

UNIT #1

Using Connecting Themes in Fifth Grade Social Studies

This unit is designed to introduce students to the eight themes that will feature prominently in Fifth Grade Social Studies. Activities will focus on relating ***beliefs and ideals; conflict and change; individuals, groups, institutions; location; movement/migration; production, distribution, consumption; scarcity; and technological innovations*** to students. By the end of the unit, students should demonstrate that they are comfortable with the enduring understandings and can apply them to practical, everyday situations.

Standards and Elements

This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.

Enduring Understandings- Essential Questions

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

- How do the beliefs and ideals of a society influence the social, political, and economic decisions of that society?
- How do my own beliefs influence the decisions I make?

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

- How does conflict lead to change within societies?
- How can conflict lead to positive changes?
- How can conflict lead to negative changes?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

- How do the actions of individuals, groups, and/or institutions affect society?
- How do my behavior and actions affect other people in the classroom?

Location: The student will understand that location affects a society's economy, culture, and development.

- How does location affect society's economy, culture, and development?

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

- How are societies affected by the movement or migration of people and ideas?
- Why do people move to new places?
- How do people change when they move to a new place?

Production, Distribution, and Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- How do societies decide what goods and services to produce, distribute, and consume?

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

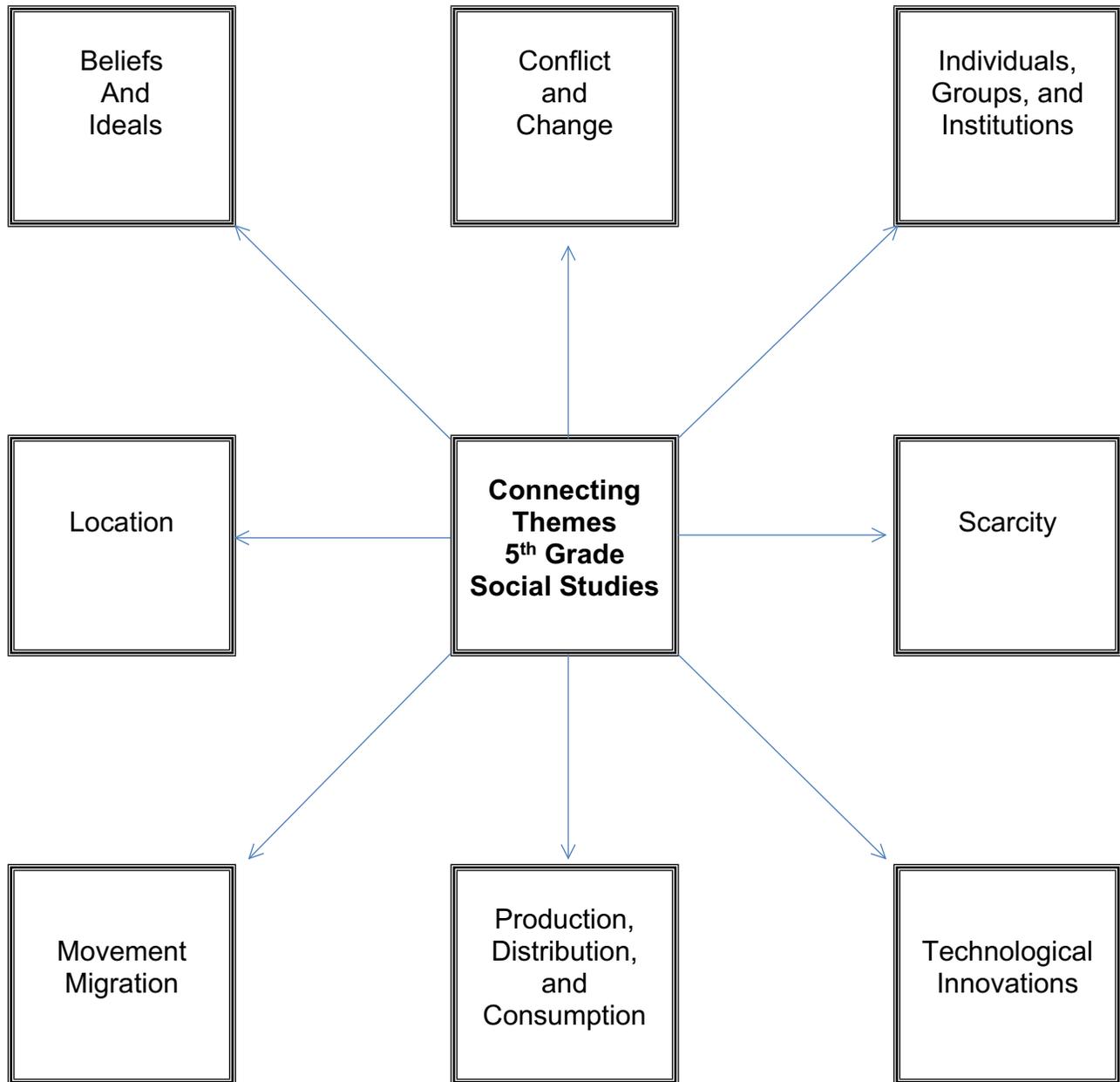
- How does scarcity of resources force people to make choices?
- How do people determine what a necessity is?

Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.

- How does technology change society?
- What is technology?
- What are the positive and negative consequences of technology?

Vocabulary

beliefs	groups	production	time	innovation
ideals	institutions	distribution	change	immigration
conflict	location	consumption	continuity	emigration
change	movement	scarcity	rule of law	distribution of power
individuals	migration	culture	technology	
government	economy	environment	society	immigration



Date:

Essential Question:

Lesson One

Introduction of Vocabulary

Approx. 1 Day Class Instruction and 4 nights Homework

Using the *Vocabulary Word Map* strategy students will be introduced to the concept of Connecting Themes and the vocabulary associated with that concept by completing a Frayer Model on each term.

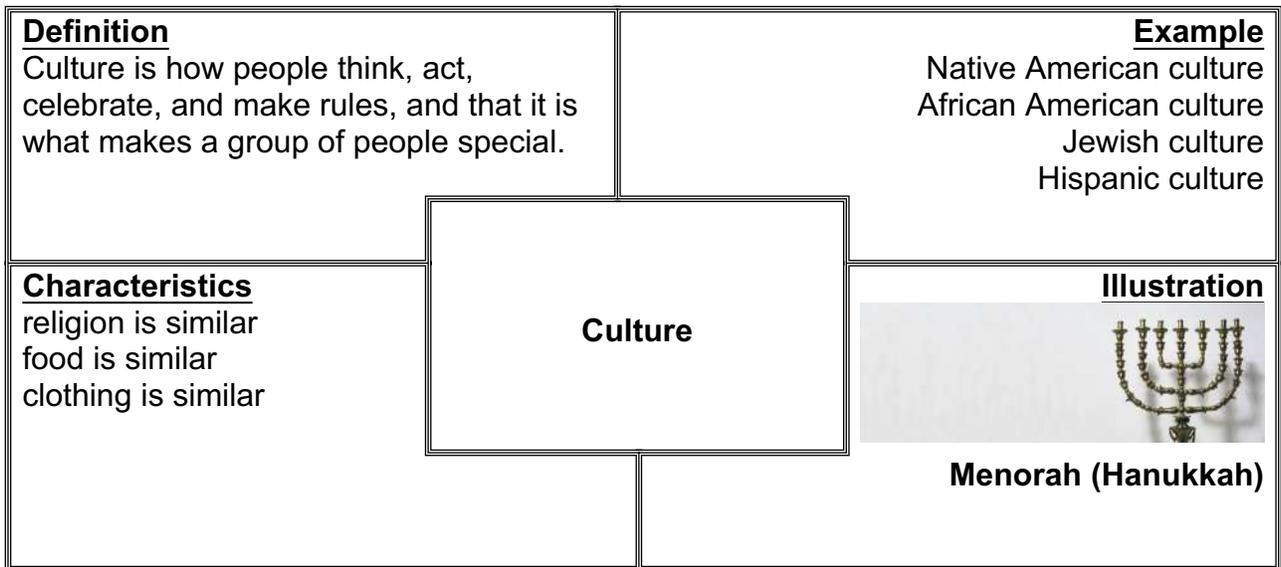
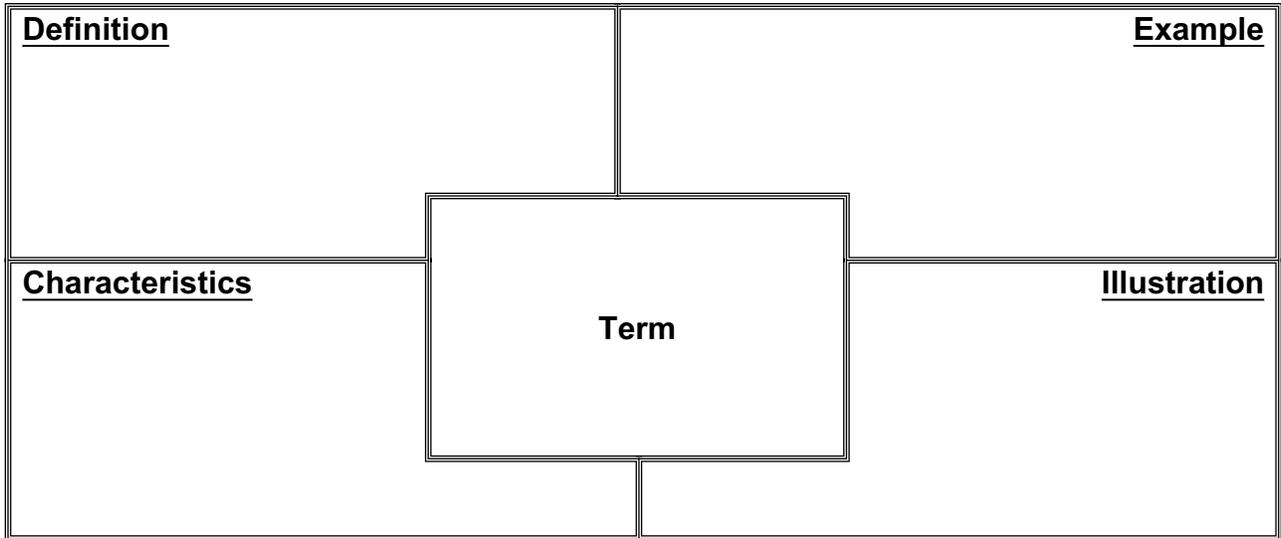
beliefs	<ol style="list-style-type: none">1. something believed; an opinion or conviction: a belief that the earth is flat.2. confidence in the truth or existence of something not immediately susceptible to rigorous proof: a statement unworthy of belief.3. confidence; faith; trust: a child's belief in his parents.4. a religious tenet or tenets; religious creed or faith: the Christian belief.
ideals	<ol style="list-style-type: none">1. a conception of something in its perfection.2. a standard of perfection or excellence.3. a person or thing conceived as embodying such a conception or conforming to such a standard, and taken as a model for imitation: Thomas Jefferson was his ideal.4. an ultimate object or aim of endeavor, especially one of high or noble character: He refuses to compromise any of his ideals.5. something that exists only in the imagination: To achieve the ideal is almost hopeless.
conflict	<ol style="list-style-type: none">1. a fight, battle, or struggle, especially a prolonged struggle; strife.2. controversy; quarrel: conflicts between parties.3. discord of action, feeling, or effect; antagonism or opposition, as of interests or principles: a conflict of ideas.4. a striking together; collision.5. incompatibility or interference, as of one idea, desire, event, or activity with another: a conflict in the schedule.
change	<ol style="list-style-type: none">1. to make the form, nature, content, future course, etc., of (something) different from what it is or from what it would be if left alone: to change one's name; to change one's opinion; to change the course of history.2. to transform or convert (usually followed by into): The witch changed the prince into a toad.3. to substitute another or others for; exchange for something else, usually of the same kind: She changed her shoes when she got home from the office.4. to give and take reciprocally; interchange: to change places with someone.5. to transfer from one (conveyance) to another: You'll have to change planes in Chicago.
individuals	<ol style="list-style-type: none">1. a single human being, as distinguished from a group.2. a person: a strange individual.3. a distinct, indivisible entity; a single thing, being, instance, or item.4. a group considered as a unit.5. Biology.<ol style="list-style-type: none">a. a single organism capable of independent existence.

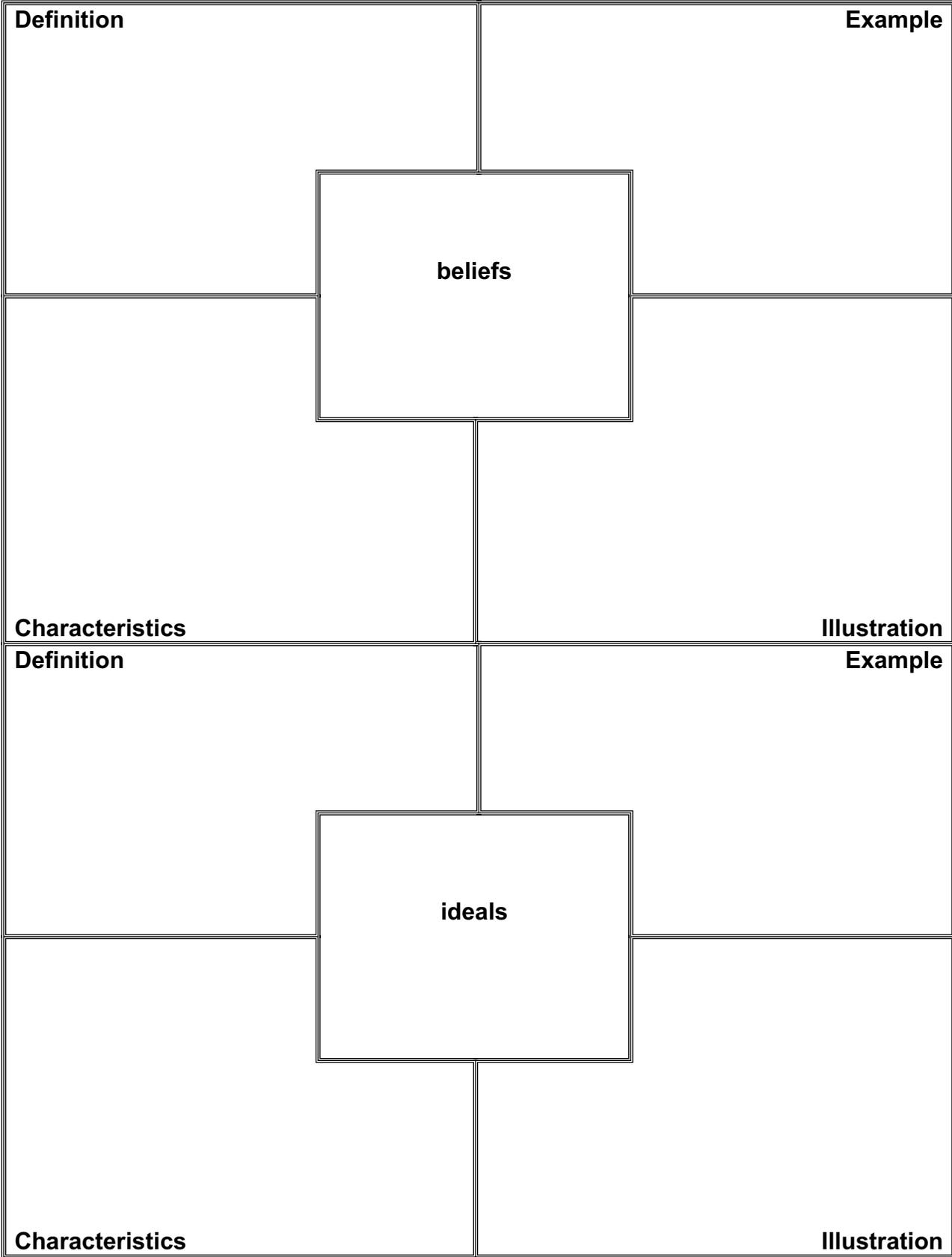
	b. a member of a compound organism or colony.
groups	<ol style="list-style-type: none"> 1. any collection or assemblage of persons or things; cluster; aggregation: a group of protesters; a remarkable group of paintings. 2. a number of persons or things ranged or considered together as being related in some way.
institutions	<ol style="list-style-type: none"> 1. an organization, establishment, foundation, society, or the like, devoted to the promotion of a particular cause or program, especially one of a public, educational, or charitable character: This college is the best institution of its kind. 2. the building devoted to such work. 3. a public or private place for the care or confinement of inmates, especially mental patients or other disabled or handicapped persons. 4. Sociology. a well-established and structured pattern of behavior or of relationships that is accepted as a fundamental part of a culture, as marriage: the institution of the family. 5. any established law, custom, etc.
location	<ol style="list-style-type: none"> 1. a place of settlement, activity, or residence: This town is a good location for a young doctor. 2. a place or situation occupied: a house in a fine location. 3. a tract of land of designated situation or limits: a mining location. 4. Movies. a place outside of the studio that is used for filming a movie, scene, etc.
movement	<ol style="list-style-type: none"> 1. the act, process, or result of moving. 2. a particular manner or style of moving.
migration	<ol style="list-style-type: none"> 1. to go from one country, region, or place to another. 2. to pass periodically from one region or climate to another, as certain birds, fishes, and animals: The birds migrate southward in the winter. 3. to shift, as from one system, mode of operation, or enterprise to another.
production	<ol style="list-style-type: none"> 1. the act of producing; creation; manufacture. 2. something that is produced; a product. 3. Economics. the creation of value; the producing of articles having exchange value. 4. the total amount produced: Production is up this month. 5. a work of literature or art.
distribution	<ol style="list-style-type: none"> 1. an act or instance of distributing. 2. the state or manner of being distributed. 3. arrangement; classification. 4. something that is distributed.
consumption	<ol style="list-style-type: none"> 1. the act of consuming, as by use, decay, or destruction. 2. the amount consumed: the high consumption of gasoline. 3. Economics. the using up of goods and services having an exchangeable value.
scarcity	<ol style="list-style-type: none"> 1. insufficiency or shortness of supply; dearth. 2. rarity; infrequency.
culture	<ol style="list-style-type: none"> 1. the quality in a person or society that arises from a concern for what is regarded as excellent in arts, letters, manners, scholarly pursuits, etc. 2. that which is excellent in the arts, manners, etc. 3. a particular form or stage of civilization, as that of a certain nation or period: Greek culture. 4. development or improvement of the mind by education or training. 5. the behaviors and beliefs characteristic of a particular social, ethnic, or age group: the youth culture; the drug culture.
time	<ol style="list-style-type: none"> 1. the system of those sequential relations that any event has to any other, as past, present, or future; indefinite and continuous duration regarded as that in <u>which</u> events succeed one another. 2. duration regarded as belonging to the present life as distinct from the life to come or

	from eternity; finite duration.
continuity	<ol style="list-style-type: none"> 1. the state or quality of being continuous. 2. a continuous or connected whole. 3. uninterrupted in time
rule of law	1. the principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.
technology	<ol style="list-style-type: none"> 1. the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science. 2. the terminology of an art, science, etc.; technical nomenclature. 3. a scientific or industrial process, invention, method, or the like. 4. the sum of the ways in which social groups provide themselves with the material objects of their civilization.
innovation	<ol style="list-style-type: none"> 1. something new or different introduced: <i>numerous innovations in the high-school curriculum.</i> 2. the act of innovating; introduction of new things or methods.
immigration	<i>verb (used without object)</i> <ol style="list-style-type: none"> 1. to come to a country of which one is not a native, usually for permanent residence. 2. to pass or come into a new habitat or place, as an organism. <i>verb (used with object)</i> <ol style="list-style-type: none"> 3. to introduce as settlers: <i>to immigrate cheap labor.</i>
emigrate	<i>verb (used without object),</i> <ol style="list-style-type: none"> 1. the act of leaving one country or region to settle in another; migrate: <i>to emigrate from Ireland to Australia.</i>
distribution of power	<ol style="list-style-type: none"> 1. an act or instance of distributing authority 2. the state or manner of authority to make decisions being shared by many 3. arrangement for making decisions 4. something that is given out to various groups or individuals
goods	a product that is tangible that satisfies a human need, having actual physical existence, as real estate or chattels, and therefore capable of being assigned a value in monetary terms.
service	servicing the public rather than producing goods, something someone does for you
government	<ol style="list-style-type: none"> 1. the political direction and control exercised over the actions of the members, citizens, or inhabitants of communities, societies, and states; direction of the affairs of a state, community, etc.; political administration: <i>Government is necessary to the existence of civilized society.</i> 2. the form or system of rule by which a state, community, etc., is governed: <i>monarchical government;</i> <i>episcopal government.</i> 3. the governing body of persons in a state, community, etc.; administration. 4. a branch or service of the supreme authority of a state or nation, taken as representing the whole: a <i>dam built by the government.</i>
economy	<ol style="list-style-type: none"> 1. thrifty management; frugality in the expenditure or consumption of money, materials, etc. 2. an act or means of thrifty saving; a saving: <i>He achieved a small economy by walking to work instead of taking a bus.</i> 3. the management of the resources of a community, country, etc., especially with a view to its productivity. 4. the prosperity or earnings of a place: <i>Further inflation would endanger the national economy seriously.</i> 5. the disposition or regulation of the parts or functions of any organic whole; an organized system or method.
environment	<ol style="list-style-type: none"> 1. the aggregate of surrounding things, conditions, or influences; surroundings; milieu. 2. <i>Ecology.</i> the air, water, minerals, organisms, and all other external factors

	<p>surrounding and affecting a given organism at any time.</p> <p>3. the social and cultural forces that shape the life of a person or a population.</p> <p>4. <i>Computers</i>. the hardware or software configuration or the mode of operation, of a computer system: <i>In a time-sharing environment, transactions are processed as they occur.</i></p> <p>5. an indoor or outdoor setting that is characterized by the presence of environmental art that is itself designed to be site-specific</p>
society	<p>1. an organized group of persons associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.</p> <p>2. a body of individuals living as members of a community; community.</p> <p>3. the body of human beings generally, associated or viewed as members of a community: <i>the evolution of human society.</i></p> <p>4. a highly structured system of human organization for large-scale community living that normally furnishes protection, continuity, security, and a national identity for its members: <i>American society.</i></p> <p>5. such a system characterized by its dominant economic class or form: <i>middle-class society; industrial society.</i></p>

Frayer Model: Examples





Definition

Example

conflict

Characteristics

Illustration

Definition

Example

change

Characteristics

Illustration

Definition

Example

individuals

Characteristics

Illustration

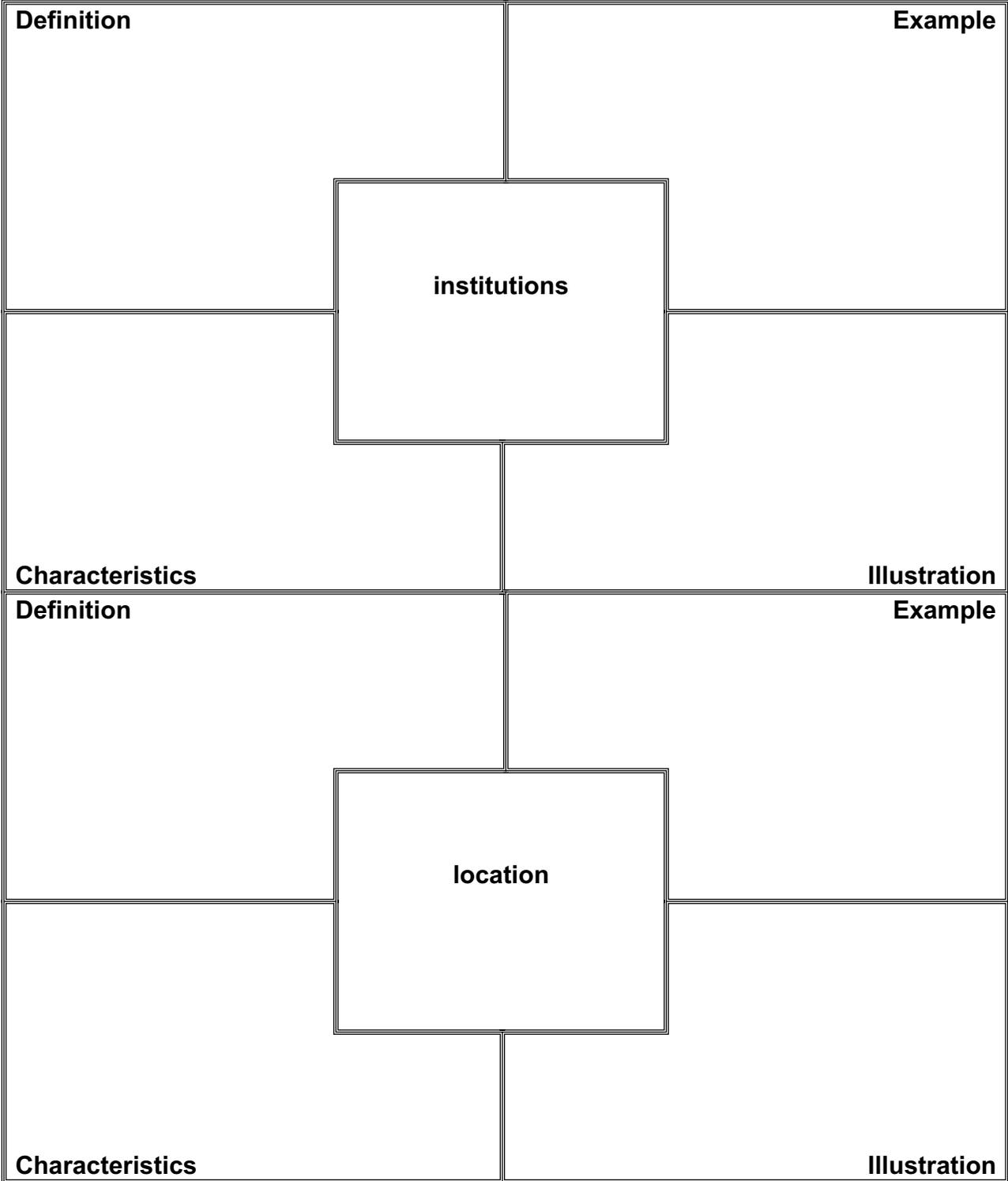
Definition

Example

groups

Characteristics

Illustration



Definition

Example

movement

Characteristics

Illustration

Definition

Example

migration

Characteristics

Illustration

Definition

Example

production

Characteristics

Illustration

Definition

Example

distribution

Characteristics

Illustration

Definition

Example

consumption

Characteristics

Illustration

Definition

Example

scarcity

Characteristics

Illustration

Definition

Example

time

Characteristics

Illustration

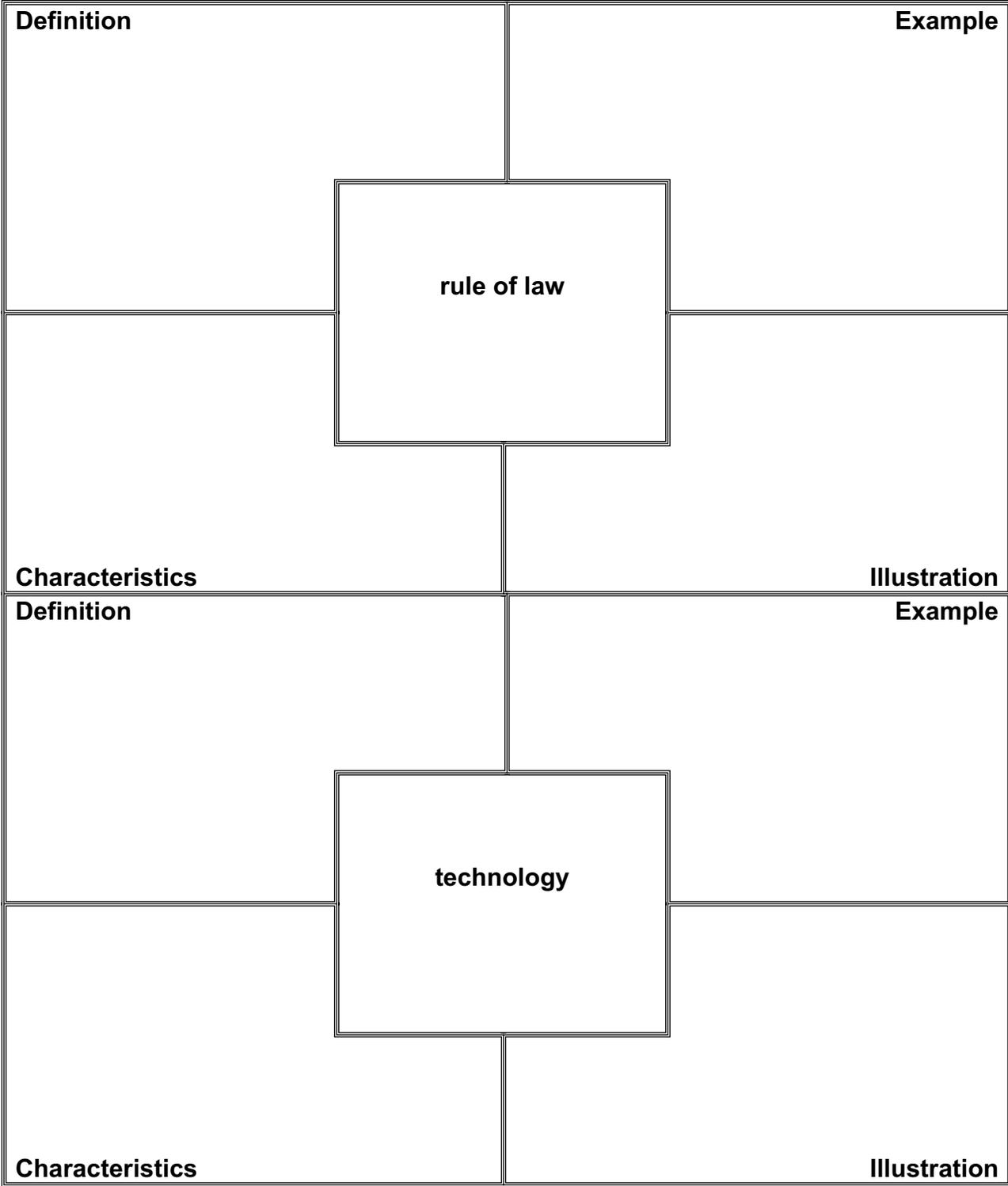
Definition

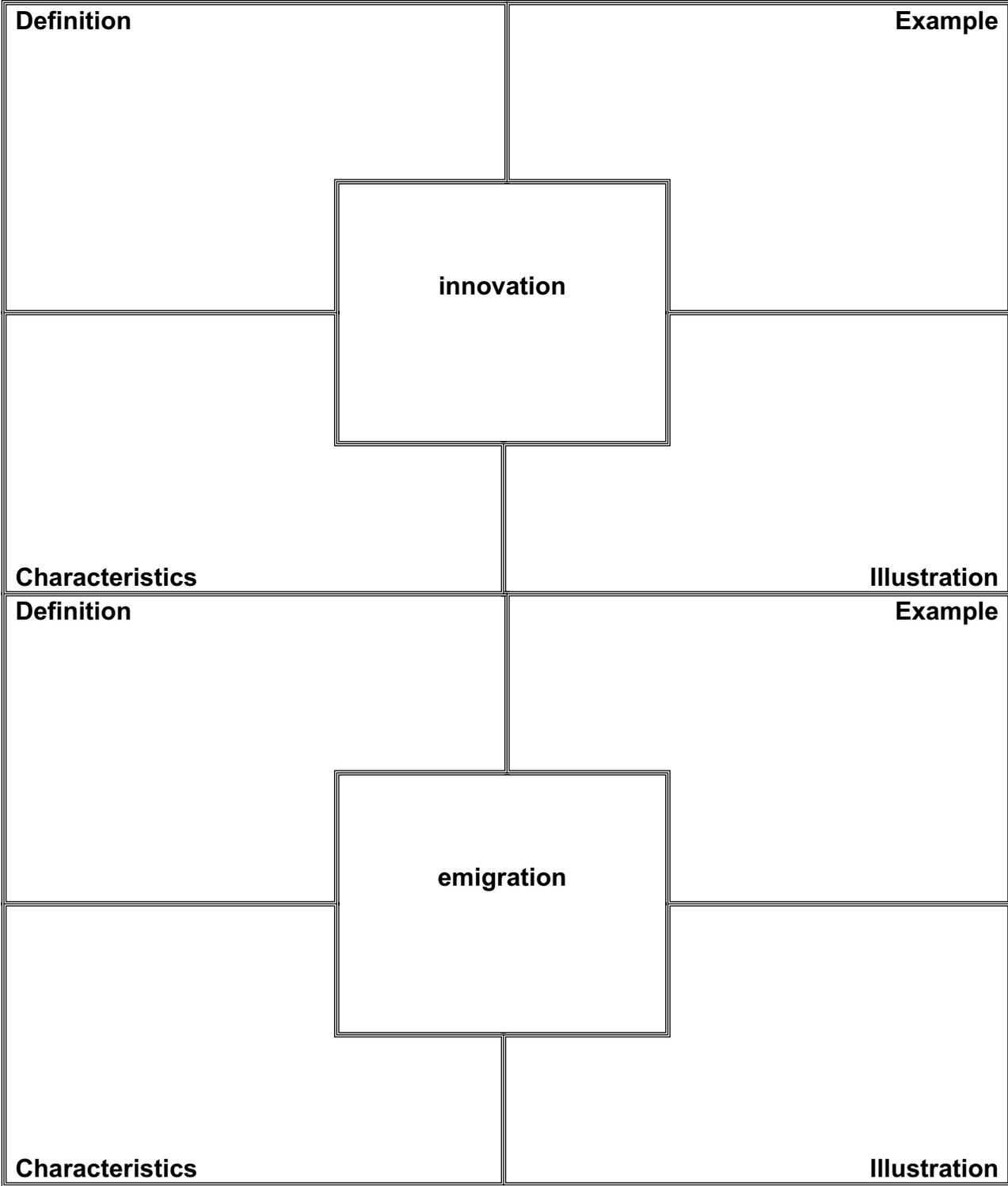
Example

continuity

Characteristics

Illustration





Definition

Example

immigration

Characteristics

Illustration

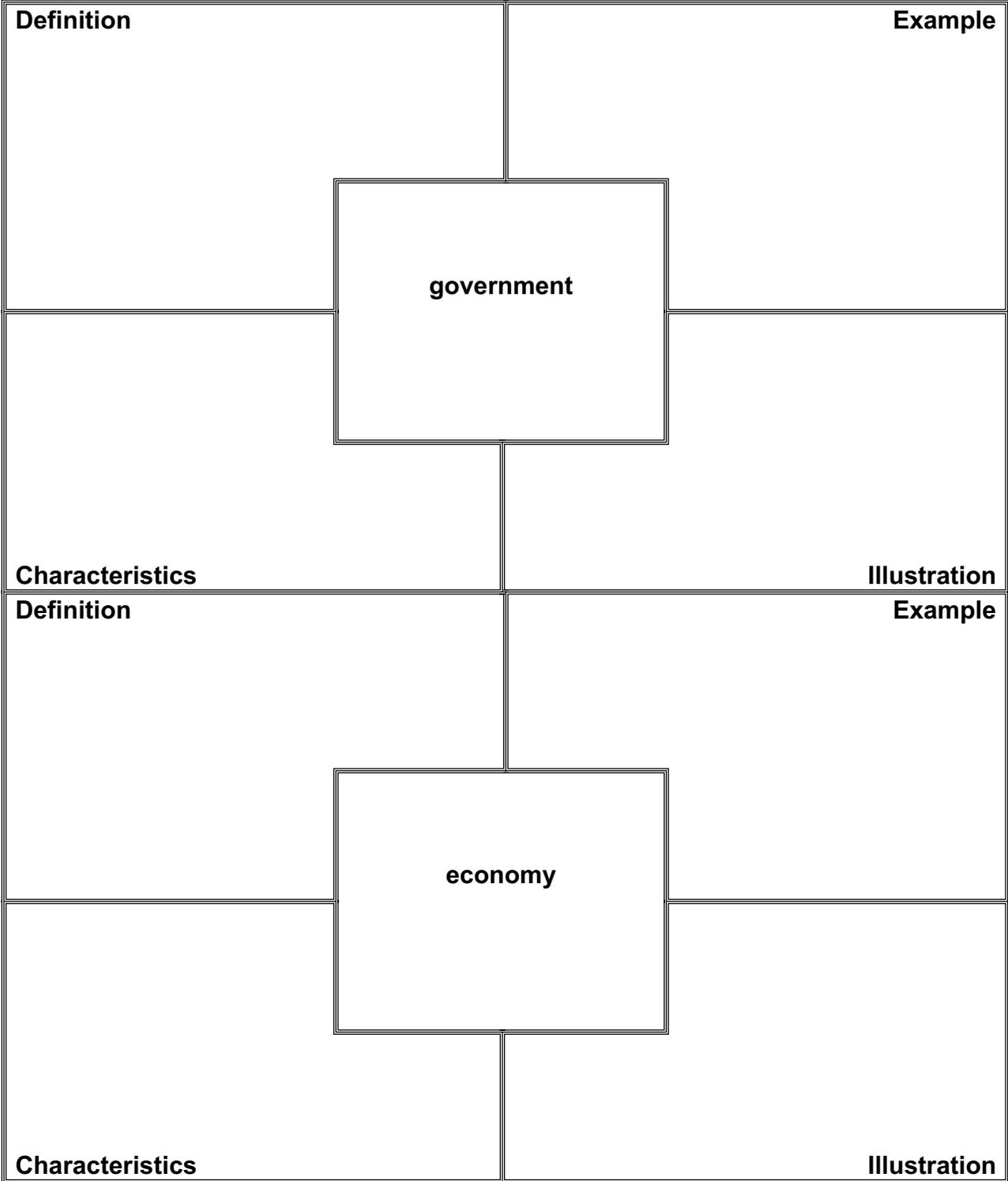
Definition

Example

distribution of power

Characteristics

Illustration



Definition

Example

environment

Characteristics

Illustration

Definition

Example

society

Characteristics

Illustration

Definition

Example

goods

Characteristics

Illustration

Definition

Example

service

Characteristics

Illustration

Date: _____

Essential Question:

Lesson Two

Beliefs and Ideals

Approx. 1 Day Class Instruction

The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Note Taking

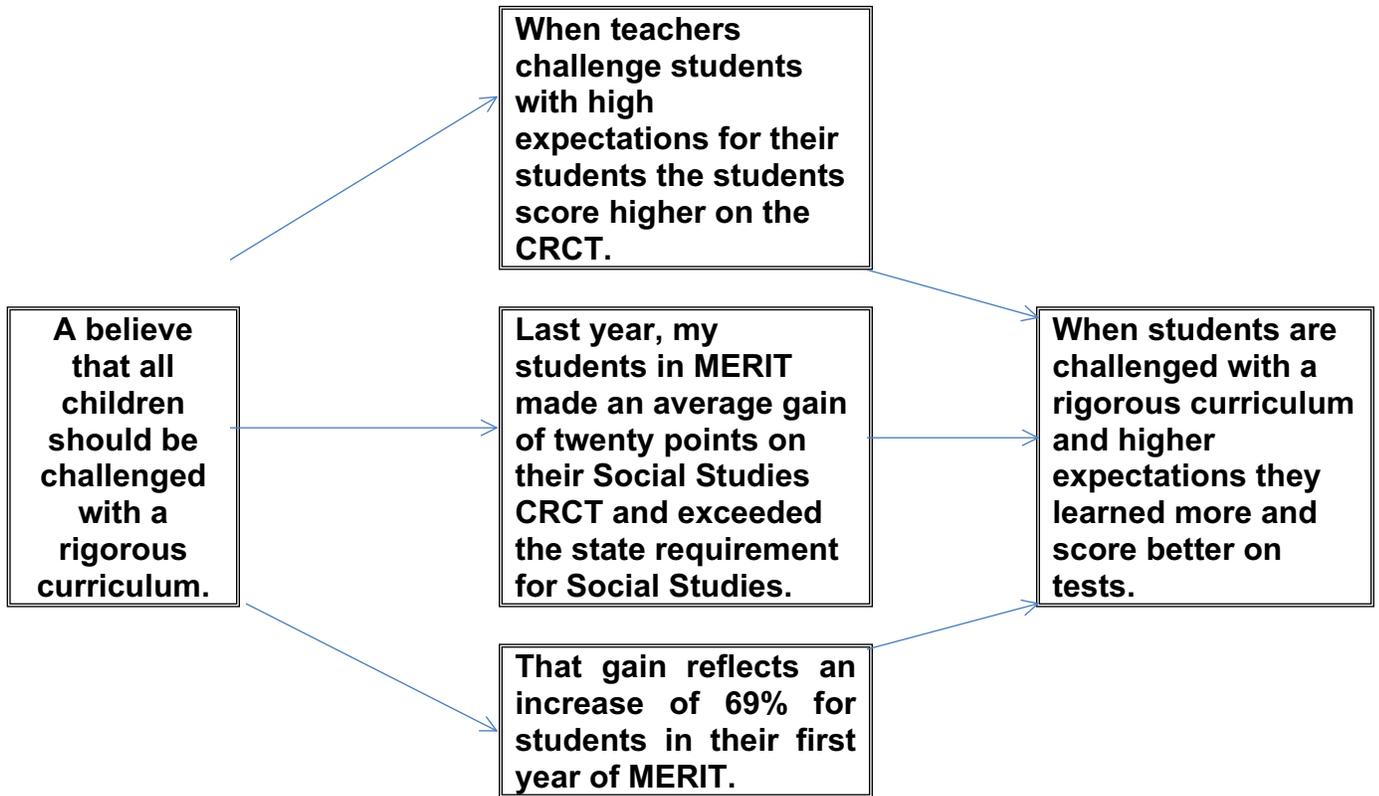
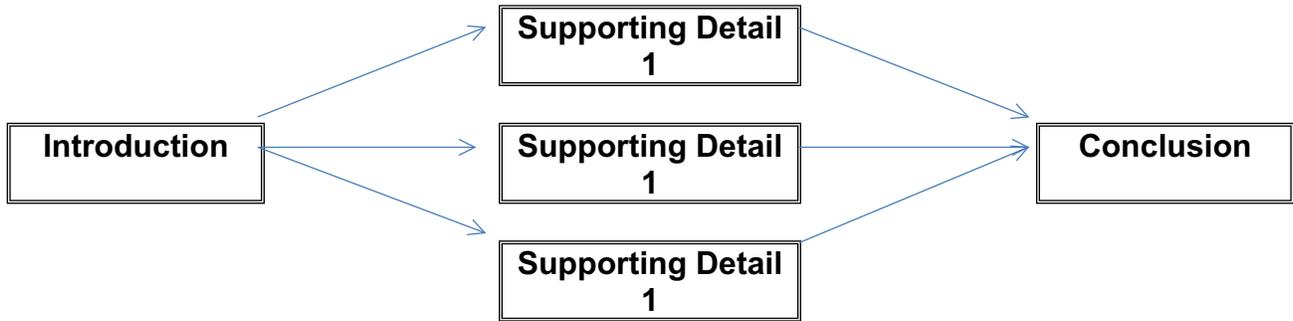
Topic: beliefs and Ideals influence the behaviors of a group of people	
Questions About the Lesson	Beliefs-
	Ideals-
	What beliefs and ideals did Molly Lou Melon have?
	1.
	2.
	3.
	4.
How did Molly Lou Melon's beliefs affect the people around her?	
1.	
2.	
3.	
4.	
Lesson Summary	

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Writing Activity 1-1

Apply what you learned	Write a paragraph to answer each of the following questions: <ol style="list-style-type: none"> 1. What beliefs or ideals do you have? 2. How have your beliefs affected the people around you? 3. What conflict have you experienced? 4. What change occurred because of the conflict?
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Writing scaffold:



Note Taking

Topic: what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Questions About the Lesson	Individuals-
	Groups-
	Institutions-
	Because a Little Bug Went Ka-Choo By: Rosetta Stone
	Individual's action:
	What group was impacted by these actions?
What were the consequences and how was the institution impacted?	
Lesson Summary	

Date: _____

Writing Assignment 1-2

Write a four paragraph short story of when the actions of an individual , group, and/or institution affected society through intended and unintended consequences
 Paragraph 1---explain the actions taken by the individual
 Paragraph 2---discuss the impact of the individual's actions on a group or institution
 Paragraph 3---discuss the intended consequences of the actions.
 Paragraph 4---discuss the unintended consequences of the actions.

cannot have everything they want, they have to make choices.	
Questions About the Lesson	Production-
	Distribution-
	Consumption-
	Scarcity-
	Goods-
Services-	
Lesson Summary	

Activity One:

Your class produces passes for students to eat lunch on the school patio. These passes are made of white paper. Each pass is 5 inches by 5 inches. The inscription is written with a black color marker. All of the passes are identical because all students are considered equal. Passes need to be separated so they can be passed out. Use the raw materials you have been given to create as many passes as you can in 10 minutes

TCUE BRAVO TEAM PATIO PASS

Questions to answer:

- 1. Are you satisfied with the results of this activity? If not, why?**
- 2. Were you able to design the passes?**
- 3. Who decided what resources would be used to produce passes?**
- 4. What problems occurred in the production process?**
- 5. What economic incentives affect the quality of the final product?**
- 6. What decisions were the members of each group able to make about production and distribution of passes?**
- 7. How did scarcity of resources force people to make decisions?**

Activity Two:

- Your class makes patio passes for students who wish to buy them. Students can buy as many as they can afford and they think are attractive. You are paid a salary for your work. You can choose which resources to use, but can only choose 5.**
- Decide what your passes will look like, how many you will produce, and what resources you will use. Also decide how much the passes will sell for.**
- Resources:**

• 2 sheets blue construction

• 2 pipe cleaners

<ul style="list-style-type: none"> • paper • 2 sheets yellow construction paper • 1 pair of scissors • 1 ruler • 3 different colored markers 	<ul style="list-style-type: none"> • 1 glue stick • 4 craft sticks • 2 feet of yarn • 1 sheet of stickers
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Questions to answer:

1. Why are the products produced in round 2 different from those produced in round 1?
2. Who decided which resources each group used to produce passes?
3. How many passes were produced in each group?
4. Why were more produced?
5. Who will receive the passes produced by your group?
6. What economic incentives influenced the production teams?
7. How did the presence of incentives influence production quality of the final product?
8. What technological innovations helped with the production of the passes?

An economic system is the way people decide to organize production, distribution, and consumption. The decisions people must make about production, consumption, and distribution are:

1. What to produce?
 2. How to produce?
 3. For whom to produce?
- When a central authority makes the decisions the system is called a *command* system.
 - When the producers and consumers make decisions about what, how, and for whom to produce, the society has a *market* economy.

	Activity 1	Activity 2
Type of Economic System		
Who decided what to Produce?		
Who decided how to Produce?		
Who decided for Whom to Produce?		

Date: _____

Writing Assignment 1-3

Use your notes to answer each of the questions below. Each answer should be a paragraph

	<p>The basic economic problem is the issue of scarcity. Because resources are scarce but wants are unlimited, people must make choices. This lesson showcases the most important concept in macroeconomics, which is the concept of <u>opportunity cost</u>. Very simply, everyone has the same amount of hours in a day, but we all make different decisions about what we do, what we choose to buy, and how we spend our time. What determines these choices? Opportunity cost does.</p> <p>Every time you make a choice, there is a certain value you place on that choice. You might not know it or think about it, but every choice has a value to you. When you choose one thing over another, you're saying to yourself, I value this more than another choice I had.</p> <p><u>The opportunity cost of a choice is what you gave up to get it.</u> If you have two choices - either an apple or an orange - and you choose the apple, then your opportunity cost is the orange you could have chosen but didn't. You gave up the opportunity to take the orange in order to choose the apple. In this way, opportunity cost is the value of the opportunity lost.</p> <p>Let's say you have only \$100 to spend and you have two choices: you can eat at a nice restaurant or buy seven music albums instead. If you spend your \$100 on buying the albums, the opportunity cost of that choice is the delicious meal you did not choose.</p> <p>Let's say you only have two hours of free time. You could either go to a movie or visit the bookstore. If you choose to spend your time at the movies, the opportunity cost of this decision is the time you could have spent enjoying the bookstore.</p> <p>You can apply the concept of opportunity cost to land as well. If we assume that land can either be used to produce corn, or it can be used for raising cattle to produce beef, but it cannot be used to do both at the same time, we have two choices and we must make a decision. Let's say we're already producing corn, but we want to switch to raising cattle so we can produce beef. In this case, the opportunity cost of switching from producing corn to raising cattle is the amount by which the production of corn decreases, because that's the value of our next best alternative.</p>
Lesson Summary	

Date: _____

Essential Question: _____

Enduring Understandings Review

- Beliefs & Ideals** - People's _____ and _____ influence their decisions.

2. **Conflict & Change** - Conflict _____ change.
3. **Individuals, Groups, & Institutions** - What people, groups, and institutions _____ and _____ can _____ or _____ others whether they mean to or not.
4. **Location** - Where people live _____.
5. **Movement & Migration** - Moving to _____ places _____ the people, land, and culture of the new place, as well as the _____ that was left.
6. **Production, Distribution, Consumption** - The ways people _____, get, and _____ goods and services may be _____ from how people in other places make, get, and use goods and services.
7. **Scarcity** - Because people _____ have everything they _____, they have to make _____.
8. **Technological Innovation** - New technology has many types of different _____, depending on how people _____ that technology.
9. _____ is what you are willing to give up to get what you want, the next best alternative.
10. _____ are something we can put in a shopping bag and take home while _____ are the things other people do for us, they are needed but we cannot put them in a shopping bag and take them home.

UNIT #2

Effective Citizenship

In this unit, students will learn the importance of being a responsible citizen. The students will understand the ***beliefs and ideals*** behind the need for the Bill of Rights

Students will also begin to understand basic economic principles by learning about the relationship within ***production, distribution, consumption.***

Standards and Elements

SS5CG1 The student will explain how a citizen's rights are protected under the U. S.

Constitution

- a. Explain the responsibilities of a citizen.
- b. Explain the freedoms granted and rights protected by the Bill of Rights.

SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a

representative democracy.

- a. Explain the purpose of the 12th and 17th amendments.
- b. Explain how voting rights were protected by the 15th, 19th , 23rd, 24th , and 26th amendments.

SS5E2 The student will describe the functions of four major sectors in the U. S. economy.

- b. Describe the private business function in producing goods and services.
- c. Describe the bank function in providing checking accounts, savings accounts, and loans.
- d. Describe the government function in taxation and providing certain goods and services.

SS5E3 The student will describe how consumers and businesses interact in the United States economy across time.

- a. Describe how competition, markets, and prices influence people's behavior

Enduring Understandings- Essential Questions

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

- How do the beliefs and ideals of a society influence the social, political, and economic decisions of that society?
- Why is it important for us to be responsible citizens?
- How do our responsibilities as citizens influence the decisions we make as a society?
- How did the revolutionary movement influence the writing of the Bill of Rights?
- How does the Bill of Rights influence the freedoms you have in your everyday life?
- How did the 12th Amendment change the American political system?
- How did the 17th Amendment make the Senate more representative of the American people?
- Why did the 23rd Amendment give electoral votes to Washington D.C.?
- How did the 24th Amendment's elimination of poll taxes allow more people to vote?

- Why is it important that all Americans have the opportunity to vote?

Production, Distribution, and Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- How does competition affect prices?
- How do local stores decide what to sell?
- How do consumers choose where to buy their goods and services?
- How do our customs and beliefs determine the goods and services we purchase and where we purchase them?

Vocabulary

amendment	citizenship	goods	population	supply
Bill of Rights	demand	incentive	representative democracy	transportation
budget	democracy	income	direct democracy	consumer
charter	entrepreneur	market economy	natural resources	consumption
competition	E Pluribus Unum	opportunity cost	sacrifice	producer
citizen	freedom		service	distributor

Date: _____

Essential Question:

Lesson One

Introduction of Vocabulary

Approx. 1 Day Class Instruction and 4 nights Homework

Using the *Vocabulary Word Map* strategy students will be introduced to vocabulary associated with effective citizenship by completing a Frayer Model on each term.

Definition	Example
Characteristics	Illustration

Definition

Example

Characteristics

Illustration

Date: _____

Essential Question:

Lesson Two

The student will explain how a citizen’s rights are protected under the U. S. Constitution.

Note Taking

Topic: the rights responsibilities of a citizen					
Questions About the Lesson	<p>Citizenship is the common thread that connects all Americans. We are a nation bound not by race or religion, but by the shared values of freedom, liberty, and equality.</p> <p>Throughout our history, the United States has welcomed newcomers from all over the world. The contributions of immigrants have helped shape and define the country we know today. More than 200 years after our founding, naturalized citizens are still an important part of our democracy. By becoming a U.S. citizen, this group of people will have a voice in how our nation is governed.</p> <p>Citizenship offers many benefits and equally important responsibilities. By accepting citizenship, you are demonstrating your commitment to this country and our form of government.</p> <p>Below you will find several rights and responsibilities that all citizens should exercise and respect. Some of these responsibilities are legally required of every citizen, but all are important to ensuring that America remains a free and prosperous nation.</p>				
	<table border="1"> <thead> <tr> <th style="text-align: center;">Rights</th> <th style="text-align: center;">Responsibilities</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Freedom to express yourself. • Freedoms to worship as you wish. • Right to a prompt, fair trial by jury. • Right to vote in elections for public officials. • Right to apply for federal employment requiring U.S. citizenship. • Right to run for elected office. • Freedom to pursue “life, liberty, and the pursuit of happiness.” </td> <td> <ul style="list-style-type: none"> • Support and defend the Constitution. • Stay informed of the issues affecting your community. • Participate in the democratic process. • Respect and obey federal, state, and local laws. • Respect the rights, beliefs, and opinions of others. • Participate in your local community. • Pay income and other taxes honestly, and on time, to federal, state, and local authorities. • Serve on a jury when called upon. • Defend the country if the need should arise </td> </tr> </tbody> </table>	Rights	Responsibilities	<ul style="list-style-type: none"> • Freedom to express yourself. • Freedoms to worship as you wish. • Right to a prompt, fair trial by jury. • Right to vote in elections for public officials. • Right to apply for federal employment requiring U.S. citizenship. • Right to run for elected office. • Freedom to pursue “life, liberty, and the pursuit of happiness.” 	<ul style="list-style-type: none"> • Support and defend the Constitution. • Stay informed of the issues affecting your community. • Participate in the democratic process. • Respect and obey federal, state, and local laws. • Respect the rights, beliefs, and opinions of others. • Participate in your local community. • Pay income and other taxes honestly, and on time, to federal, state, and local authorities. • Serve on a jury when called upon. • Defend the country if the need should arise
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<p>Lesson Summary</p>					

Note Taking

Topic: obeying laws

Questions About the Lesson

Rules and Laws

Laws have important purposes:

- to protect the rights of the _____
- to keep people _____
- to describe how people should _____

_____ exists because no society could survive if people just did what they pleased without any concern for others.

Are there punishments for disobeying laws? _____
What are some of them?

- _____
- _____
- _____

Can laws change? _____

These are made to _____ you and other citizens.

Give Me Your Opinion

Law	Reason for this law
Citizens can be arrested for drunk driving.	
Citizens must be 18 years old to vote	
Children between the age of 7 and 16 must attend school	

Lesson Summary	

Note Taking

Topic: taxes, jury duty, and selective service

Questions About the Lesson	Taxes		
	Local, _____, and federal governments require _____ to pay money for public goods and services. Taxes are necessary and _____.		
	What are some things taxes pay for?		
	1.	_____	
	2.	_____	
	3.	_____	
	4.	_____	
	5.	_____	
	6.	_____	
	7.	_____	
8.	_____		
9.	_____		
10.	_____		
If you buy something at the store are you paying taxes? _____			
Highlight things paid for with tax money			
Public school	Your clothing	Paradise Park	
Restaurant	Fire station	Public Library	
Public road	Your bicycle	Your Father's car	
Police station	Military	Courthouse	
Jury Duty			
The U.S. Constitution guarantees every _____ in the United States the right to a trial by jury.			
With this right comes the _____ to serve on jury when called.			
Georgia has three possible exception:			
1.	_____		
2.	_____		

	<p>3. _____</p> <p>_____</p> <p>If you serve jury duty, you must _____ the evidence in the trial and decide whether the accused person is _____ or guilty.</p> <p>The law says that if you are a witness to a _____ and you are ordered to appear in court you must _____.</p> <p>A witness that lies in a court of law is guilty of the crime of _____ and can be severely punished. A witness that fails to appear in court when ordered to do so can be charged with the crime _____ of court.</p> <p style="text-align: center;">Selective Service</p> <p>All males are required to _____ with the Selective Service System when they reach the age of 18. This gives the governments a _____ of men who can be drafted into the armed _____ in case there is a national emergency.</p>
Lesson Summary	
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Lesson Three

The student will explain the freedoms granted and rights protected by the Bill of rights

Note Taking

Topic: Bill of Rights	
	Amendment I (One)
	Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.
	<ul style="list-style-type: none"> • Congress cannot make a law that limits freedom of religion, free speech, free press, or the right of people to get together in groups, or the right of people to ask the government to correct things they don't like.
	<ul style="list-style-type: none"> • Religion <hr/>
	<ul style="list-style-type: none"> • Speech <hr/>
	<ul style="list-style-type: none"> • Press <hr/>
	<ul style="list-style-type: none"> • Assembly <hr/>
	<ul style="list-style-type: none"> • Petition <hr/>
	Amendment II (Two)
	A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.
	<ul style="list-style-type: none"> • The government cannot stop citizens from keeping guns because the military is necessary to keep peace.
	Amendment III (Three)
No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.	
<ul style="list-style-type: none"> • No soldiers can be kept in people's homes in time of peace, without the permission of the owner; if in time of war, certain laws have to be followed 	
Amendment IV (Four)	
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.	
<ul style="list-style-type: none"> • Citizens have the right to be safe in their houses, their belongings, and their persons against unreasonable searches and seizures. If the government wants to search anything; they must have a search warrant which tells what they are looking for and where they can search. 	

	<p>Amendment V (Five)</p> <p>No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.</p> <ul style="list-style-type: none"> • No person can be charged with a crime unless the charges have been brought by a grand jury. A person cannot be charged with the same crime twice. A person does not have to testify against himself/herself. A person can't have his or her life, his or her property, or his or her freedoms taken from him or her without being treated fairly by the law. A person's property can't be taken from him or her without receiving money for the property. <p>Amendment VI (Six)</p> <p>In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.</p> <ul style="list-style-type: none"> • When a person is accused of a crime, he or she will have a quick and public trial. The jury will be fair. The accused will be told what the charge is and can face the people who say he or she broke the law. The accused can have a lawyer to help him or her with the case. <p>Amendment VII (Seven)</p> <p>In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.</p> <ul style="list-style-type: none"> • When a person sues another person and the amount of money is over \$20.00, the case may be decided by a jury, and the decision will be final. A <u>civil case</u> is an action brought by another person or party to recover property, to force someone to honor a contract, or to protect one's civil rights. <p>Amendment VIII (Eight)</p> <p>Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.</p>
--	---

- | | |
|--|--|
| | <ul style="list-style-type: none">• Excessive bail or fines cannot be required. No cruel or unusual punishment is allowed |
|--|--|

The Illustrated Bill of Rights	1.	2.
3.	4.	5.
6.	7.	8.
9.	10.	By <hr/> <hr/>

Date: _____

Essential Question:

Lesson Two

The student will explain the purpose of Amendments 12 and 17.

Note Taking

Topic: purpose of Amendment 12 and Amendment 17	
Questions About the Lesson	Amendment XII (12)
	<p>The Electors shall meet in their respective states and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate; -- the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted; -- The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. [And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in case of the death or other constitutional disability of the President. --]* The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States</p> <ul style="list-style-type: none">• The 12th Amendment changed the way the vice president is

	<p>elected. Originally, the <u>Electoral College</u> cast votes for two people in the presidential election. The one that earned the most votes became the president, and the first runner-up was the vice president. There was a problem in the 1800 when there was a tie for the president.</p>
	<ul style="list-style-type: none"> ○ Electoral College-a group of persons from each state who meet in their state capitals after the presidential election to officially elect the president and vice president. • The purpose of the 12th Amendment is to make sure that the people’s choice for president is actually elected.
	<p>Amendment XVII (17)</p>
	<p>The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.</p>
	<p>When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.</p>
	<p>This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.</p>
	<ul style="list-style-type: none"> • The 17th Amendment changed the way senators are elected. Originally federal senators were elected by the state legislature. People did not like this method because voters did not have a voice in voting for senators to represent them in Washington, D. C. The amendment specifically stated that senators must be elected by the people by voting. • The purpose of the 17th Amendment is to make senators do the will of the people who elected them to office.
Lesson Summary	

Essential Question:

Lesson Three

Changing the Constitution

Explain the amendment process as outlined in the Constitution and why we have a process to change the Constitution.

Note Taking

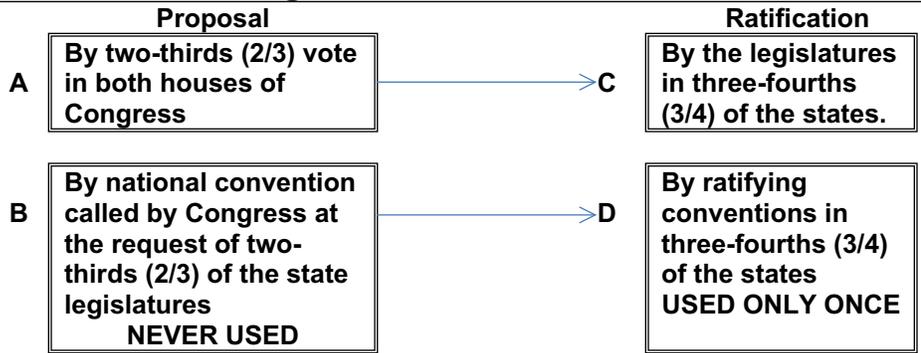
Topic: amendment process	
Questions About the Lesson	amendment:
	Article V of the Constitution spells out the processes by which constitutional amendments can be proposed and ratified. The only ways to change the constitution is by adding an amendment.
	How is Article 5 Broken Down? While other Articles of the Constitution are broken down into sections and clauses, Article 5 of the United States Constitution is just one paragraph.
	Text of Article 5 of the Constitution: The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.
	How Does Article 5 Let Congress Change the Constitution? If Congress thinks it is necessary to change the Constitution, at least two thirds of both the House of Representatives and the Senate have to propose an Amendment to the Constitution. In order to do this, Congress has to call an Article 5 Convention or an Amendments convention. During this process, the President of the United States cannot do anything to help or stop the process.
	Ratifying an Amendment under Article 5 After an amendment is officially proposed, it must then be ratified, or approved on, by the legislatures of at least 75% of the states.

Once enough of the states ratify the amendment, it becomes law in all of the states. Sometimes, a state will ratify an amendment that has been already passed as a symbol of how important the amendment is. For example, every state ratified the 13th Amendment, which outlawed slavery. Even though Article 5 does not specifically say how long the state legislatures have to ratify an amendment, Congress can give a deadline if they want to.

Why is the amendment process so complicated?

The purpose of the amendment process is to make sure that the amendment is truly favored by the American people. A change to the Constitution is a serious thing and must be the people's will. Congress has considered more than 9,000 possible amendments but only 33 has passed and been submitted to the states to ratify. Of those 33 only 27 have been ratified by the people.

Amending the Constitution---Usual Method



Which proposal method for adding an amendment to the Constitution is usually used?

Which ratification method has only been used once?

Which ratification method is usually used?

Three fourths of our 50 states must ratify an amendment to the Constitution. How many states is that?

How many amendments that Congress ratified have the states rejected?

Lesson Summary

Essential Question:

Lesson Four

Due Process of the Law

Students will explain the concept of due process of law and describe how the Constitution protects our rights by due process.

Note Taking

Topic: due process of law, 5th amendment and 14th amendment

Questions About the Lesson

Due process of law-

The Fifth Amendment, of the United States Constitution is the section of the Bill of Rights that protects you from being held for committing a crime unless you have been indicted correctly by the police. The Fifth Amendment is also where the guarantee of due process comes from, meaning that the state and the country have to respect your legal rights. The Fifth Amendment was introduced as a part of the Bill of Rights into the United States Constitution on September 5, 1789 and was voted for by $\frac{3}{4}$ of the states on December 15, 1791.

Understanding the Fifth Amendment

“No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury”:

No one can be put on trial for a serious crime, unless a grand jury decide first that there is enough proof or evidence so that the trial is needed. If there is enough evidence, an indictment is then issued, which means that the person who is charged with the crime will can put on trial for the crime.

“Except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger”:

People in the military can go to trial without a grand jury first deciding that it is necessary. This is the case if the military person commits a crime during a national emergency or a war.

“Nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb”:

If someone is put on trial for a certain crime and the trial ends, the person cannot be tried once more for the same crime. If a person is convicted of a crime and then serves his or her time in jail, or if the person is acquitted, he or she cannot be put on trial a second time.

“Nor shall be compelled in any criminal case to be a witness against himself”:

The government does not have the power to make someone

testify against himself. That is why a trial uses evidence and witnesses instead of the testimony of the accused person.

“Nor be deprived of life, liberty, or property, without due process of law”:

The government cannot take away a person’s life, property, or freedom without following certain steps that give the person a fair chance. This is what is known as due process. Due Process helps protect a person’s rights.

“Nor shall private property be taken for public use, without just compensation”

The government cannot take away a person’s property for public use without somehow paying them back for it.

The due process clause in the **Fourteenth Amendment** protects against state or local government abuse of power. This clause has been interpreted by the courts to extend most of the rights in the Bill of Rights, that originally applied only to the federal government, to protect people against unfair actions by state and local governments.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Due Process Clause – the due process clause protects the 1st amendment rights of the people and prevents those rights from being taken away by any government without “due process.” Due process is a trial by jury for all people accused of wrongdoing. Although you may think the 1st amendment already protects these rights, the 14th amendment specially enforces the Bill of Rights on the states, to make sure that they can never limit the rights of Americans without fairness. There were also a number of rights that are protected for those that are accused of a crime but have not been proven to do anything wrong yet.

Equal Protection Clause – This part of the fourteenth amendment states that there may be no discrimination against them by the law. The federal government enforces this protection on the states, ensuring that they do not. Remember that the Bill of Rights protects some rights for Americans. The equal protection clause extended this protection to the state governments. This clause of the 14th amendment would later be used to end

discrimination and segregation in the South.

Due process rights include

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

True or False?

1	The main goal of the Constitutions due process amendments is to treat all people fairly and equally?
2	A person accused of a crime should know the charges against him/her.
3	An individual accused of a crime is not allowed to speak to an attorney or attend their trial.
4	One guarantee of due process is that your attorney is free if you cannot afford to pay for an attorney.
5	A fair and speedy jury trial is guaranteed by due process.
6	Laws must be written clearly so that a person can understand them.
7	A fair jury of your peers is not a guarantee of due process.
8	An accused person has the right speak in court and defend themselves at the trial.
9	An accused person can be tried twice for the same crime.
10	An accused person has the right to refuse to testify against themselves if they think their testimony might make them look guilty.

Think About It:

Charles Wright was accused of murder. He went to trial with a good lawyer but was found guilty of the crime. Later, the family learned one the jurors knew Charles from high school and had bullied Charles in high school and never liked him. Did Charlie receive due process of the law?

Yes

No

What right of Charles' was violated?

Lesson Five

Voting Rights

Students will explain how voting rights are protected by the 15th, 19th, 23rd, 24th and 26th amendments.

Note Taking

Topic: voting rights		
Questions About the Lesson	15th Amendment	
	19th Amendment	
	23rd Amendment	
	24th amendment	
	26th Amendment	
	Voting Rights Timeline	
	1776	Only people who own land can vote
	1787	No federal voting standard—states decide who can vote In most cases, voting remains in the hands of white male landowners.
	1790	Citizen=White --only “free white” immigrants can become naturalized citizens.
	1856	Vote expanded to all white men
1870	15th Amendment passed --vote cannot be denied because of race, explicitly	
1920	19th Amendment passed--giving women right to vote in both state and federal elections.	
1961	23rd amendment passed-- citizens of Washington, D.C. the right to vote for U.S. president.	
1964	24th Amendment passed--no special tax to vote (poll tax)	
1971	26th Amendment passed, voting age lowered to 18	
Lesson Summary		

Lesson Six

Price Incentives

Students will explain how price incentives affect the consumer's buying behavior and the choices they make.

Note Taking

Topic: price incentives	
	Price:
	Incentives:
	Consumers Respond to Price Incentives
	Rewards are positive _____ that make people better off. Penalties are _____ incentives that make people worse off. Both positive and negative incentives _____ people's choices and behavior. People's views of rewards and penalties differ because people have different _____. Therefore, an incentive can influence different _____ in different ways. Responses to incentives are _____ because people usually pursue their self-interest. _____ in incentives cause people to change their behavior in predictable ways. Incentives can be _____ or _____.
	Acting as consumers, producers, workers, savers, investors, and citizens, people respond to incentives in order to allocate their _____ resources in ways that provide the highest possible returns to them.
	In economics, _____ is the rivalry among sellers trying to achieve such goals as increasing profits, obtaining a larger market share, and increasing sales volume by varying the elements of the marketing mix: price, product, distribution, and promotion. The _____ can offer price incentives such as buy one get one free or selling an item that normally sells for \$1.25 as 5 for \$5.00. It is generally accepted that competition results in _____ prices and a greater number of goods delivered to more people. _____ competition is perceived to exhibit higher prices with a fewer number of goods delivered to fewer people.

	<p>A market is one of the many varieties of systems, institutions, procedures, social relations and infrastructures whereby parties engage in exchange. While parties may exchange goods and services by barter, most markets rely on sellers offering their goods or services (including labor) in exchange for money from buyers. It can be said that a market is the process by which the prices of goods and services are established.</p> <p>For a market to be competitive, there must be more than a single buyer or seller. It has been suggested that two people may trade, but it takes at least three persons to have a market, so that there is competition in at least one of its two sides. However, competitive markets, as understood in formal economic theory, rely on much larger numbers of both buyers and sellers. A market with a single seller and multiple buyers is a monopoly. A market with a single buyer and multiple sellers is a monopsony. These are the extremes of imperfect competition</p> <p>The current price at which an asset or service can be bought or sold is considered the market price. Economic theory contends that the market price converges at a point where the forces of supply and demand meet. Shocks to either the supply side and/or demand side can cause the market price for a good or service to decrease or increase.</p> <p>For example, suppose that the market price for a widget has been \$10 for a number of years. Suddenly, the market price shifts to \$20 when it is announced that only half of this year's widgets will be sold in stores. In this case, a drop in supply causes the market price to increase.</p>
Lesson Summary	

Date: _____

Essential Question:

Lesson Five

Private Business Function

Students will describe the private business function in producing goods and services..

Note Taking

Topic: private business function

Questions About the Lesson

Businesses provide _____ and _____ needed by consumers. When a business is called a private business that mean there is no _____ partnership with that company. In a _____ private businesses are plentiful because in a market economy the consumers answers the three economic questions of:

1. _____
2. _____
3. _____

Private businesses depend on the public to provide _____ to produce the goods. Individuals sell their _____ and earn _____ for the work that they do. A private business must have _____ or money to keep the business going. They make loans from _____ to provide this capital.

Before the Civil War, most businesses were _____ and run by a _____. These businesses were _____ because they produced goods that people could not make themselves.

At the turn of the century, new _____ launched new businesses. _____ hired lots of _____ to provide the _____ needed to produce goods. Factories hired workers to:

1. _____
2. _____
3. _____
4. _____
5. _____

Services like _____ and _____ services developed to support both the worker and the new industry.

During World War II many businesses changed their _____ To support the war effort on the homefront. Factories that made automobiles started making _____ and _____.

Clothing manufacturers began to make _____ for the soldiers as well as _____

to protect soldiers. _____ joined the work force and helped to keep these businesses running. Everyone pitched in to the war effort.

There were _____ or reasons that made a woman want to go to work in these factories. The incentives were:

- Women wanted to help _____ the enemy during the war.
- Women cared about the _____ who were fighting and wanted to help them.
- Working at a factory meant bringing home a _____.
- The _____ had been going on for over 10 years. After all the hard times, it was good to have a _____ and _____.

Lesson Summary

Date: _____

Essential Question:

Lesson Seven

Households function and functions of a bank

Students will describe the household function of providing resources and consuming goods and services and how banks provide checking accounts, savings accounts and loans to the public.

Note Taking

Topic: households function and function of a bank

Questions About the Lesson

Households	
	<p>Households are made up of _____ and people are _____. Households or people provide _____ in return for _____. They provide the labor to build, produce, and provide _____. These workers also consume _____, like food, cars, clothing, and electronic devices. In addition, they consume _____ like doctors, lawyers, barbers, electricians, plumbers, teachers, and the clergy.</p> <p>Households provide _____ in the form of labor and then use the money received from their labor to consumer _____ and _____. The money received for these goods and services helps to give the _____.</p> <p>Name five consumer goods:</p> <ol style="list-style-type: none">1. _____ _____2. _____ _____3. _____ _____4. _____ _____5. _____ _____ <p>Name five consumer services:</p> <ol style="list-style-type: none">1. _____ _____2. _____ _____3. _____ _____4. _____ _____

5. _____

Banks

Banks function to provide the consumer with

1. _____

2. _____

3. _____

A _____ is an account where the consumer can withdraw funds from their account by writing a check.

A _____ is an account that earns interest over time but the consumer cannot write check to withdraw funds from this account.

A _____ is money borrowed by a consumer and paid back over time with interest by the consumer.

Banks have changed over time. The United States had a national bank until 1836 but after that _____ set up their own banking system. These state bank were unsuccessful and many failed. In 1863 Congress set up the _____

System. The government watches banking very closely and has set up many _____ to insure banks do not fail.

Disaster struck the banking system when the _____

_____ hit the United States in 1929.

Many bank failed when _____ could not pay the back back the money that had been loaned to the consumer. Many people lost every dime they had in the bank.

The first of four separate banking panics began in the fall of 1930, when a bank run in Nashville, Tennessee, kicked off a wave of similar incidents throughout the Southeast. During a _____, a large number of depositors lose confidence in the security of their bank, leading them all to withdraw their funds at once. Banks typically hold only a fraction of deposits in cash at any one time, and lend out the rest to _____ or purchase interest-bearing assets like government securities. During a bank run, a bank must quickly liquidate loans and sell its assets to come up with the necessary cash, and the losses they suffer can threaten the bank's solvency. The bank runs of 1930 were followed by similar banking panics in the spring and fall of 1931 and the fall of 1932. In some instances, bank runs were started simply by rumors of a bank's inability or unwillingness to pay out funds. In December 1930, the New York Times reported that a small merchant in the Bronx went to a branch of the Bank of the United States and asked to sell his _____ in the institution. When

told the stock was a good investment and advised not to sell, he left the bank and began spreading rumors that the bank had refused to sell his stock. Within hours, a crowd had gathered outside the bank, and that afternoon between 2,500 and 3,500 _____ withdrew a total of \$2 million in funds.

The last wave of bank runs continued through the winter of 1932 and into 1933. By that time, Democrat _____ had won a landslide victory in the presidential election over the Republican incumbent, _____. Almost immediately after taking office in early March, Roosevelt declared a national "bank holiday," during which all banks would be closed until they were determined to be solvent through federal inspection. In combination with the bank holiday, Roosevelt called on Congress to come up with new emergency banking legislation to further aid the ailing financial institutions of America.

The Federal Deposit Insurance Corporation (FDIC) is a United States government corporation operating as an independent agency created by the Banking Act of 1933 as part of

_____ programs. As of January 2014, it provides deposit insurance guaranteeing the safety of a depositor's accounts in member banks up to \$250,000 for each deposit ownership category in each insured bank. Consumer would not lose their money in a _____ again.

Government

The United States _____ functions to serve the people! Our United States government provides many _____ and _____.

Here are just a few:

1. _____
2. _____
3. _____
4. _____
5. _____

Taxes make all these goods and services possible. Taxes are collected by the _____ government, _____ government and the _____ government. There is a tax on _____ that you purchase at the grocery store. When you purchase clothing you pay a tax,

this is called a _____. Your parents pay taxes on the _____ they earn at their job. This kind of tax is called an _____.

Without taxes the government has no way to provide these goods and services, without _____ we would have not have many of the goods and services we use every day.

The power to tax is given to the government by the _____

- Early America

- After the Civil War until 1913

- 1913

- 1940s

Think About It: What are some goods and services that taxes provide for you as a resident of Thomasville, Georgia?

1. _____

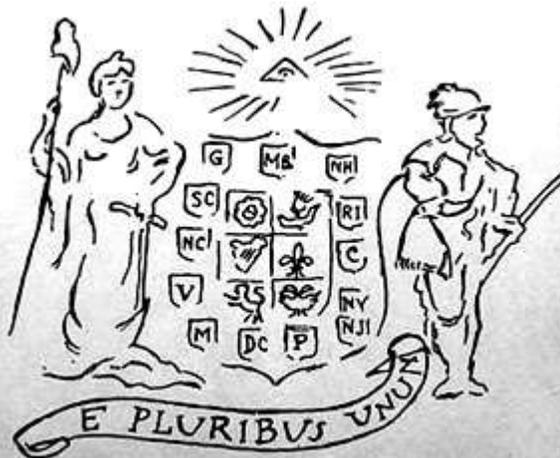
2. _____

3. _____

United States Motto

E pluribus unum: out of many one

E pluribus unum is the motto suggested by the committee Congress appointed on July 4, 1776 to design "a seal for the United States of America." A motto's purpose is to express the theme of a seal's imagery – especially that of the shield.



The below sketch of their design accompanied a detailed description of their idea for the new nation's official emblem.

The center section of this shield has six

symbols for "the Countries from which these States have been peopled": the rose (England), thistle (Scotland), harp (Ireland), fleur-de-lis (France), lion (Holland), and an imperial two-headed eagle (Germany). Linked together around the shield are 13 smaller shields, each with the initials for one of the "thirteen independent States of America. On August 20, 1776, this first committee submitted their Great Seal design to Congress (including Benjamin Franklin's idea for the reverse side).

Although their design was not approved (and two more committees would be appointed), their motto E Pluribus Unum was selected by Charles Thomson in 1782 when he created the final Great Seal whose centerpiece is the American bald Eagle:



Explanation by Charles Thomson (June 20, 1782)

- The shield (escutcheon) is composed of thirteen stripes that represent the several states joined into one solid compact, supporting the chief (top section of the shield) which unites the whole and represents Congress. The stripes are kept closely united by the chief and the chief depends upon that union and the strength resulting from it.
- The motto E Pluribus Unum alludes to this union.
 - Pluribus is related to the English word: "plural."
 - Unum is related to the English word: "unit."
 - E Pluribus Unum describes an action: Many uniting into one. An accurate translation of the motto is "From Many, One" or "Out of Many, One" – a phrase that captures the symbolism on the shield.
- The shield is born on the breast of an American Eagle without any other supporters to denote that the United States of America ought to rely on their own virtue.
- The olive branch and arrows denote the power of peace and war which is exclusively vested in Congress.
- The constellation of thirteen stars denotes a new state

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

2. What does the term “e pluribus unum” mean?

3. Why does the United states use “e pluribus unum” as its motto?

4. Why is it important for people to be responsible citizens?

5.

