***Civil cases** involve a non-criminal matter, such as disputes over contracts, property disputes, divorce, or child custody.

*The following illustrates the hierarchy of the United States court system:



***Activity:** The following link provides access to activities on the Supreme Court, simulations, and highlights landmark Supreme Court cases: <http://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/about>

Resources:

<http://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/about>

The following link is for the U.S. Department of Justice and provides a thorough overview of the differences between district courts, circuit courts, and the Supreme Court:

<https://www.justice.gov/usao/justice-101/federal-courts>

The following link outlines the differences between federal courts and state courts:

<http://judiciallearningcenter.org/state-courts-vs-federal-courts/>

McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall.

SSCG13: Demonstrate knowledge of the operation of the judicial branch of government.

SSCG13c: Examine how John Marshall established judicial review through his opinion in *Marbury v. Madison* and relate its impact.

***Judicial review** is the review by the U.S. Supreme Court of constitutional validity of a certain legislative act. Judicial review was established by the landmark Supreme Court case of *Marbury v. Madison 1803*.

*In the case of *Marbury v. Madison 1803*, the concept of judicial review was established. The case arose after the elections of 1800. Thomas Jefferson, a Democratic-Republican, won the presidency and control of both houses of Congress. The outgoing party, the Federalists, made last minute attempts to fill the judiciary with loyal party members. Congress created several new federal judgeships, and outgoing President John Adams filled those new positions with loyal Federalists.

William Marbury was appointed to one of those positions as a Justice of the Peace in Washington D.C. The Senate confirmed all of the appointments made by Adams. All of these confirmations took place late at night on the last day of President Adams' presidency. The next day, President Thomas Jefferson took office and realized that several of the last minute appointments had not been hand-delivered to the appointees. Jefferson was angry at Adams' for the attempt to pack the judicial system with Federalists. He instructed his new Secretary of State, James Madison, not to deliver the appointments. William Marbury went to the Supreme Court seeking the court to issue a writ of mandamus to order the delivery of his appointment, since it was made before Thomas Jefferson took office. Marbury based his suit on the Judiciary Act of 1789, in which Congress created the federal court system.

John Marshall was the Chief Justice of the Supreme Court, and he refused Marbury's request to issue the writ of mandamus, and Marbury was denied his commission as Justice of the Peace. The original jurisdiction of the Supreme Court only extends to cases involving disputes between states or issues involving ambassadors or public ministers. Marshall stated that Congress had overstepped the boundaries by stating that Marbury's case fell under the original jurisdiction of the Supreme Court. Marshall's opinion was based on three propositions: 1) the Constitution is the supreme law of the land, 2) all legislative acts and other actions of the government are subordinate to the supreme law of the land and cannot conflict with it, and 3) Supreme Court judges are sworn to enforce the Constitution and must refuse to enforce any government action that conflicts with the Constitution.

*The impact of *Marbury v. Madison 1803* is that the Supreme Court can declare acts of Congress unconstitutional, if those acts are in conflict with the Constitution. This laid the foundation for the judicial branch's right to declare what is or is not constitutional and for the Supreme Court to uphold the Constitution as the supreme law of the land.

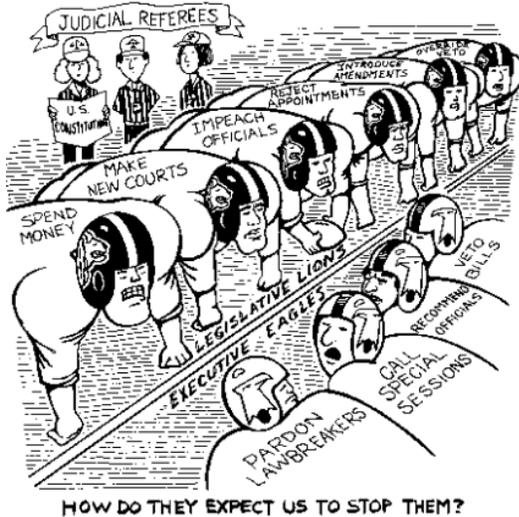
Activity: The following link includes a lesson on the case of *Marbury v. Madison* and the concept of judicial review. The link includes a lesson and activity packet that can be downloaded:

<http://www.uscourts.gov/educational-resources/educational-activities/marbury-v-madison>

Activity: Have students analyze the political cartoon below by using the following questions to guide inquiry:

Analyze the cartoon below in terms of its meaning related to the *Marbury v. Madison* case.

1. What do you see in the cartoon? Make a list. Include objects, people, and any characteristics that seem to be exaggerated.
2. Which of the items on the list from Question 1 are symbols? What does each symbol stand for?
3. What is happening in the cartoon?
4. What is the cartoonist's message?
5. Do you agree or disagree with the message? Explain your answer.



http://landmarkcases.org/en/Page/286/Political_Cartoon_Analysis

Resources:

GA Bar Association's Virtual Museum of Law: *Marbury v. Madison* includes an animated video about the case, a student quiz, and a teacher-access-only LiveBinder with additional lesson plans, other resources, and links to relevant current events: <http://www.thelawmuseum.org/work/marbury-v-madison>.

History Channel: *Marbury v. Madison* What happened in the 1803 United States court case between William Marbury and James Madison? What affect did it have on the young nation?

<http://www.history.com/topics/marbury-v-madison>

http://www.pbs.org/wnet/supremecourt/democracy/landmark_marbury.html

McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall.

SSCG13: Demonstrate knowledge of the operation of the judicial branch of government.

SSCG13d: Describe how the Supreme Court selects and decides cases.

*The Supreme Court typically receives around 7,000 requests each year. On average, they choose to hear arguments on 80 cases and decide another 50 cases without hearing arguments. The cases chosen by the Supreme Court usually address issues of constitutionality or federal law.

*Some cases reach the Supreme Court through a **writ of certiorari**, which is an order by a lower court to send up the record in a given case for review by the Supreme Court in decision where there is a question of constitutionality or the interpretation of a statute.

*The **'rule of four'** states that at least four of the nine justices must agree to hear a case in order for that case to be placed on the court's docket, or calendar. If they agree to hear a given case, the petition for certiorari is granted.

*The Supreme Court sits from the first Monday in October to sometime in late June or early July. Once the Supreme Court accepts a case, it sets a date on which the case will be held. The justices consider cases on two-week cycles. They hear oral arguments for two weeks and then recess for two weeks to consider those cases and handle other court business. The oral arguments by the lawyers are typically limited to 30 minutes per side. Prior to oral arguments, the lawyers prepare briefs, which are written documents filed with the court that outline detailed statements and arguments that support each side of the case. When the justices meet to decide cases, they are said to be in conference. The Chief Justice presides over the conferences. The Chief Justice speaks first, and then each associate justice summarizes his or her views. The presentations are made in the order of seniority. After discussion and debate, the justices vote on the case. A quorum of six justices is required to hear a case, and decisions are based on majority votes.

*The court's opinion on a case is known as the **majority opinion**. It is officially called the opinion of the court and announces the court's decision in a case. The opinion sets out the reasoning for the decision. If the Chief Justice is in the majority on a case, he assigns the writing of the court's opinion.

***Precedents** are past examples to be followed in similar cases. The majority opinions serve as precedents for future cases.

*Sometimes justices may decide to write **concurring opinions**. This is when one or more of the justices agree with the court's opinion and want to add or emphasize points not made in the majority opinion.

***Dissenting opinions** are written by those justices who do not agree with the court's majority decision. This is also known as the minority opinion.

Resources:

<http://www.civilrights.org/judiciary/courts/supreme.html?referrer=https://www.google.com/>

<https://www.supremecourt.gov/about/procedures.aspx>

SSCG13: Demonstrate knowledge of the operation of the judicial branch of government.

SSCG13e: Compare the philosophies of judicial activism and judicial restraint and provide relevant examples (e.g., marriage, 2nd Amendment, death penalty, etc.).

***Judicial restraint** is the idea that judges should limit the exercise of their own power. This theory contends that judges should uphold all laws and decisions, unless they go against the Constitution.

***Judicial activism** refers to judicial rulings that appear to be based on personal opinions or political considerations rather than the laws or the Constitution. It is the opposite of judicial restraint.

*The recent controversial issue of same-sex marriage was brought before the Supreme Court, and in July, 2015, the Supreme Court made a ruling that the Constitution did not address marriage. Therefore, same-sex marriage was declared legal in the United States by the Supreme Court. The following article outlines the decision by the Supreme Court, along with the evidence submitted by the majority to support the ruling: http://www.nytimes.com/2015/06/27/us/supreme-court-same-sex-marriage.html?_r=0

Supporters of the decision have stated that although marriage is not explicitly addressed in the Constitution, the 14th Amendment protects the rights of all Americans to enjoy liberty. The argument is that the Founding Fathers could not possibly include every scenario, particularly for events that may arise over 200 years after the ratification of the Constitution. Critics state that this decision represents judicial activism and that justices have used personal opinions and political pressures to allow same-sex marriage.

*The 2nd Amendment provides the right for all Americans to bear arms. Judicial restraint proponents might argue that law-abiding American citizens should have the right to bear arms, while judicial activists might argue that in cases of gun violence, the government should be allowed to redefine the terms under which Americans have the right to bear arms.

Activity: This link outlines an interactive activity for students to complete in groups over the 2nd Amendment. Primary sources, such as news articles, the Bill of Rights, and links to Supreme Court cases over the 2nd Amendment are included in the lesson. Students will read through the primary sources, break into two groups, and debate using the prompts given on certain scenarios.

<https://billofrightsinstitute.org/educate/educator-resources/lessons-plans/current-events/discussing-controversial-topics-the-second-amendment/>

*The death penalty has long been the subject of debate between judicial activists and those supporting judicial restraint. The supporters of judicial restraint might argue that even though the 8th Amendment prohibits cruel and unusual punishment, the 5th Amendment provides that no person shall be deprived of life without due process of law. Therefore, if an individual is indicted by a grand jury, is found guilty of a capital crime by one's peers, and is provided due process of law, then the death penalty can be upheld. Meanwhile, judicial activists may argue that the 8th Amendment's ban on cruel and unusual punishment is enough to make this type of punishment unconstitutional and may insert personal and political opinions as to why consideration of the 8th Amendment without consideration of the 5th Amendment is justified.

Activity: The following link introduces the concept of judicial restraint with a video:

<http://study.com/academy/lesson/judicial-restraint-definition-examples-cases.html>

This link offers a definition and examples of judicial activism: <http://legaldictionary.net/judicial-activism/>

Activity: A recent argument on immigration and the right of the state versus the Constitution was brought into the limelight by a ruling on immigration law in the State of Arizona by the Supreme Court. Using the

following link and political cartoon, have students take a side and discuss/debate the controversy over the Arizona Governor's decision/law on immigration and whether judicial activism or judicial restraint were employed by the Supreme Court:

<http://www.cnn.com/2012/06/25/politics/scotus-arizona-law/>



SSCG14: Demonstrate knowledge of the criminal justice process.

Overview: The intent of this standard is to describe the purpose and processes of the criminal justice system in the United States and the rights of due process as an integral part of our constitutional rights. Students will learn the differences between different categories of crimes and possible sentences and punishments for crimes. The different processes for civil cases versus criminal cases will be analyzed.

Resources:

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

SSCG14: Demonstrate knowledge of the criminal justice process.

SSCG14a: Explain an individual's due process rights (e.g., 4th, 5th, 6th, and 14th Amendments).

*Under **due process**, the government must act fairly and in accord with established rules in all that it does. Due process requires that both the ways in which the government acts and the laws under which it acts must be fair. There are two categories of due process: **procedural due process** is how (methods and procedures used) and **substantive due process** is what (the substance and the policies) of government action.

*The **4th Amendment** protects American citizens from unreasonable searches and seizures and arbitrary arrests, and is the basis of laws regarding search warrants, wire taps, other methods of surveillance, and topics related to privacy. This amendment introduces the term probable cause; police cannot search or seize property without a warrant or reasonable grounds or suspicions of wrong doing.

*The **5th Amendment** provides that the government cannot deprive any person of life, liberty, or property without due process. There are several clauses incorporated into the 5th Amendment. Overall, this amendment imposes restrictions on the government's prosecution of persons accused of crimes including: due process law and the prohibition of double-jeopardy and self-incrimination.

*The **6th Amendment** guarantees certain rights to criminal defendants: right to a speedy and public trial, the right to legal representation, the right to an impartial jury, the right to know who your accusers are, and the nature of the criminal charges brought against you. All of these elements represent the concept of due process.

*The **14th Amendment** provides that state and local governments cannot deprive any person of life, liberty, or property without due process. The provisions in the Bill of Rights applied to the national government only; the 14th Amendment extends these rights to include actions by state and local governments and provides for 'equal protection under the laws' for all.

Activity: The following activity is sponsored by PBS and offers an engaging lesson for students related to due process and rights of the accused. <http://www.pbs.org/pov/presumedguilty/lesson-plan/>

Activity: Ask students to get into groups of three to four and interpret the following political cartoon about due process:



Resources:

https://www.law.cornell.edu/wex/fifth_amendment

SSCG14: Demonstrate knowledge of the criminal justice process.

SSCG14b: Categorize different types of crimes.

*There are different levels of seriousness of crimes. A **felony** is a more serious crime that carries a sentence of one year or greater in a state or federal prison. A **misdemeanor** is a less serious crime that usually carries a fine and a term of less than one year in jail, if at all.

***Personal crimes** are offenses against a person and are crimes that result in physical or mental harm to another person. Examples of personal crimes include:

- **Assault** – an intentional act that causes fear of harmful or offensive touching, even if contact does not occur. The act **MUST** be intentional.
- **Battery** – intentional physical contact or offensive touching where the victim has not given consent to be touched.
- **Homicide** – the killing of another human being.

***Property crimes** are offenses against property and involve an interference with another person's property. Examples include:

- **Larceny (theft)** – taking and carrying away someone else's property with the intent to permanently deprive that person of their property. Ex: stealing another person's vehicle
- **Burglary** – breaking and entering into another person's home with the intent to commit a felony once inside the home. Ex: home break-in and stealing another's property from the home
- **Robbery** – theft by force; taking property from another person through the use of force, intimidation, or the threat of force. Ex: an individual holding up the cashier in a convenience store demanding money from the cash register
- **Arson** – the willful and malicious burning of a property or structure. Ex: the intentional forest fires set in the Great Smoky Mountains in late 2016
- **Forgery** – the creation, altering, forging, or imitating of any document with the intent to defraud another person. Ex: stealing someone's checks and imitating their signature and then cashing the check

***Statutory crimes** are violations of specific state or federal statutes and can involve personal or property offenses. Ex: drunk driving (DUI) or selling alcohol to a minor

***Inchoate crimes** are crimes that were begun but not completed. Ex: attempted robbery

- **Solicitation** – when someone asks, requires, hires, or commands someone else to do a crime. Neither party has to complete the crime; the crime occurs at the point of solicitation. Ex: prostitution
- **Conspiracy** – a category of crimes when several individuals come together to engage in criminal behavior. Ex: hiring a hit-man

Resources:

<http://www.legalmatch.com/law-library/article/criminal-conspiracy-lawyers.html>

SSCG14: Demonstrate knowledge of the criminal justice process.

SSCG14c: Analyze the procedures in the criminal justice process.

The criminal justice system varies from state to state and from the state to federal level; however, the criminal justice process generally includes the following stages:

- **Investigation** – Police investigate a crime to gather evidence to identify a suspect and support an arrest.
- **Arrest** – An arrest is when police take a suspect into custody until he or she can be brought before the court. There must be probable cause for a suspect to be arrested.
- **Indictment** – An indictment is a formal charge brought by a grand jury or filed by a prosecutor. An indictment is required for capital offenses. The grand jury only hears evidence presented by the prosecutor. The grand jury determines whether there is sufficient evidence to formally charge the defendant.
- **Arraignment** – A judge conducts arraignments; this occurs before trial. The defendant makes his or her plea. The most common pleas are guilty or not guilty.
- **Bail** – Depending on the crime the defendant is charged with, a judge has the option of granting bail. Bail is money or property that a defendant puts forth as security to make sure they will show up for further criminal proceedings such as trial and sentencing. If the crime is serious or if the judge believes that the defendant may flee out of the court’s jurisdiction, bail may be denied or set so high that it would be impossible to post bail.
- **Plea bargain** – Plea bargains usually involve the defendant pleading guilty to a lesser charge, fewer charges than originally charged with in an indictment, or a reduced statement. Plea bargaining helps both the prosecution and defense avoid a potentially long, expensive trial.
- **Trial** – A trial is held before a judge or a jury. The defendant has the choice whether he or she wants a trial by a jury of peers or before a judge alone, called a bench trial. Evidence is presented by both the prosecution and the defense.
- **Verdict** – The verdict is a decision of guilt or innocence. If a defendant is found guilty, it must be ‘beyond a reasonable doubt’, meaning that the judge or jury is 100% certain that the evidence supports a verdict of guilty. If there are multiple charges, the judge or jury may find the defendant guilty on all or some of the charges or may find the defendant guilty of a lesser charge.
- **Sentencing** - The sentencing is determined by the judge. Possible sentences include: a fine, community service, probation, or a period of incarceration in a jail or prison, or a combination of the above.
- **Appeal** – A defendant found guilty of charges has the right to appeal the verdict to an appellate court. The defendant files an appeal in the hopes that he or she will have the verdict reversed or be granted a new trial.

Resources:

<http://criminal.lawyers.com/criminal-law-basics/the-criminal-justice-process.html>

<https://www.justice.gov/usao/justice-101/steps-federal-criminal-process>

<https://www.cliffsnotes.com/study-guides/criminal-justice/the-criminal-justice-system/the-process-of-criminal-justice>

SSCG14: Demonstrate knowledge of the criminal justice process.

SSCG14d: Examine the different types of sentences a convicted person can receive.

***Sentences** are punishments for convicted defendants. The following are the most common types of sentences:

- **Death penalty/capital punishment** – this is the most serious sentence and is reserved for the most heinous crimes, such as murder. Each state decides whether or not the death penalty is a sentencing option for defendants in their state. The most common methods used to carry out the death penalty include lethal injection and the electric chair.
- **Incarceration** is when a defendant is sent to a jail or prison. A **jail** is a short-term lockup center usually run by counties and operated by sheriff’s departments. Inmates housed in jails include defendants awaiting trial and defendants convicted of misdemeanors. **Prisons** are long-term facilities operated by state and federal governments. Most prison inmates are convicted felons serving longer than one year in prison.
- **Probation** is the most frequently used criminal sanction and is served in lieu of incarceration. Probationers are required to adhere to strict conditions, such as regularly reporting to a probation officer, obeying all laws, and staying away from drugs. If a probationer violates any of the conditions of his or her probation, the judge may revoke the probation and send the defendant to jail or prison.
- **Boot camps** are typically reserved for first-time offenders or teenagers. The offenders live in military type barracks and undergo rigorous physical and behavioral training for three to nine months. Offenders who successfully complete boot camp avoid incarceration.
- **Fines** are common for first-time offenders of less serious crimes, such as shoplifting, DUI, or a minor drug possession.
- **Community service** is a way to pay the community back through doing work that benefits the public, such as picking up trash and washing away graffiti.

Resources:

<https://www.cliffsnotes.com/study-guides/criminal-justice/sentencing/types-of-sentences>

SSCG14: Demonstrate knowledge of the criminal justice process.

SSCG14e: Contrast the procedures related to civil suits with criminal proceedings.

***Civil** cases do not involve a crime. Civil cases are generally brought by private individuals or corporations seeking to collect money owed or monetary damages. Civil cases also include divorce or issues related to child custody.

***Criminal** cases are brought by a local, state, or federal government and involve violation of a law.

*A civil case begins when a person or entity, called the plaintiff, claims that another person or entity has failed to carry out a legal duty owed to the plaintiff. Both parties are referred to as ‘litigants’. The plaintiff may ask the court to order the defendant to carry out certain duties or make compensation. The plaintiff does not have to prove beyond a reasonable doubt, as is required in a criminal case.

In a criminal case, the victim does not bring the case against the defendant. The state or federal government serves as the plaintiff. The plaintiff seeks jail time, fines, or both for a defendant.

Civil Law versus Criminal Law comparison chart

	Civil Law	Criminal Law
Definition	Civil law deals with the disputes between individuals, organizations, or between the two, in which compensation is awarded to the victim.	Criminal law is the body of law that deals with crime and the legal punishment of criminal offenses.
Purpose	To deal with the disputes between individuals, organizations, or between the two, in which compensation is awarded to the victim.	To maintain the stability of the state and society by punishing offenders and deterring them and others from offending.
Jury opinion	In cases of civil law, the opinion of the jury may not have to be unanimous. Laws vary by state and country. Juries are present almost exclusively in criminal cases; virtually never involved in civil actions. Judges ensure law prevails over passion.	In the criminal justice system, the jury must agree unanimously before a defendant is convicted.
Case filed by	Private party	Government
Decision	Defendant can be found liable or not liable, the judge decides this.	Defendant is convicted if guilty and acquitted if not guilty, the jury decide this.
Standard of proof	"Preponderance of evidence." Claimant must produce evidence beyond the balance of probabilities.	"Beyond a reasonable doubt":
Burden of proof	Claimant must give proof however, the burden may shift to the defendant in situations of Res Ipsa Loquitur (The thing speaks for itself).	"Innocent until proven guilty": The prosecution must prove defendant guilty.
Type of punishment	Compensation (usually financial) for injuries or damages, or an injunction in nuisance.	A guilty defendant is subject to Custodial (imprisonment) or Non-custodial punishment (fines or community

Civil Law versus Criminal Law comparison chart

	Civil Law	Criminal Law
		service). In exceptional cases, the death penalty.
Examples	Landlord/tenant disputes, divorce proceedings, child custody proceedings, property disputes, personal injury, etc.	Theft, assault, robbery, trafficking in controlled substances, murder, etc.
Appeals	Either party (claimant or defendant) can appeal a court's decision.	Only the defendant may appeal a court's verdict. The prosecution is not allowed to appeal.
Commencement of proceedings	State/People/Prosecution by summons or indictment	By way of pleadings, Representatives of the state, Prosecutor, Attorney General.

http://www.diffen.com/difference/Civil_Law_vs_Criminal_Law

Activity: The following link provides a video describing the differences between civil and criminal cases:

<http://study.com/academy/lesson/criminal-law-vs-civil-law-definitions-and-differences.html>

Resources:

<http://litigation.findlaw.com/filing-a-lawsuit/civil-cases-vs-criminal-cases-key-differences.html>

SSCG15: Demonstrate knowledge of local, state, and national elections.

Overview: The intent of this standard is to understand the historical development, organization, and role of political parties; examine the nomination and election process in the United States; examine campaign funding and spending and the role of interest groups; and analyze the influence of the media, campaign advertising, and public opinion polls on American politics.

Resources:

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

SSCG15: Demonstrate knowledge of local, state, and national elections.

SSCG15a: Describe the historical development, organization, role, and constituencies of political parties.

*A **political party** is a group of persons who seek to control government through the winning of elections and holding public office. Members of a political party share similar ideological principles. Political parties are essential to a democratic government. Political parties are the major mechanisms behind the development of policy and serve as the link between the people and their government.

***Partisanship** is strong support of a party. Many people who are public officeholders are voted in based on what political party they are aligned with; citizens often cast their vote for the candidate who is a member of the same political party.

*There are many **minor parties** in the United States. A minor party does not have widespread public support and is often created to focus on a single issue. Minor parties do have the potential to take voters away from one of the two dominant parties in an election and serve a spoiler role. The spoiler role can change the outcome of an election by pulling voters away from one party or the other.

*The United States has a **two-party system**, which means that two political parties dominate politics. The two dominant political parties are the **Republicans** and the **Democrats**. The Republican Party tends to take a more conservative stance on issues, while the Democratic Party usually supports more liberal policy issues. The Republican Party is also known as the **GOP, or Grand Old Party**.

*The two-party system of the United States can be traced back to the ratification of the Constitution. The opposing sides that arose out of the ratification were the **Federalists** and the **Anti-Federalists**. Alexander Hamilton led the Federalists, and Thomas Jefferson led the Anti-Federalists. The Federalists worked to create a stronger national government and pushed for a more liberal interpretation of the Constitution. The Anti-Federalists wanted a less powerful national government and thought that Congress, not the executive branch, should dominate the new government. The Anti-Federalists thought that the Constitution should be interpreted strictly.

The American party system began as a two-party system. Many of the Framers thought of political parties as factions and viewed them as causes of divisiveness; there were no provisions for political parties included in the Constitution because the Framers did not look favorably upon political parties. Most Americans accept the idea of a two-party system because our nation has been organized in this manner since the very beginning.

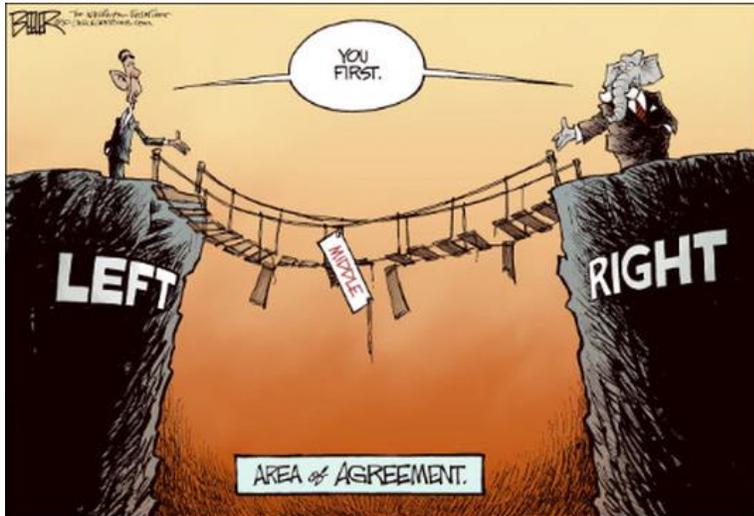
*In the United States, membership in a political party is voluntary. Certain members of the population have tended to align more closely with one party or the other, and over time, some groups have shifted their support from one party to the other; these trends can be seen throughout American history. For example, African-Americans, Catholics, Jews, and union members have voted more for Democrats, while Protestants, males, and business owners have voted more for Republicans. Geographically, California and New York consistently vote for Democratic candidates, while Southern and Mid-Western states usually support Republican candidates.

*How do we decide which party we will support? Typically, we gain our party identification based on our parent's party allegiance. In addition, teachers, peers, economic status, level of education, and major events impact our identification with a political party. Historically, higher income groups and those with higher levels of education tend to support the Republican Party, while blue-collar, high-school educated, lower to middle income individuals tend to align with the Democratic Party.

*The major political parties are very organized and have national committees to carry out the day-to-day business of the party. The state and local party structure is usually set by each State. Each electoral district usually has a local precinct for each of the major parties.

Activity: Have students break into small groups of 3 to 4 and ask them to compare and contrast the two main parties in the United States: Republicans and Democrats. They can research the following website: <http://us-political-parties.insidegov.com/>.

Activity: Have students interpret the meaning in the political cartoon below:



Resources:

The website for the Republican National Committee can be found at: <https://www.gop.com/>
The website for the Democratic National Committee can be found at: <https://www.democrats.org/>
McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall.

SSCG15: Demonstrate knowledge of local, state, and national elections.

SSCG15b: Describe the nomination and election process.

*A critical first step in an election is the **nomination** process. Nomination is the naming of those who will seek to run for public office. The nominating process narrows down the field of possible candidates. At the local and state levels, most candidates 'self-announce', or decide that they want to seek office. They file required paperwork at the local or state level to make sure they meet all of the requirements, and then they begin the campaign process. Regardless of what office a candidate is running for, it is important to have the support of their political party. The nomination process is more detailed and complex at the national level.

*The **presidential primary** is an election where the voters express a preference for their Presidential and Vice-Presidential candidates to represent their party in the general election. The primary elections typically start in February and run through April or May. In recent years, some states have started earlier to capitalize on media coverage.

*For the nomination of the Presidential and Vice-Presidential candidates every four years, each party holds a **national convention**. Both the Democratic Party and the Republican Party hold their national

convention in the summer months preceding the general election. The national conventions are held in different major cities within two to three weeks of each other. Prior to the national conventions, it is basically known who will be the Presidential and Vice-Presidential candidates for each party. The convention is when the nominees are formally announced. Other important party business is conducted at the national conventions. Each party seeks three major goals to accomplish at the convention: 1) naming the party's Presidential and Vice-Presidential candidates, 2) bringing the various factions and the leading personalities of the party together to unite for a common purpose, and 3) create and adopt the party's platform for the next four years. The **platform** is the party's formal statement of basic principles, viewpoints on major policy issues, and objectives for the campaign and next four years.

***General elections** are regularly scheduled elections at which voters make the final selection of officeholders. For the Presidential election, the general election is held on the first Tuesday after the first Monday in November every four years.

*A **precinct** is a voting district. The precincts are the smallest geographic units for the purpose of elections. Typically, you are assigned to vote at a certain precinct based on your home address.

*A **ballot** is the device by which a voter registers his or her choices in an election. Most ballots are cast electronically. Below is a picture of an actual ballot from the last Presidential election held in 2016:



politico.com

*The **Electoral College** is one of the least understood parts of the American political process. When voters cast their vote in the general election for President, they are not casting their vote directly for one of the nominees. Instead, they vote to elect presidential electors. In theory, these electors are to vote for the nominee who wins the majority of the popular vote (but this is not a requirement). Each state has as many electors as it does members in Congress. Originally, the Founders created the Electoral College because they felt that the common man would not know enough about the candidates, politics, or the economy, to make an informed decision.

The Constitution sets out how electoral votes will be counted and the timing for those counts. The 12th Amendment sets out this process. The electors for each state meet at their state capitol on the Monday after the second Wednesday in December. Congress has the authority to change the dates for this process. Each electoral delegate casts his or her vote, the votes are totaled, signed and sealed, and sent to the president of the Senate in Washington, D.C.

Activity: Ask students to break into small groups and research the pros and cons of the Electoral College. Have them make a list, and then ask each group to share their findings with the rest of the class. These website links list some of the pros and cons:

http://academic.regis.edu/jriley/413electoral_college_pros-cons.htm

<http://www.procon.org/headline.php?headlineID=005330>

SSCG15: Demonstrate knowledge of local, state, and national elections.

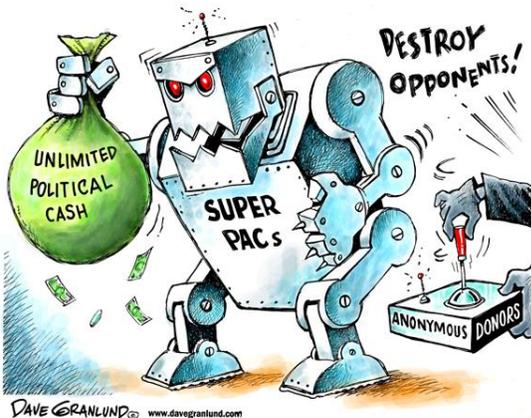
SSCG15c: Examine campaign funding and spending and the influence of special interest groups on elections.

*Running for office is very expensive. Presidential campaigns currently cost in the billions. According to a December, 2016, article in the *Washington Post*, Hillary Clinton and Donald Trump alone raised over \$2.5 billion dollars. Total money spent by all candidates running for office in a Presidential election year is estimated at over \$5 billion.

Campaign spending typically focuses on radio and television time, professional campaign managers, consultants, newspaper and online advertising, posters, bumper stickers, office rental space, polling, mass mailings, websites, travel, and paid campaign staffers.

Campaign funding sources include: private contributors and the public treasury. Private donors are the major source of campaign funds in the United States. Candidates rely on small contributors, wealthy individuals, the candidate's own money, and **Political Action Committees (PACs)**. PACs are organizations that pools campaign contributions from members and then donates those pooled funds to campaign for or against a candidate. PACs usually have a vested interest in the outcome of the election; they may represent special interest groups or other groups who want to influence legislation.

Activity: Ask students to interpret the meaning of the following political cartoon about PACs and the influence PAC campaign spending can have on the outcome of an election:



*A **Super PAC** does not make any contributions to candidates or political parties. Instead, Super PACs make expenditures in federal races for running campaign ads for or against a candidate. Their messages specifically advocate for the election or defeat of a particular candidate. There are no limits or restrictions on the use of funds spent by Super PACs.

***Hard money** refers to the money raised and spent to elect Congressional and Presidential candidates.

***Soft money** refers to the funds given to party organizations for ‘party-building activities’, such as the recruitment of candidates, voter registration drives, and other efforts utilized to build party membership.

Resources:

<https://www.washingtonpost.com/graphics/politics/2016-election/campaign-finance/>

<https://www.opensecrets.org/pacs/pacfaq.php>

SSCG15: Demonstrate knowledge of local, state, and national elections.

SSCG15d: Examine how recent policy changes and Supreme Court rulings have impacted the campaign finance process.

*The **BCRA of 2002** is a federal law that amended the Federal Election Campaign Act of 1971. The act and amendment regulate the financing of political campaigns. The BRCA was sponsored by Senators John McCain (R-AZ) and Russ Feingold (D-WI) and was a bipartisan effort, meaning that both parties came together to compromise and create the law. The focus of the BRCA was to decrease the role of soft money in political campaigns by limiting the amount of contributions by interest groups and national political parties.

*The current limits for contributions by individuals are: \$2,700 to any candidate per election cycle and \$5,000 to a PAC. A PAC is limited to donating \$5,000 to a candidate per election, and a PAC may donate \$15,000 each year to a party committee.

*A recent Supreme Court ruling of 5-4 in April, 2014, abolished certain limits on campaign spending. The issue at hand was whether placing limits on overall campaign donations and spending violated First Amendment rights. The decision did not affect the limits on individual donations to candidates in primary or general elections of \$2,700 per candidate. It did remove the caps on overall total donations by individuals to multiple candidates.

Activity: The following link to PBS offers a lesson plan and supporting materials over campaign finance reform: <http://www.pbs.org/now/classroom/campaignfinance.html>

Resources:

<https://www.opensecrets.org/overview/limits.php>

<http://www.campaignlegalcenter.org/about/major-campaign-finance-cases>

<https://www.nytimes.com/2014/04/03/us/politics/supreme-court-ruling-on-campaign-contributions.html>

https://www.washingtonpost.com/politics/supreme-court-strikes-down-limits-on-federal-campaign-donations/2014/04/02/54e16c30-ba74-11e3-9a05-c739f29ccb08_story.html

SSCG15: Demonstrate knowledge of local, state, and national elections.

SSCG15e: Analyze the influence of media coverage, campaign advertising, and public opinion polls.

***Media** includes any type of mass communication, such as the Internet, television, newspapers, and radio. From a political standpoint, the media helps shape our ideas about politics. There are three primary ways that the media shapes politics and political opinions:

- Influencing the political opinions of voters – the media can sway the opinions and votes of people who are not totally committed to one political party or candidate. Individuals who are highly partisan, or who strongly identify with a political party, choose to listen to media sources that support their personal points of view; the media is unlikely to change the votes of these individuals. However, since many voters make their decisions of who to vote for by listening to the media, the power of the media in elections is considered substantial.
- Determining the behavior of candidates – many politicians have mastered the art of learning how to use the media to their benefit. The media can help a candidate get elected and gain support for policy, and on the flip side, the media can spell disaster for a candidate’s campaign.
- Setting the public agenda – most Americans learn about social and policy issues from the media. When the media focuses on a particular issue, that issue tends to get more attention from key policymakers in government.

Activity: Have the students view the following video of Democratic Presidential candidate Howard Dean in a 2004 video clip that completely changed the course of his pursuit of the Democratic Presidential nomination:

<https://www.youtube.com/watch?v=RwkNnMrsx7Q>

Ask students to discuss what happened in the video and ask them whether they felt the outcome of Mr. Dean’s pursuit of the nomination was justified. Why or why not? Why do they think the video clip spelled disaster for his campaign? Below is a news report covering the incident.

<http://www.usnews.com/news/articles/2008/01/17/the-battle-cry-that-backfired>



thelibertarianrepublic.com

Resources:

<http://www.ushistory.org/gov/5d.asp>

***Campaign advertising** in politics is designed to influence voter behavior. Advertising is accomplished through the media: television and radio ads, emails, and websites. Social media has become a huge part of campaign advertising, particularly when targeting younger generations. In recent campaigns, attack ads have become the focal point of campaign advertising; instead of candidates using the media to advertise their platforms and qualifications, the ads often concentrate on negative characteristics of opponents.

Activity: The following website, <http://www.livingroomcandidate.org/> is an excellent resource for illustrating how campaign advertising has changed over the years. Students may choose any presidential election year from 1952 until 2016, choose a candidate, and watch the campaign advertisements. The student will view both positive and negative ads. The site is most helpful in demonstrating how the focus has changed from positive to negative.

***Public opinion polls** are human research surveys often used in politics. Polls can be via telephone, online, or in person. During presidential and congressional campaigns, candidates often have their campaign staff or consultants perform weekly public opinion polls to see how they are trending with voter support. They use the results to guide future campaigning and advertising activities. The published results of public opinion polls can influence voters; if a voter is not sure of which candidate to vote for, he or she may rely on polling results to help make a decision.

Polls are useful in helping candidates determine what their main policy agenda should be, based on what American voters feel is most important. When a candidate is deciding on his or her platform, they may use polls to find out which issues matter most to voters and then build the platform around those particular issues.

Activity: Students can look at the political cartoon below and interpret the meaning:



Resources:

The Gallup Poll website offers recent polling results on issues that matter most to Americans. The link is:

<http://www.gallup.com/home.aspx>

Another polling website is located at: <http://www.pollingreport.com/>

SSCG16: Analyze the difference between involuntary and voluntary participation in civic life.

Overview: The intent of this standard is to analyze and describe the various ways that citizens voluntarily and involuntarily participate in civil life. The standard addresses the meaning and history behind the Pledge of Allegiance.

Resources:

*PBS offers a series of 48 videos on American Government in a series called Crash Course. This is an excellent resource that can be used to introduce the specific elements of American Government to students. The link is: <http://www.pbs.org/show/crash-course-government-and-politics/episodes/>

SSCG16: Analyze the difference between involuntary and voluntary participation in civic life.

SSCG16a: Describe how and why citizens are required by law to pay taxes, serve on a jury, and register for military duty.

*The payment of taxes is considered a **civic duty**, even though it is not optional. A civic duty is a responsibility of a citizen. Taxes are used to pay for public benefits that citizens receive. Taxes are collected to pay for: government workers, common resources such as police officers and firefighters, public roadways, libraries, public parks, and schools. Taxes are collected on the income that we earn, on property we own, such as homes and vehicles, and purchases that we make. The taxes we pay are pooled together to pay for the collective services that we receive; it would be next to impossible to tax every single person for each public service offered.

*Another civic duty is serving on a jury. As U.S. citizens, we all have a right to a trial by jury and a civic responsibility to serve on a jury if called upon. Jury duty is an opportunity to actively participate in allowing other citizens to exercise the basic freedoms that we are all entitled to. A jury is one of the checks and balances that make the judicial process fair. All citizens eligible to serve on a jury are pooled together, and potential jurors are chosen and summoned randomly. If you are summoned, that does not mean that you will be chosen to serve. The attorneys for each side go through a process of elimination to choose jurors that they think will provide the best representation for both sides.

There are requirements of eligibility to serve on a jury: at least 18 years old, United States citizen, no disqualifying physical or mental conditions, and no felony convictions.

*The **selective service** is an independent agency of the U.S. government that maintains information on those potentially subject to enroll in the military. All male citizens in the United States between the ages of 18 and 25 are required by law to register within 30 days of their 18th birthday, unless they are in prison or a mental hospital. In addition, all male non-citizens living in the United States must register, with the exception of diplomats and international students. Enrolling in the selective service does not mean that you are joining the military. In a crisis requiring a military draft, men would be called to serve in a sequence determined by a random lottery number and year of birth.

Activity: The following link provides lesson plans and activities related to jury duty: <http://www.scholastic.com/browse/lessonplan.jsp?id=330>. The lesson plan includes an essential question and activities that support Common Core for Social Studies and English/Language Arts.

Activity: Students should break into small groups and interpret the meaning of the political cartoon below on taxes:



Resources:

<http://www.wisageek.org/why-do-i-have-to-serve-jury-duty.htm>

<http://www.uscourts.gov/services-forms/jury-service/juror-qualifications>

<http://wonderopolis.org/wonder/why-do-you-have-to-pay-taxes>

<https://www.sss.gov/Registration/Why-Register>

McClenaghan, W.A. (2015). *Macgruder's American Government*. Boston: Pearson Prentice Hall.

SSCG16: Analyze the difference between involuntary and voluntary participation in civic life.

SSCG16b: Describe how citizens voluntarily and responsibly participate in the political process by voting, performing public service, being informed about current issues, and respecting differing opinions.

*There are various ways that citizens can voluntarily and responsibly participate in the political process. One of the most important ways to perform our civic duties is to vote! By voting, you are making your voice heard and are registering your opinion on how you think the government should operate. Even if your candidate does not win, it is still important that you voice your opinion. Citizens have the right to cast a vote for local, state, and federal level public office candidates and policies. Many people think that their vote does not count; however, if we were to add up all of the people who did not vote because they don't think their vote counts, we would potentially see very different election results.

Performing public service is another way to voluntarily participate in civic life. There are many categories of public service: running for public office, working directly for the government, volunteering at local precincts or with campaigns, and taking employment in areas that serve the public, such as health care or education.

As American citizens, it is important to be informed about current issues, both domestic and foreign. The more we know about current issues, the more educated we become about what is going on in the United States and internationally. When it comes to elections, voters need to be informed about each candidate, how the candidate stands on particular issues, and what types of policies the candidates support. We elect

representatives to stand up for and pursue our interests. If we are not informed, then we may elect someone who does not share the same ideology as we do.

Finally, it is important that citizens respect each other's opinion; we do not necessarily have to agree, but we should be respectful of differing opinions. When we take the time to listen to other's opinions, even if we do not agree, we can learn more about the issues at hand and the various perspectives.

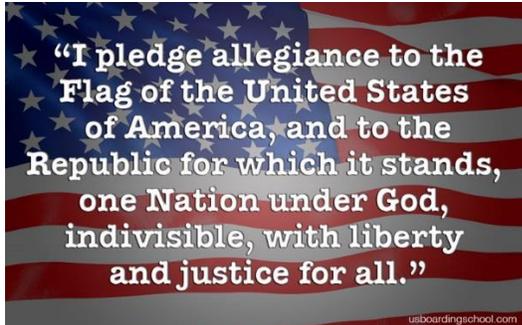
Resources:

<http://www.annenbergclassroom.org/speakout/path-to-the-presidency-why-is-it-important-to-vote>

SSCG16: Analyze the difference between involuntary and voluntary participation in civic life.

SSCG16c: Explain the meaning and history of the Pledge of Allegiance.

The Pledge of Allegiance was originally written in 1887 by Colonel George Balch. It was revised in 1892 by Francis Bellamy. Balch supported the notion that it was important for children, particularly children of immigrants, to be loyal to the United States. The Pledge of Allegiance was adopted by the U.S. Congress in 1942 as the formal pledge for the country. Congress created the right hand over the heart for both the recitation of the pledge and for the singing of the National Anthem. There has been much controversy over the years regarding the pledge and whether children in schools should be required to perform the pledge. Most states still have the pledge as a daily event in public schools, but there is no punishment if children, based on religious or personal reasons, do not participate. When we recite the pledge, we are pledging our loyalty to the United States of America; the flag represents our nation.



Activity: Click on the following link to show demonstrate to students what each word of the Pledge of Allegiance means: <http://www.conservativedailynews.com/2011/08/what-does-the-pledge-of-allegiance-really-mean/>.

Resources:

<http://www.ushistory.org/documents/pledge.htm>

SSCG17: Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

Overview: The intent of this standard is to examine the structure of local government in Georgia, analyze the relationship among state and local governments, examine the sources of revenue for local governments, analyze various services provided by state and local government, and analyze limitations on state and local government in the State of Georgia.

Resources:

<http://www.georgiaencyclopedia.org/articles/government-politics/georgia-constitution>



This map outlines all of the counties in Georgia and may be useful in a lesson or activity over Georgia counties.

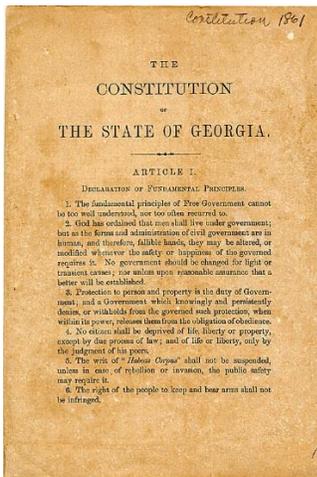
SSCG17: Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

SSCG17a: Examine the structure of local governments with emphasis on counties and cities.

*The most recent Constitution for the State of Georgia was ratified in 1983 and was a culmination of twenty years of discussion and debate; the Constitution of 1983 was the tenth Constitution ratified by Georgia and is reflection of the state's rich political and social history.

*There are more than 520 cities and towns in Georgia and 159 counties. In other states, there are significant differences between cities and towns; however, in Georgia, the law makes no distinctions between cities, towns, or municipalities. There are often several cities and towns in each county. Georgia is unique in that the counties are still the center of politics, even if the cities within the counties are large. The counties officially carry out certain state programs, such as: collecting taxes, conducting elections, filing official records of law, maintaining roads, providing for the welfare of all citizens, police and fire protection, garbage collection and disposal, health care, public housing, water and utilities, and planning and zoning.

Each county in Georgia has at least one elected representative in the Georgia General Assembly. Even if there are a number of cities and towns in a county, the county seat operates all of those services above. The original Constitution for the State of Georgia can be found in the Georgia Archives.



Resources:

<http://www.georgiaencyclopedia.org/articles/government-politics/georgias-city-governments>

<http://www.georgiaencyclopedia.org/articles/government-politics/georgias-county-governments>

SSCG17: Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

SSCG17b: Analyze the relationship among state and local governments.

*Georgia's government resembles the federal government with executive, legislative, and judicial branches. Local governments must be granted power by the state government. The governor is the top executive leadership position in the state. In general, mayors and city councils are elected by the citizens of the city or county. The state government of Georgia decides which powers each local government will have. In Georgia, the state Constitution grants significant powers to the counties and cities. Of course, counties and cities are accountable to the state to demonstrate that they are carrying out duties as specified by the state level of government.

Resources:

<http://georgia.gov/georgia-government>

SSCG17: Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

SSCG17c: Examine sources of revenue received by local governments.

*The sources of revenue received by local governments include: sales tax, property tax on real estate and personal property. An **ad valorem tax** is a real property tax on items like automobiles, land, real estate, boats, machinery, and business inventories. Taxes are also imposed on long-term real estate mortgages (36-month maturity terms or greater) and the transfer of real estate.

Other taxes include **sales taxes**, which are charged on all tangible consumer items, and local-option sales taxes, which must be voted on and approved by the citizens in an election as a referendum item. An example of local-option sales taxes would be to increase the base state sales tax rate by 1% and put those funds collected towards the funding of new schools or roadways within the county or city. This type of tax is often referred to as a **SPLOST** (special local option sales tax). The taxpayers must approve exactly how the funds will be used.

Counties or cities may choose to impose other taxes on businesses and practitioners, if their offices are within the city or county limits. Cities can collect taxes on utilities, cable, gas, and other public utilities. Other optional taxes can be collected on alcoholic drinks, rental cars, and hotel/motel rooms.

There are non-tax revenues that cities or counties in Georgia may decide to collect for additional revenue sources: 911 user fees, alcoholic beverage license fees, recreation, solid waste collection, and fees for building permits. Counties and cities to receive state funds; those funds are usually for specific purposes outlined by the state.

Resources:

<http://www.georgiaencyclopedia.org/articles/government-politics/local-revenue-sources>

SSCG17: Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

SSCG17d: Analyze the services provided by state and local government.

*Some of the primary services provided by the state and local governments in the State of Georgia include: education, health care, police and fire protection, highway building and maintenance, welfare programs, affordable housing, garbage collection, traffic lights, administration of the lottery, administer justice through the court system, maintain jails and prisons, public transportation, child protective services, and the maintain state public parks and recreation facilities. The list is lengthy, but these are some of the better known services that students will be familiar with when learning this element.

Resources:

<http://georgia.gov/>

<http://georgia.gov/agency-list>

<http://www.ushistory.org/gov/12b.asp>

SSCG17: Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

SSCG17e: Analyze limitations on state and local government that may be exercised by the citizens (e.g., the initiative, referendum, and recall).

***Initiative** is the process that enables citizens to bypass their state legislature by placing proposed statutes and, in some states, constitutional amendments on the ballot. Georgia does NOT have an initiative process; there are 24 states that have adopted this process.

***Referendum** is a general term that refers to a measure that appears on a ballot. There are two types of referenda: legislative and popular. A legislative referendum appears on a ballot because the state legislature has decided to let voters make a decision on an issue. A popular referendum is a measure that appears on a ballot as a result of a voter petition process. Legislative referenda may appear on the ballot in all 50 states; however, only 24 states allow a popular referenda to be placed on the ballot, and Georgia is NOT one of those states.

***Recall** is a procedure that allows citizens to remove and replace a public official before the end of their term of office. This is not the same as impeachment. Recall of a state official is achieved through an election. Eighteen states permit an election to remove a state official through the recall process. Georgia does allow recall.

Resources:

<http://www.ncsl.org/research/elections-and-campaigns/initiative-referendum-and-recall-overview.aspx>

https://ballotpedia.org/Laws_governing_recall_in_Georgia