

Louisiana Believes.

Civics

Comprehensive Curriculum  
REVISED 2012

LOUISIANA DEPARTMENT OF EDUCATION

## 2012 Louisiana Comprehensive Curriculum Course Introduction

The Louisiana Department of Education issued the first version of the *Comprehensive Curriculum* in 2005. The *2012 Louisiana Comprehensive Curriculum for Social Studies* is aligned with Louisiana's 2011 Social Studies content standards and, where appropriate, to the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

### Organizational Structure

The curriculum is organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.

### Implementation of Activities in the Classroom

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

### Features

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

*Underlined standard numbers* on the title line of an activity indicate that the content of the standards is a focus in the activity. Other standards listed are included, but not the primary content emphasis.

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

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. This guide is currently being updated to align with the CCSS. Click on the *Access Guide* icon found on the first page of each unit or access the guide directly at <http://sda.doe.louisiana.gov/AccessGuide>.



**Civics**

**Table of Contents**

<b>Unit 1: Foundations of American Government.....</b>	<b>1-1</b>
<b>Unit 2: Structure and Purposes of Government.....</b>	<b>2-1</b>
<b>Unit 3: Roles of United States Foreign Policy.....</b>	<b>3-1</b>
<b>Unit 4: Functions of Government .....</b>	<b>4-1</b>
<b>Unit 5: Role of the Citizen in American Democracy .....</b>	<b>5-1</b>
<b>Unit 6: Fundamentals of Economics .....</b>	<b>6-1</b>
<b>Unit 7: Economic Systems and Structures .....</b>	<b>7-1</b>
<b>Unit 8: Financial Literacy .....</b>	<b>8-1</b>

**Civics**  
**Unit 1: Foundations of American Government**

**Time Frame:** Approximately three weeks



**Unit Description**

This unit focuses on investigating the principles that influenced and motivated the Founding Fathers of the United States to create a constitutional, federal republic.

**Student Understandings**

Students understand the principles that influenced the Founding Fathers and the creation of our federal republic. Students explain what makes our government different from other governments. Students demonstrate an understanding of the ideas that shaped the formation of the American republic and identify their source.

**Guiding Questions**

1. Can students identify the basic purposes of government and describe how various governments accomplish those purposes?
2. Can students compare and contrast structure and leadership in American government to structure and leadership in governments in other countries?
3. Can students explain how the British concept of limited government influenced the formation of the United States government?
4. Can students explain how Enlightenment ideas about government and individual rights are captured in the American founding documents?
5. Can students explain how compromises reached at the Constitutional Convention represent or incorporate democratic ideals and principles of the United States Constitution?
6. Can students identify and describe underlying democratic principles and concepts that influenced the creation of the United States Constitution?

**Unit 1 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)**

Grade-Level Expectations	
GLE #	GLE Text
<b>Foundations of American Government</b>	
C.1.1	Describe reasons why government is necessary, explaining competing

	ideas about the role of government in society
C.1.2	Compare and contrast the structure and leadership of different forms of government in various nations
C.1.3	Analyze the influence of the Magna Carta, English common law, and the English Bill of Rights in creating a limited form of government in the United States
C.1.4	Explain the influence of Enlightenment philosophers, the Great Awakening, and the American Revolution on the American founding documents
C.1.5	Explain the issues involved in various compromises or plans leading to the creation of the United States Constitution
C.1.6	Analyze the underlying principles and concepts embodied in primary documents that influenced the creation of the United States Constitution
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS #</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author’s claims
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12</b>	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

## Sample Activities

### Activity 1: Need For Government (GLE: C.1.1, C.2.2; CCSS: RH.9-10.2, WHST.9-10.7, WHST.9-10.10)

Material List: primary and secondary sources on chaotic human activity, chart or poster paper, markers.

Begin the activity with students viewing a short video or reading a brief article depicting a scene of chaotic human activity (could be looting, riots, public arguments, vigilantes, etc.) in which government officials are not present or fail to control the activity. Have students work in small groups (3 – 4 students) to create potential solutions that resolve or prevent the problems observed. The groups will write their solutions on a large piece of chart or poster paper. Groups will take turns briefly explaining their solutions to the class.

Discuss with students the four basic functions of all governments (keeping order, protecting the community, settling disputes, and guiding (leading) the community. Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to record their notes from the classroom discussion. *Split-page notetaking* assists students by giving them a consistent strategy for taking notes and recording what they have learned and read in the classroom. Note taking is an essential skill and a higher-order thinking skill as it requires students to summarize what they have heard or read into understandable and memorable phrases to be used later in preparation for exams. Have students draw a single vertical line approximately two to three inches from the left edge of lined paper. Students should write main ideas to the left of the vertical line and their notes on the right of the line. Encourage students to paraphrase and abbreviate as much as possible. Also, drawing a horizontal line below a completed main idea helps to visually divide the notes. (See example below).

Date:	Functions of Government
Keeping Order	<ul style="list-style-type: none"> <li>• <i>Enforcing laws</i></li> <li>• <i>Arresting criminals</i></li> <li>• <i>Preventing and breaking up riots</i></li> <li>• <i>Investigating fraud</i></li> </ul>

Instruct students to write the four basic functions of government on the left side of the note page and their notes from the class discussion on the right side. The notes should be short, summative statements or phrases of less than seven words. If students are using this strategy for the first time, spend time teaching the setup of the page and the purpose of the strategy. Demonstrate how students can study from their notes by covering one column and using the information in the other column to recall the covered information. Guide students through the first function, “keeping order,” providing them with exemplary responses from the example above after the discussion. Briefly expand the

discussion leading into the Preamble and the roles and responsibilities of the United States government as they will be addressed later in Unit 2 and Unit 3.

Students should record their thoughts on the discussion in their *learning log* ([view literacy strategy descriptions](#)). A *learning log* is a notebook or journal in which students record their thoughts, reflections, questions, and ideas about the content learned. Students should have a special notebook, binder, composition book, or journal that is solely dedicated to recording their learning. Explain that *learning logs* are useful tools when preparing for assessments.

Have students respond to the following questions in their *learning logs*:

1. What are some reasons we need government?
2. What are the four basic functions of any government?
3. Describe a situation in which government must react?

Have students share their responses with a partner and take turns critiquing the other responses. Randomly call on students to share their responses with the class.

**Activity 2: Big ‘G’ vs. Little ‘g’ Government (GLE: C.1.1; CCSS: WHST.9-10.9, WHST.9-10.10)**

Materials List: copies of the following articles on Nazi Germany, the Soviet Union, and the United States:

Nazi Germany:

<http://www.holocaustresearchproject.org/holoprelude/kristallnacht.html>

Soviet Union: Marrin, Albert. "Stalin, Joseph." *World Book Advanced*. World Book, 2011 or alternative source on Stalin;

United States: Kozleski, Lisa. 2003. "Chapter 4: The Right Not to Pledge." *Pledge of Allegiance* 30. *Book Collection: Nonfiction*, EBSCO host or alternative source

Have students read two descriptive texts that detail sharp, contrasting styles of government. The texts should depict peoples’ daily lives under the governments, benefits of the governments, and limitations of the governments (one to represent big ‘G’ government or authoritarian government and one to represent little ‘g’ government or limited government). Have students create a *graphic organizer* ([view literacy strategy descriptions](#)) that compares and contrasts the amount of political power and control possessed by the different types of government. *Graphic organizers* are visual displays used to organize information in a manner that makes the information easier to understand and learn. *Graphic organizers* are effective in enabling students to assimilate new information by organizing it in visual and logical ways (see the sample *graphic organizer* which follows).

Big ‘G’ government	Little ‘g’ government
<i>Absolute authority</i>	<i>Power limited by law</i>
<i>Censors speech</i>	<i>Allows free speech</i>

As students read the two descriptive texts, instruct them to look for key words, such as absolute, total, limited, censorship, free speech, crackdown, and others that would describe the excess or limitation of power in government. Students should add those key words and descriptive phrases to the graphic organizer placing them under the appropriate headings: “Big G” representing authoritarian government and “Little g” representing limited government. Have students discuss the differences between the two types of government and evaluate which is better at protecting individual rights, protecting the community, guiding the community, and maintaining a stable economy. Have students record their thoughts in their *learning logs* ([view literacy strategy descriptions](#)). Ask students to share their responses with the class.

**Activity 3: Comparing Governments (GLEs: C.1.1, C.1.2; CCSS: RH.9-10.2, RH.9-10.4, WHST.9-10.4, WHST.9-10.6, WHST.9-10.9)**

Material List: Comparing Governments Word Grid BLM, copies of selected readings of historic and modern governments such as:

Nazi Germany

<http://www.sparknotes.com/history/european/interwaryears/section10.rhtml>

Soviet Union

<http://www.sparknotes.com/history/european/interwaryears/section4.rhtml>

United Kingdom

O’Leary, Brendan. "United Kingdom, Government of the." *World Book Advanced*. *World Book*, 2011 or alternative sources on the government of the United Kingdom.

Instruct students on the different forms of governments such as dictatorship, representative democracy, and monarchy. Explain how different governments have different views on the powers of government and treatment of civil liberties.

After instructing students on the differences between various governments, have students complete a *word grid* ([view literacy strategy descriptions](#)) that compares various types of governments based on characteristics such as free speech, elected officials, separation of powers, hereditary rule, secret police, limited power, autocratic rule, public trial, state run press, state religion, freedom of assembly, absolute power, and right to petition. A *word grid* is a strategy which involves building a grid with essential vocabulary listed on the vertical axis of the grid and major features, characteristics, or important ideas listed on the horizontal axis.



Students fill in the grid, indicating the extent to which the types of governments possess the stated characteristics. Students should use the scale 0, 1, and 2 to fill in the grid. The number 0 would indicate the government does not possess the characteristic (e.g., anarchy does not have elected officials as there is no government). The number 1 would indicate the government has some aspect of the characteristic (e.g., representative democracy may not separate the powers of government). The number 2 would indicate the government possesses that characteristic (e.g., a representative democracy always has elected officials). See Comparing Governments Word Grid BLM and sample below.

Comparing Governments Word Grid			
Characteristics	Hereditary Rule	Elected Officials	Free Speech
Anarchy	0	0	2
Democracy (Direct/Pure)	0	1	2
Representative Democracy (Republic/Parliament)	0	2	1

Once the grid is completed, students are led to discover both the shared and unique characteristics of the vocabulary words. Have students use their *word grid* to relate different forms of government with characteristics commonly found in both modern and historical governments. Have students examine differences between political systems to determine how each system practices these principles. Using this *word grid*, have students read a variety of summary texts that describe various real-world governments (both current and historic) and classify those governments into one of the ten forms of government.

Using the *word grid*, have students create their ideal government which incorporates characteristics from the *word grid*. Working in small groups of three to four, students should choose a form of government that they believe is the ideal form of government. A member from the group should produce a visual (poster, drawing, or PowerPoint® presentation) that describes their government and its best characteristics. Another member should write a short persuasive essay (three to five paragraphs) arguing for the team's form of government. Another member should create a two to three minute informative speech that describes the team's government. In teams of four, the fourth member should write and perform a song that highlights the best characteristics of team's government.

Good resources for the different types of governments

<https://www.cia.gov/library/publications/the-world-factbook/fields/2128.html>

Rupp, Richard E. "Government." *World Book Advanced*. World Book,

[http://www.wordiq.com/definition/Totalitarian\\_democracy](http://www.wordiq.com/definition/Totalitarian_democracy)

<http://www.wordiq.com/definition/Totalitarian%20dictatorship>

**Activity 4: Influencing the American Government (GLEs: C.1.3, C.1.4; CCSS: WHST.9-10.10)**

Materials List: paper, color pencils or markers, Influencing the American Government BLM

Have students use Influencing the American Government BLM to create a *graphic organizer* ([view literacy strategy descriptions](#)) to categorize the various sources of influences on the American government (see Influencing the American Government BLM and sample below). Working in groups of three to four students, have students use their notes from classroom discussions, textbooks, and the Internet to classify important ideas of Americans using the Influencing the American Government BLM. Student must identify the original source of a fundamental idea and the founding document that makes use of the idea (e.g., trial by jury was originally found in the *Magna Carta* and is incorporated into the American government by the Bill of Rights). Have students break down the influences on American government into the categories of English, American Colonial/Great Awakening, Enlightenment Philosophers, and American Revolution. See example below.

English			American Colonial / Great Awakening			Enlightenment Philosophers			American Revolution		
Idea	Source	Founding Document	Idea	Source	Founding Document	Idea	Source	Founding Document	Idea	Source	Founding Document
Trial by Jury	<i>Magna Carta</i>	<i>Bill of Rights</i>	Self Government	<i>Virginia House of Burgesses</i>	<i>Declaration of Independence</i>	Social Contract	<i>Locke and Rousseau</i>	<i>U.S. Constitution</i>	Equal Representation	<i>Articles of Confederation</i>	<i>Article I Constitution</i>

Discuss the four major influences on ideas, sources, and founding documents that have impacted the American government. Call on individual students to share their findings, giving appropriate feedback and checking for student understanding. Circulate throughout the room and check students' *graphic organizers* to make sure students are making corrections where needed.

Working in groups of four, have students use their *graphic organizer* as a tool to guide the discussion of the following questions and record the answers in their *learning logs* ([view literacy strategy descriptions](#)):

1. What group of people or event was the most influential on the formation of the American government?
2. If so many ideas came from English and European influences, why is it called the "American Experiment"?
3. What important ideas are not present and explain their origin?

Randomly call on students to share their responses with the class. Ask the class if they agree or disagree with the response by thumbs up (agree) or thumbs down (disagree). Call on students to explain why they agree or disagree.

**Activity 5: Basic Principles of American Government (GLEs: C.1.3, C.1.4, C.1.6, C.2.3; CCSS: RH.9-10.4, WHST.9-10.10)**

Materials List: paper and scissors, copies of the primary source documents: *Magna Carta*, *English Bill of Rights*, John Locke's Chapter VIII of "*An Essay Concerning the True Original Extent and End of Civil Government*", *Mayflower Compact*, and *Articles of Confederation*

Magna Carta British Library Resources:

<http://www.bl.uk/treasures/magnacarta/index.html#>

Magna Carta and its American Legacy

[http://www.archives.gov/exhibits/featured\\_documents/magna\\_carta/legacy.html](http://www.archives.gov/exhibits/featured_documents/magna_carta/legacy.html)

English Bill of Rights [http://www.constitution.org/bor/eng\\_bor.htm](http://www.constitution.org/bor/eng_bor.htm)

John Locke <http://www.4lawschool.com/lib/locke8.htm>

Mayflower Compact <http://www.usconstitution.net/mayflower.html>

Articles of Confederation <http://www.usconstitution.net/articles.html>

List the following on the board: rule of law, consent of the governed, limited government, individual rights, federalism, republicanism, popular sovereignty, and checks and balances. Have students define these principles using their prior knowledge. Working in pairs, students should compare their definitions and discuss whether they agree or disagree with each other. Once all pairs have reached consensus (maximum of five minutes), have students compare their definitions with the ones below.

- **Rule of Law** means no person can be above the law regardless of their position in the government. In a democracy, the people make rules either directly or through elected representatives using majority rule (50% plus one vote).
- **Consent of the governed** is the concept that the people are the source of all power (popular sovereignty) in a society. The people give their consent to be governed in a binding agreement known as a social contract (constitution).
- **Limited government** means to limit the power a government has over its people usually by a constitution or social contract. This contract protects the rights of the citizens and prevents the government from interfering with those rights.
- **Individual Rights** is the idea that human beings possess ". . . certain and unalienable rights." Thomas Jefferson, Declaration of Independence. These rights are protected by the government.
- **Republicanism (Representative Democracy)** is the ideal that people should elect representatives to speak on their behalf and that citizens have certain duties such as voting, being educated, serving in the defense of the state, and obeying the laws of the nation.

- **Federalism** is the concept of sharing power between the national government and state government. There is a built-in system of checks and balances that limits the roles and powers of the state and national governments.
- **Popular Sovereignty** means the people have the right to rule and to express their opinion by voting. In American government, the right to vote is guaranteed in the Constitution.
- **Separation of Powers** means no one branch of government should be so powerful as to overrule the others. It divides the functions of government (enforcing law, making laws, and interpreting laws) into separate branches, each with their own specific powers.
- **Checks and Balances** is a system in which each branch of government is able to check or restrain the powers of the other branches of the government. This prevents any branch from becoming more powerful than the other branches.

Using the terms above, create sentence strips in which the definition is broken down into small fragments and must be put back together like a puzzle. Example: [Federalism] [is the concept of sharing power] [between the national government and state government.] Have students work in pairs or small groups of three or four to reassemble the sentence strips correctly without looking at the definitions. Groups must reach consensus before checking their answers against their definitions.

Use the jigsaw cooperative learning strategy to study the five primary documents that have greatly influenced American government and are listed below:

Magna Carta British Library Resources:

<http://www.bl.uk/treasures/magnacarta/index.html#>

Magna Carta and its American Legacy

[http://www.archives.gov/exhibits/featured\\_documents/magna\\_carta/legacy.html](http://www.archives.gov/exhibits/featured_documents/magna_carta/legacy.html)

English Bill of Rights [http://www.constitution.org/bor/eng\\_bor.htm](http://www.constitution.org/bor/eng_bor.htm)

John Locke <http://www.4lawschool.com/lib/locke8.htm>

Mayflower Compact <http://www.usconstitution.net/mayflower.html>

Articles of Confederation <http://www.usconstitution.net/articles.html>

There are two sets of groups used in the jigsaw method. The first set of groups is the “home” groups where the discussions and teaching take place, and the second set of groups is the “expert” groups where the research is completed. Since there are five documents to be studied, the “home” groups will each have five members. Each member of the “home” group will be assigned a different primary document. Students now move into their “expert” groups according to their assigned document. All students assigned the first primary document will be “expert group 1,” all assigned the second primary document will be “expert group 2,” and so on until all five “expert” groups have been formed. Each “expert” group will study their primary document and complete a *process guide* ([view literacy strategy descriptions](#)) that has been distributed to each member of the group (see the Primary Source Process Guide BLM and sample below).

<b>Principles of American Government Primary Sources Process Guide</b>	
<b>Directions:</b> Use the prompts below to guide your reading and understanding of primary sources.	
1.	Describe the main idea of the document in a statement of no more than 15 words. _____

*Process guides* allow students’ thinking and reasoning to be guided by a series of questions to help students learn to process and extract deeper meanings from informative text, visual media, or other learning experiences. By using *process guides*, students focus on important ideas and information making their reading more efficient and meaningful. In this activity, students will focus on the main ideas of the text, its connection to the basic principles of American government, and its importance in the daily lives of Americans.

After all “expert” groups have completed their *process guides* and have come to a consensus on the answers; each group should have their work checked for accuracy. After all “expert” groups have ensured the accuracy of their *process guides*, students should move back into their “home” groups. Each member will now share the information obtained from their “expert” group with the members of their “home” group (each student of the “home” group becomes a teacher of information to the other group members). Once all students in the “home” group have presented the information on their primary document, conduct a class discussion of the documents. Ask volunteers to share which document they think had the most influence on the American government.

In their *learning logs* ([view literacy strategy descriptions](#)), have students reflect on how these principles are incorporated in the American government and which of them most affects their lives. Randomly call on students to share their response with the class.

### **Activity 6: Constitutional Compromises (GLE: C.1.5; CCSS: WHST.9-10.4)**

Materials List: copies of Constitutional Compromise RAFT BLM

After discussing the Constitutional compromises, have students create a newspaper article on one of the compromises in 1787 using *RAFT writing* ([view literacy strategy descriptions](#)). This form of writing gives students the freedom to project themselves into unique roles and look at content from unique perspectives. From these roles and perspectives, *RAFT writing* has been used to explain processes, describe a point of view, envision a potential job or assignment, or solve a problem. *RAFT* is an acronym

representing the following:

- R: role of the student (explorer, journalist, etc.)
- A: audience being addressed in the assignment
- F: form of the assignment (letter, journal, newspaper article, etc)
- T: topic of the assignment

Using the Constitutional Compromise *RAFT* BLM, have students write an article from the perspective of a 1787 newspaper writer describing an assigned Constitutional compromise. The newspaper article should include the sides involved in the compromises (e.g. large states vs. small states, northern vs. southern), the differences between them, how the compromise brought the two sides together, and how it impacted the government formed. Choices should include the Great Compromise, Three-Fifths Compromise, Electoral College, and the Commerce Compromise. The article should be a minimum of three paragraphs. The audience of the newspaper article is the general public in 1787.

Have students work with a partner to exchange and read their articles. Have them edit their peer's paper checking for clarity, accuracy of content, and its appropriateness for the audience. Allow students to review and correct their own paper. Have students work in groups of three to four to read their articles aloud within their groups. Students should vote to determine which of their group's articles is best. One member from each group should read aloud to the class their group's chosen article.

### **Activity 7: Founding Documents (GLEs: C.1.5, C.1.6; CCSS: RH.9-10.2, RH.9-10.8)**

Materials Lists: excerpts from *Federalist Papers* #10

<http://www.constitution.org/fed/federa10.htm> , Founding Documents QTC BLM

Have students read an excerpt from *Federalist Paper* #10. Working in pairs, direct the students to answer the questions in the Founding Documents *QtC* BLM (see sample below). The goal of *QtC* (*questioning the content*) ([view literacy strategy descriptions](#)) is to teach students to use a questioning process to construct meaning of content and to think at higher levels about the content they are reading and from which they are expected to learn. *QtC* involves the teacher and the class in a collaborative process of building understanding during reading and learning the content.

#### **Goals and Queries for QtC**

##### **Initiate discussion (Goal)**

- What is the content about? (Query)
- What is the overall message?
- What is being talked about?

After reading *Federalist Paper #10*, have the students work with a partner to complete the *QtC* process together. Model and coach desired behavior and questioning strategies, repeating if necessary. The goal of *QtC* is to have students develop both content mastery and inquiry skills. Encourage students that struggle with context clues to use dictionaries and thesauruses to assist with unfamiliar words. Alternatively with low level readers, have them use the dictionaries and thesauruses to translate the text into modern English before attempting the *QtC*.

Once students have completed the Founding Documents *QtC* BLM, have students create new questions for the document and record them into their *learning log* ([view literacy strategy descriptions](#)). Working in groups of three to four members, have students take turns answering each other's questions. Randomly call on students to ask their question to the whole class and have other students try to answer their questions.

## Sample Assessments

### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### Activity-Specific Assessments

- Activity 3: Have students write a short essay that compares and contrasts two different types of government using the terms from the Comparing World



Governments Word Grid. Grade the accuracy of the comparison based on the criteria from the *word grid*.

- Activity 5: Have students create a visual (such as a poster, drawing, cartoon, or Power Point presentation) that describes one the basic principles of the American Government, the origin of the principle, where it is incorporated into the American government, and how it impacts people today. Assess the visual on the accuracy and completeness of the description, origin, and impact of the principle.
- Activity 6: Have students compose a persuasive argument (in the form of a speech) that supports either the Virginia or New Jersey Plan. The speech should be no more than three minutes in length and must describe the plan and its benefits over the opposing plan. Grade the argument's ability to persuade and the accuracy of the facts and benefits presented.



**Civics**  
**Unit 2: Structure and Purposes of Government**

**Time Frame:** Approximately five weeks



**Unit Description**

This unit focuses on the structure, roles, and responsibilities of the United States government.

**Student Understandings**

Students understand how the United States Constitution is structured and how the government it created functions. Students distinguish between the roles and responsibilities of the different branches of government. Students describe the qualifications for office of various elected officials. Students explain the electoral, law making, and amendment processes.

**Guiding Questions**

1. Can students explain how the government achieves the purposes of government as defined in the Preamble?
2. Can students describe the principles of American democracy embodied in the structure, roles, and responsibilities of government?
3. Can students explain why the Founding Fathers created three branches of government?
4. Can students describe and evaluate the complexity of the legislative process at the federal level?
5. Can students distinguish between elected and appointed positions at the federal level?
6. Can students describe the qualifications for elected federal officials as outlined in the United States Constitution?
7. Can students explain how the doctrine of judicial review protects the integrity of the Constitution and the rights of Americans?
8. Can students explain how regulatory agencies support the purposes of government as defined in the Preamble?
9. Can students explain why the Founding Fathers created a federal republic?
10. Can students describe the procedures for amending the United States Constitution?

**Unit 2 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)**

<b>Grade-Level Expectations</b>	
<b>GLE #</b>	<b>GLE Text</b>
<b>Foundations of American Government</b>	
C.1.1	Describe reasons why government is necessary, explaining competing ideas about the role of government in society
C.1.2	Compare and contrast the structure and leadership of different forms of government in various nations
C.1.6	Analyze the underlying principles and concepts embodied in primary documents that influenced the creation of the United States Constitution
<b>Structure and Purpose of the Government</b>	
C.2.1	Analyze ways in which the purposes of the United States government, as defined in the United States Constitution, are achieved.
C.2.2	Describe the structure and functions of the federal government as stated in the United States Constitution.
C.2.3	Explain the distribution of powers, responsibilities, and limits on the United States government.
C.2.4	Cite the qualifications, terms of office, roles, and duties for appointed and elected officials
C.2.5	Explain the processes and strategies of how a bill becomes a law at the federal level
C.2.6	Differentiate between loose and strict constructionist interpretation of the Constitution by examining the meaning and implications of the Bill of Rights and subsequent amendments
C.2.7	Explain the role of regulatory and independent government agencies in American society
C.2.8	Compare and contrast the functions of various state and local governments in terms of tax code, political structure, and election procedures
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS #</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text

RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12</b>	
WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i> . b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Provide a concluding statement or section that follows from or supports the argument presented.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Sample Activities

#### Activity 1: What does the Preamble Mean? (GLEs: C.1.1, C.2.1)

Materials List: Preamble Anticipation Guide BLM, Preamble Group Directions BLM, copies of the Preamble to the United States Constitution, *Schoolhouse Rock* video clip, chart paper, markers

Have students watch the *Schoolhouse Rock* video clip of the Preamble to the United States Constitution. Distribute copies of the *anticipation guide* ([view literacy strategy descriptions](#)) blackline master (see Preamble Anticipation Guide BLM and sample below) and ask students to respond true or false to six statements.

**Instructions:** Using your prior knowledge and understanding of the Preamble to the United States Constitution, distinguish the following statements as either being true or false by circling T for true and F for false. Be prepared to discuss and defend your answers.

1. An elite group of Americans wrote the Constitution for all Americans. T or F

An *anticipation guide* is highly beneficial in promoting deep and meaningful understanding of content area topics by activating and building relevant prior knowledge. These guides build interest and motivate students to learn more about selected topics. For these reasons, the *anticipation guide* strategy is especially helpful to struggling and reluctant readers and learners. *Anticipation guides* contain important statements which require students to use their prior knowledge of a topic to decide if the statement is true or false prior to learning or reading the content. During reading or listening to content information, students are prompted to return to the statements and reevaluate their responses. Students should be encouraged to record why their initial responses were correct or incorrect and cite specific references in the reading or content presentation to support their final responses.

Have students use prior knowledge and the video clip information to respond to the six statements on the *anticipation guide* indicating whether each is true or false. Read each statement to the whole class and have students respond by raising their hands with thumbs up for true or thumbs down for false. Ask a student who indicated the statement was true to explain his or her reasoning. Allow a student who indicated the statement was false to respond to the first student's reasoning. Do not coach students to correct their answer at this point but allow them to change their response by recording their reasons for change in the blanks below the statements on the *anticipation guide*.

Provide copies of the Preamble to the Constitution of the United States and ask students to read the six phrases delineating the purposes of government. Have students, working independently, record their personal explanation of what is meant by each of the six phrases in the Preamble in their *learning logs* ([view literacy strategy descriptions](#)):

- form a more perfect union
- we the people (sovereignty)
- promote the general welfare
- ensure domestic tranquility
- provide for the common defense
- secure the blessings of liberty

Divide the class into six groups (one group for each of the six Preamble phrases stated above). Each group will read assigned excerpts referenced in the Preamble Group Directions BLM (see blackline masters). All team members must reach a consensus on the correct answers to the questions assigned to their group. Have each group prepare a short presentation (1 to 2 minutes) and present the group's findings to the whole class.

Ask students to reflect on the following two questions during each group's presentation and summarize the information presented in their *learning logs*:

1. Under which purpose of government defined in the Preamble does the group's presentation fall?
2. How does this example compare with your explanation of the meaning of that purpose?

Have students use their *anticipation guides* to once again reflect on the six statements. Students can change their original responses and record the reason for the changes in the space provided below the statements. Have students share their responses and reasons for changed answers with a partner. Lead a whole class discussion on the six purposes for government outlined in the Preamble. Randomly, call on individual students to share their responses to the six purposes of government and discuss with the class the appropriate responses to the *anticipation guide*.

Additional resources and ideas can be found at <http://edsitement.neh.gov/lesson-plan/preamble-constitution-how-do-you-make-more-perfect-union#sect-activities/>

**Activity 2: Structure of the Constitution (GLEs: C.1.2, C.2.2, C.2.3; CCSS: RH.9-10.1, WHST.9-10.1)**

Materials List: Structure of the Constitution BLM, text book, Internet resources, encyclopedias, copies of United States Constitution, markers or colored pencils

Using the Structure of the Constitution BLM (see blackline masters) as a guide, have students create a *graphic organizer* ([view literacy strategy descriptions](#)) that describes the United States Constitution's basic structure. The *graphic organizer* should include the main idea of all seven Articles, the Bill of Rights, major elected or appointed officials (Representatives, Senators, President, Supreme Court justices), examples of powers granted and denied, and important procedures and processes (ex. amendment process). Allow students to search in their textbook, classroom notes, encyclopedias, Internet resources, and the Constitution for the facts and ideas to include on the *graphic organizer*. After students complete their organizers, discuss briefly each article, its meaning, and the importance of the article to the government as a whole. Have students work in groups of three or four to check the accuracy of their *graphic organizers* against a teacher-provided key.

Have students analyze their *graphic organizers* and use them to write a persuasive essay (three to five paragraphs) that describes which branch of government is stronger and explains the reasons why. The essay must make specific references to the United States Constitution, citing article, section, and clause to support their arguments and points of view.

Working with a partner, have students read and edit their partner's essay. Instruct students to pay close attention to how well the essay's main ideas are supported with accurate details from the Constitution. Allow students time to revise their original essay. Have students work in groups of three or four to read their essays aloud and to discuss their different points of view. Collect the essays and display exemplary examples in the classroom.

These are good online resources to use with this activity.  
<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/home.html> (Lots of Primary Source material)

**Activity 3: Powers of the Government (GLE: C.2.3, C.2.6; CCSS: RH.9-10.2. RH.9-10.10, WHST.9-10.9, WHST.9-10.10)**

Materials List: chart paper or black/white board, group sets of sentence strips, adhesive tape or paste, Internet access or copies of the court cases listed in the activity, copies of the article “The Question of States’ Rights: The Constitution and American Federalism” (see link in activity)

Create sentence strips with the following phrases (make double copies of those with an asterisk):

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1. tax income *                 | 11. enforce laws *               |
| 2. raise an army                | 12. establish a postal system    |
| 3. declare war                  | 13. build roads*                 |
| 4. regulate foreign trade       | 14. regulate immigration         |
| 5. regulate intrastate commerce | 15. conduct elections            |
| 6. coin and print money         | 16. operate a public school      |
| 7. tax imports                  | 17. make laws*                   |
| 8. maintain a navy              | 18. establish courts*            |
| 9. make treaties                | 19. issue business licenses      |
| 10. borrow money*               | 20. regulate interstate commerce |

As students enter the classroom, have students respond to the following questions in their *learning logs* ([view literacy strategy descriptions](#)):

- What is the difference between the powers granted to the federal government and those granted to the state governments?
- What basic principle of the American government is represented by the division of powers at two governing levels?

Lead a class discussion on the principle of federalism and how it affects the distribution of powers between the federal government and state governments. Divide students into groups of three or four and distribute a sheet of chart paper, set of markers, and a set of sentence strips to each group. Using prior knowledge, students should categorize the list of powers into powers of the federal government and powers of the state government. On a piece of chart paper, have students write the words Federal Government, Both, and State Government. Below each heading, write the corresponding name for the type of power: Expressed or Enumerated under Federal Government; Concurrent under Both; and Reserved under State Government. See the sample below.

<b>Federal Government Enumerated</b>	<b>Both Concurrent</b>	<b>State Government Reserved</b>
<i>declare war</i>		<i>operate a public school</i>

Taking turns, have students place the strips under what they believe to be the correct category. Tell students some powers will be used more than once. Have students briefly explain to their group members, their reasoning for the placement of the power. Ask group members to indicate whether they agree or disagree with the placement. Make

sure students are reaching a consensus before pasting the power under the correct category on the chart paper. If students cannot reach a consensus, they may call in an expert (either the teacher or pre-assigned student(s) to give their opinion. When all strips are placed on the chart, have the groups display their charts on the wall or board. Have students view each group chart making note of needed corrections in preparation for the class discussion. After students have examined all displayed charts, lead a class discussion of the charts. Discuss each group's placement of the powers, making note of any needed corrections and why the placement was incorrect. As each chart is discussed, have a group representative make changes to the group's chart.

Have students reflect on the following questions dealing with expressed (enumerated powers), concurrent, and reserved powers in their *learning logs*.

- Describe the most important expressed power and why that power is given to the federal government.
- Why do the federal and state governments share concurrent powers?
- Why are some powers reserved only for the states and denied to the federal government?
- Why are some powers given to the federal government and not to the states?

As a class, read and discuss the article “The Question of States' Rights: The Constitution and American Federalism” found at

<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/statesrights.html>.

Have students choose one of the following court cases to read and conduct further research on the division of powers between the state and federal governments.

Selected Cases on the Division of Powers Between the Federal and State Government:

[McCulloch vs Maryland \(1819\)](#) (Necessary and Proper Clause)

[Gibbons vs Ogden \(1824\)](#) (Federal Commerce Power)

[Dred Scott v Sandford \(1857\)](#) (Power of Federal Government to Regulate Slavery)

[Hammer vs Dagenhart \(1918\)](#) (Power of Federal Government to Regulate Child Labor)

[Wickard vs Filburn \(1942\)](#) (Reach of Federal Commerce Power)

[Brown v. Board of Education of Topeka \(1954\)](#) (Right of States to Operate Segregated Schools)

[Garcia v San Antonio Metro. Transit Auth. \(1985\)](#) (Meaning of 10th Amendment)

[New York v United States \(1992\)](#) (Meaning of 10th Amendment)

[U. S. vs Lopez \(1995\)](#) (Reach of Federal Commerce Power)

[Printz v United States \(1997\)](#) (Meaning of 10th Amendment)

[Granholm v Heald/ Swedenburg v Kelly \(2005\)](#) (Right of States to Regulate Commerce in Alcoholic Beverages)

[Gonzales v Oregon \(2006\)](#) (Preemption)

Each student's research must include the background of the case, related rulings (both before and after), and implications of the case on the balance of federal and state power



(does it increase federal power or state power). Students should prepare a short speech (1 to 2 minutes) to be shared with their classmates in a Think Pair Square Share *discussion* ([view literacy strategy descriptions](#)) activity. The Think Pair Square Share method of *discussion* allows students an opportunity to verbalize their thoughts and feeling on content learned. When students formulate and express their thoughts in class *discussions*, they have higher levels of retention. Have students find another student with whom they will share their speech. A good management tip is to use short music clips as a timer. As long as the music plays, the students move around, and when the music stops, they pair up with the nearest student. Have students without a partner move to the center of the room. Allow students four minutes to read and discuss their court rulings (each taking no more than 2 minutes). Turn the music back on and have students find new pairs. Allow for two to three rotations and then have students with similar topics form larger groups of four to compare and contrast their findings. After four or five minutes of sharing in groups of four, ask volunteers to share their findings with the class. Speeches should be collected and displayed in the classroom.

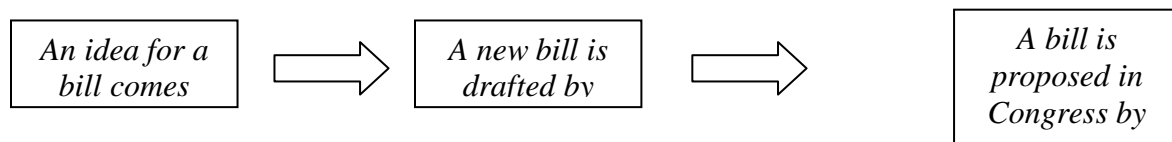
**Activity 4: How a Bill becomes a Law (GLEs: C.2.3, C.2.5, C.2.7; CCSS: RH.9-10.2, WHST.9-10.4, WHST.9-10.6, WHST.9-10.9)**

Materials List: How a Bill Becomes Law BLM, *Schoolhouse Rock* video, “I’m Just a Bill” [http://www.youtube.com/watch?v=mEJL2Uuv-oQ&feature=player\\_detailpage](http://www.youtube.com/watch?v=mEJL2Uuv-oQ&feature=player_detailpage), copies of “Signing the Emergency Highway Energy Conservation Act” and “Drive Against 55” (see links below)

Western Standard Publishing, Company. "3 Statements on [Signing the Emergency Highway Energy Conservation Act](#) January 2, 1974." *American Reference Library - Primary Source Documents* (2001): 1. *History Reference Center* EBSCO. Web. 14 Oct. 2011.

"[Drive Against 55](#)." *Time* 117.17 (1981): 32. *Academic Search Complete* EBSCO. Web. 14 Oct. 2011.

Give each student a copy of the *graphic organizer* ([view literacy strategy descriptions](#)), How a Bill Becomes Law BLM (see sample below). Instruct students to fill in as many boxes of the flowchart on the BLM as they can during the *Schoolhouse Rock* video, “I’m just a Bill.” Once the video is complete, discuss each of the steps, paying special attention to the ways legislation can be derailed or prevented from passage (Presidential veto). Have students complete the *graphic organizer* using what they learned from the class discussion.



Review student answers for the *graphic organizer* by calling on students randomly to describe what they wrote in each box or bubble. Have students read the following



questions and record their answers into their *learning logs* ([view literacy strategy descriptions](#))

- Where do the ideas for bills originate?
- What bill would you propose to Congress if you had the opportunity?
- Would you like to see any laws repealed? Explain.

Have students discuss their responses to the questions with a partner and record the partner's suggestions for new bills and repeal of current laws into their *learning logs* next to their responses. Ask students to write a short paragraph reflecting on a comparison of their responses and the partner's responses to the questions.

Display the following statement:

**The Highway Energy Conservation and Safety Act of 1974 requires the Secretary of Transportation to withhold funding of federally funded highway projects from any state which has a maximum speed limit on any public highway over 55 miles per hour.**

Discuss with students the meaning and implications of this law. Use the following questions to lead students to discover the reason this bill was created:

- What is the name of this law?
- What is the purpose of the law?
- Why might someone support this law?

Discuss with students the general reasons why the American government enacted this policy and the debate surrounding it. The following website provides general background information on the subject:

[http://www.enotes.com/topic/National\\_Maximum\\_Speed\\_Law](http://www.enotes.com/topic/National_Maximum_Speed_Law)

Divide students into groups of three or four members. Provide half of the groups with the "Signing the Emergency Highway Energy Conservation Act" and the other half with "Drive Against 55." Have teams discuss whether they think the documents support the federal law requiring posted speed limits of no more than 55 mph. Assign each team member a role (writer, artist, speaker, or song writer). Using the team document as a basis, have each group create a persuasive essay (three paragraph minimum), a visual, a speech, and a song or chant that supports the document's point of view. Use knowledge of students' interest and talents in assigning roles.

Using the *RAFT* writing ([view literacy strategy descriptions](#)) assignment below as a guide, have students complete their assigned task (writer, artist, speaker, or song writer) to create a product (essay, song, chant, speech, political cartoon, political poster) to support the theme of their group's document.

Role = writer, artist, speaker, or song writer

Audience = the general public

Format = essay, song, chant, speech, political cartoon, political poster

Topic = theme of the documents ("Signing the Emergency Highway Energy Conservation Act" or "Drive Against 55")

Instruct students to keep in mind the document created from the *RAFT* must be easily understood by the general public and should persuade the general public to accept the group's point of view.

Use a rubric, such as the one below, to assess each student's assignment and group project. The first and second score reflects the entire group effort, while the third reflects the individual student's performance. Tabulate students' scores by adding the group and individual sections and dividing by 12 to compute a percentage grade.

Speed Limit Rubric					
0	1	2	3	4	Score
The group has no relevant thoughts or opinions.	The group's thoughts and opinions are relevant but lack relevant supporting details .	The group's thoughts and opinions are relevant but have few relevant supporting details.	The group's thoughts and opinions are relevant and backed by relevant supporting details.	The group's thoughts are clearly presented with specific supporting details.	3

Have each group make a presentation to the whole class of no more than five minutes. Each group's speaker must deliver the prepared speech. The artist's visual and the writer's essay should be neatly displayed in the classroom. The song or chant must be performed by the writer or by the whole group.

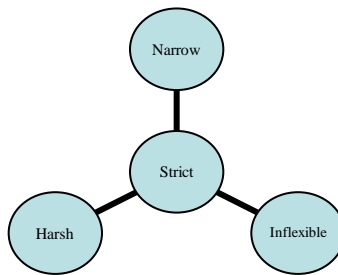
Explain how government and special interest groups often use such documents to persuade the public to their point of view. Referred to as propaganda, this will be thoroughly addressed in Unit 5.

For advanced students, this activity could be extended to include the research of an issue of choice, writing of letters calling for new legislation to address their issue, and creating a piece of legislation to address the issue.

#### **Activity 5: Loose or Strict? (GLEs: C.1.1, C.1.6, C.2.1, C.2.6; CCSS: RH.9-10.4, WHST.9-10.10)**

Materials List: Supreme Court Cases BLM, copies of the syllabus of the *Heller vs. the District of Columbia* <http://www.law.cornell.edu/supct/pdf/07-290P.ZS>, copies of the syllabus of the *United States vs. Miller* <http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=307&invol=174>

Write the words "Strict" and "Loose" on the board. Have students create a *graphic organizer* ([view literacy strategy descriptions](#)) known as a web diagram in which words that describe or relate to the word in the middle are placed in connecting bubbles around the word. See the example below.



Once students complete their web diagrams for both terms, strict and loose, have them share and compare their diagrams with a partner. Make sure students discuss and justify their descriptive words related to strict and loose. Randomly call on several students to give one of their words that describes either strict or loose. Lead a class discussion on the difference between strict and loose interpretations of the U.S. Constitution and its amendments. Strict interpretation means to remain true to the literal wording and original intent of the Constitution. Strict constructionists (those who support a strict interpretation) believe that the interpretation of the Constitution should not change over the course of time or changing circumstances. Loose interpretation means the interpretation of the Constitution should change over time and adapt (living constitution) to circumstances that could not be foreseen by the Founding Fathers such as the development of the Internet. Those who support this interpretation are known as loose constructionists.

The following are websites that have some useful information on strict and loose interpretation:

Theories of Constitutional Interpretation

<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/interp.html>

Strict Versus Loose Construction

[http://oll.libertyfund.org/?option=com\\_staticxt&staticfile=show.php%3Ftitle=679&chapter=68541&layout=html&Itemid=27](http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=679&chapter=68541&layout=html&Itemid=27)

Madison's and Jefferson's Strict Construction Versus Hamilton's Implied Powers: A Study of Constitutional Interpretation

<http://www.ucumberland.edu/academics/history/files/vol13/aaroncoleman01.html>

Have students record their thoughts on the following statements/questions in their *learning logs* ([view literacy strategy descriptions](#)):

- Explain the differences between strict and loose interpretation.
- List pros and cons of both strict and loose interpretation.
- Which do you believe is better, a strict or loose interpretation and why?

Distribute copies of the Supreme Court syllabuses of the *Heller vs. the District of Columbia* and the *United States vs. Miller* cases. Have students read both of these syllabuses and use *split-page notetaking* ([view literacy strategy descriptions](#)) to record their notes. *Split-page notetaking* gives students a consistent and logical format for taking notes and recording what they have learned and read in the classroom. Remind

students to paraphrase and abbreviate as much as possible when recording their notes. Drawing a horizontal line below a completed main idea helps to visually divide the notes. Students may use the Supreme Court Cases BLM (see sample below) to record their notes or to use as a guide when setting up their *split-page notes*.

9-14-11	Heller vs. District of Columbia
Background	
Key Facts	

After reading the cases, have students share and compare their notes with a partner. Have the partners discuss the cases and determine which case is an example of strict interpretation and which is an example of loose interpretation. Students should record their thoughts on the interpretations of the cases in their *learning logs* citing specific examples from the text to support their choice.

Identify each corner of the classroom as strongly agree, agree, disagree, and strongly disagree. Have students move to the corner that best reflects their thinking about the following two statements.

- The Supreme Court ruling on Heller vs. District of Columbia is an example of a loose constructionist point of view.
- The Supreme Court ruling on United States vs. Miller is an example of a strict constructionist point of view.

Read the first statement. After students move to the corner which best represents their thinking, have them find a partner and discuss the reasons they chose that corner. Randomly call on a student from each corner to share with the class why he or she chose that corner. Read the second statement and follow the same procedure that was used for the first statement.

Gather the class back together and briefly explain that Heller vs. District of Columbia is an example of a strict constructionist because the ruling was in favor of the individual right to bear arms which most strict constructionists believe is the original meaning of the second half of the Second Amendment. Explain how the United States vs. Miller case represents a loose constructionist viewpoint because the government could decide what weapons were appropriate for use in the militia and therefore for individuals' homes.

Have students reflect on the following question in their *learning logs*:

Which United States Constitutional point of view (loose or strict construction) do you support and why?

Ask volunteers to share their reflections with the class. Remind students that this type of open-ended question can appear on unit and state assessments. Recording this type of reflective thinking in their *learning logs* can help prepare for those assessments.

### Activity 6: Role of Regulatory Agencies (GLEs: C.2.1, C.2.3, C.2.7)

Materials List: paper and scissors, Regulatory Agencies Sentence Strips BLM

Discuss with students the meaning of the term regulation and the purposes of government regulation in the United States. Examples of government regulation include protecting public health and safety, protecting consumers, conserving natural resources, maintaining the United States money supply, and creating a free and fair economic marketplace. Divide students into groups of three or four. Give each group a set of the regulatory agencies sentence strips from the Regulatory Agencies Sentence Strips BLM (see sample below).

- **Consumer Product Safety Commission** (CPSC): enforces federal safety standards

Cut the blackline master into strips like this: {**Consumer Product Safety Commission**}; {CPSC}; {enforces federal safety standards}. Have students work together to sort and match each agency, acronym, and definition. Students must reach a consensus prior to having their answers checked. One student from each group may briefly look at the answer key and then return to the group to help correct the group's answers. After all groups have checked their responses, randomly call on one student from each group to read the complete match for each agency until all agencies have been covered. Discuss with students the importance of each regulatory agency's role and how it benefits society. Record the advantages of government regulation on the board using the left side of the T-Chart. This is a type of *graphic organizer* ([view literacy strategy descriptions](#)). (See sample below.) Discuss advantages of government regulation.

Government Regulation	
Advantages	Disadvantages
<i>Increased product safety</i>	<i>Increase in costs of manufacturing</i>

Present this question to students, "If government regulation is advantageous, why does government not regulate everything in our lives?" Discuss the cost of government regulation including the increasing cost of goods and services, reduction of business profits, outsourcing of jobs, and decreased competitiveness on the global market. Record the disadvantages of government regulation on the board using the right side of the T-Chart.

Have students reflect on government regulation and the purposes of government described in Unit 1 in their *learning logs*. Ask volunteers to share their reflections.

List of major regulatory agencies

[http://academics.smcvt.edu/cbauer-ramazani/BU113/fed\\_agencies.htm](http://academics.smcvt.edu/cbauer-ramazani/BU113/fed_agencies.htm).


**Activity 7: State and Local Government (GLEs: C.2.3, C.2.8; CCSS: RH.9-10.4, RH.9-10.7, WHST.9-10.4)**

Materials List: 3x5 note cards, construction paper, poster board, scissor, glue, and markers

Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) to define the following terms:

- tax code
- benefits received principle
- ability to pay principle
- sales tax
- income tax
- license tax and fees
- property tax
- open primary
- closed primary
- run-off elections
- winner-take-all electoral college
- bicameral legislature
- unicameral legislature
- county (parish)
- township
- police jury
- municipality
- board of aldermen
- special districts
- school districts

*Vocabulary Cards* are helpful to students in the development of an understanding of content-related concepts and technical terminology. *Vocabulary cards* have been shown to increase both the breadth and depth of student understanding. Students create these cards by placing the term in the middle of the index card in a rectangular box or circle. In each of the four corners of the card, students write a definition, characteristics, examples, and an illustration of the term. See the example below.

<b>Definition:</b>  Percentages of the sale of final and finished goods sold.	<b>S a l e s   T a x</b>	<b>Characteristics</b> Regressive
<b>Example</b>  9% Sales Tax on non grocery goods		<b>Illustration</b>  

Have students use their textbook, the Internet, encyclopedias or other available resources to complete the *vocabulary cards*. This should be a homework assignment due to the large number of vocabulary terms. Call on individual students to share their definitions, characteristics, examples, or illustrations of the terms. Briefly discuss each term and have students make necessary corrections to their cards.

## 2012 Louisiana Comprehensive Curriculum

Assign each student in the classroom a different state to research using encyclopedias, the Internet, or other available resources. Students must be able to describe their assigned state's government (executive leadership, type of legislature, judicial system, local governments), election procedures (open or closed primary, run-off elections, and winner-take-all electoral college), and tax code (income tax, sales tax, property tax, tax rates). Remind students to refer to their vocabulary cards to help focus their research.

Below are sample websites for the students to use:

State tax information

<http://retirementliving.com/RLtaxes.html>

<http://www.census.gov/govs/statetax/>

<http://www2.census.gov/govs/statetax/2010stcreport.pdf>

Louisiana Local Government Information

<http://house.louisiana.gov/slg/PDF/Chapter%203%20Part%20A%20-%20Local%20Government%20-%20Structure%20and%20Organization.pdf>

Election Procedures

<http://www.fairvote.org/congressional-primaries-open-closed-semi-closed-and-top-two>

<http://www.instantrunoffvoting.us/runoffelections.html>

<http://www.archives.gov/federal-register/electoral-college/faq.html>

State Government and local government structure

<http://www.whitehouse.gov/our-government/state-and-local-government>

[http://www2.census.gov/govs/cog/all\\_ind\\_st\\_descr.pdf](http://www2.census.gov/govs/cog/all_ind_st_descr.pdf)

[http://www.census.gov/govs/go/population\\_of\\_interest.html](http://www.census.gov/govs/go/population_of_interest.html)

Once students have compiled their research, have them write an informative report (minimum of five paragraphs or two pages). Students should cite three resources in either MLA format or Chicago style and provide a bibliography.

MLA Style <http://owl.english.purdue.edu/owl/section/2/11/>

Chicago Style <http://owl.english.purdue.edu/owl/resource/717/01/>

Have students exchange papers and peer edit rough drafts prior to final submission. Assess student reports using a rubric similar to the one below. Add the three components scores together and divide by nine to tabulate the students' percentage score according to your grading scale.

State Government Report Rubric				
Clearly presents assigned information using good paragraph structure.	0	1	2	3
Information is accurate and directly relates to assigned topics: government, tax code, and election procedures.	0	1	2	3
Correctly cites a variety of credible resources. (three or more)	0	1	2	3

Once all reports are completed, use a four-corners strategy in which students move to one of the four corners of the room that best fits the regional location of their state. Hang the following signs in different corners of the room:

- Northern
- Southern
- Western
- Eastern

Have students move to the corner that best describes the location of their state. Once in their state's corner, have students find a partner and discuss what is different and similar about their states. Have each student pair create a Venn diagram, a *graphic organizer* ([view literacy strategy descriptions](#)), to compare and contrast their states using the State Government Venn Diagram BLM (see blackline masters).

Working in pairs, have students use the Internet to conduct further research on the states from their Venn Diagram and determine which of the two is growing economically and why. Randomly call on pairs of students to summarize which of their two states is experiencing economic growth and the reasons why.

Lead a class discussion to help students recognize that states compete for businesses by offering incentives to businesses. Examples of incentives that states offer to businesses include lowering corporate income taxes, changing regulation, and rewriting laws that make the state friendlier to businesses. Students should record in their *learning logs* ([view literacy strategy descriptions](#)), their thoughts on the difference between states and how they can attract more businesses to improve their economy.

### Activity 8: How can I get elected? (GLEs: C.2.3, C.2.4; CCSS: WHST.9-10.7)

Material List: chart paper, markers, copies of Election Candidates Bios BLM and Qualifications BLM

Distribute copies of the Qualifications BLM, a *graphic organizer* ([view literacy strategy descriptions](#)). Have students use their textbooks to complete the chart with the correct qualifications (age, length of citizenship, and residency) for each elected official of the United States government (Representatives, Senators, and President). Display an enlarged copy of the Qualifications BLM (see sample below) on the board and ask students to share their answers until the chart is complete.

Qualifications of Elected Officials in United States Government			
Office	Age	Length of Citizenship	Residency
Representatives	<i>At least 25 years old</i>	<i>At least 7 years</i>	<i>Must live in the state they represent (Usually within the district)</i>



Have students reflect on why they think the qualifications of age, length of citizenship and residency are important in selecting candidates to represent the people. Have students record their thoughts in their *learning logs* ([view literacy strategy descriptions](#)).

Have students share and compare their thoughts with a partner. Taking turns, tell student pairs to create a list of additional qualifications or characteristics that are important for a candidate to possess. Ask student pairs to come up with as many qualifications or characteristics as they can list in five minutes. Call on a student from each pair to share his or her top qualification or characteristic not yet named by other students. Record each new qualification or characteristic in the blank area below the chart on the Qualification BLM.

Once all groups have shared, lead a class discussion reviewing the basic qualifications (age, length of citizenship, and residency) needed to run for an office in the United States government. Ensure that students understand that anyone meeting the basic qualifications can run for office; however, a candidate must win over the voting public by possessing many of the qualifications and characteristics students listed.

Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to record the term length, role, and duties of each of the elected offices in the United States federal government. See the example below.

Elected Offices of the United States Federal Government	
Representative	<ul style="list-style-type: none"> <li>Serves two-year term</li> <li>Law maker who represents a district within a state</li> <li>Serves on committees, voices concerns of the constituents of his or her district, and handles specific case work</li> </ul>

Discuss with students the term length, roles, and duties of a United States Senator, Representative, and the President. Divide students into six groups. Assign the groups one of three offices (each of the three offices will be examined by two different groups). Distribute a copy of the Election Candidates Bios BLM (see sample below) to each group. Using the *graphic organizer*, each group must determine which of candidates from the list qualify for the office and explain why those candidates who do not qualify are unable to run for that office. Each group should eliminate all but two candidates of which one is the incumbent and the other is the challenger. Check each group of candidates to ensure that only the eligible candidates are selected.

<p>Candidate #1: Franklin Johnson</p> <ul style="list-style-type: none"> <li>37-year-old male who has lived the last five years in Jamaica</li> <li>Never held an elected office</li> <li>Believes the President and Congress should reduce the sentences of non-violent federal offenders in order to reduce the federal prison population</li> <li>Born in the United States to migrant workers who later became United States citizens</li> </ul>
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Assign each of the six groups one of the candidates that qualified to run for office. Using the information provided on the Election Candidates Bios BLM, have each group create an election campaign strategy plan for the group's candidate. The election campaign strategy plan should emphasize the reason the group's candidate would be better at fulfilling the roles and duties of the office than the opponent. Within the groups, assign each student a role: writer, speaker, illustrator, and song or chant writer (for groups of three omit the song or chant writer). Each group should produce a two-minute campaign speech, a campaign poster, and a chant or song that supports the group's candidate. Each element must make specific references to how the candidate will best fulfill the role and duties of the office.

Have each group make a presentation of no more than five minutes to persuade the class to vote for the group's candidate. The presentation should include the team's campaign speech, chant or song, and poster. After all presentations have been made, have students reflect in their *learning logs* ([view literacy strategy descriptions](#)) on which candidate was the most persuasive and explain why.

### Sample Assessments

#### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### Activity-Specific Assessments

- Activity 1: Create a list of ten specific services and functions performed by the United States government such as the U.S. Army Corps of Engineers building levees on the Mississippi River. Have students write the function of United States government from the clauses of the Preamble that matches the examples of government services. Students must correctly match eight or more examples to consider what they have obtained mastery.
- Activity 3: Have students write an article for a school newspaper explaining the three types of powers, which government officials possess these powers, and three examples of each. Assess students according to predetermined criteria.
- Activity 5: Have students read a court case summary and its ruling and decide whether it is a strict interpretation or loose interpretation of the United States Constitution. Students will write a short persuasive argument (one paragraph) that provides evidence to support their position. The persuasive argument will be assessed according to predetermined criteria.

**Civics**  
**Unit 3: Roles of United States Foreign Policy**

**Time Frame:** Approximately four weeks



**Unit Description**

Students analyze the relationships between the United States and other nations and evaluate the role of the United States in foreign diplomacy and international trade.

**Student Understandings**

Students understand the basic goals of the United States foreign policy and how these goals affect the relationship between the United States and other nations. Students explain the impact of the United States foreign policy in historical and current events. Students analyze international incidents using primary and secondary sources to understand the role of the United States in the international community.

**Guiding Questions**

1. Can students explain how the goals of the United States foreign policy reflect the purposes of government as defined in the Preamble?
2. Can students explain how the United States promotes political and economic cooperation with other countries?
3. Can students describe how the United States political and economic policies influence relations with foreign countries?
4. Can students assess the role played by the United States in international diplomacy and trade?
5. Can students identify and describe ways that events and policies in other countries impact the United States?

**Unit 3 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)**

Grade-Level Expectations	
GLE #	GLE Text
<b>Structure and Purpose of the Government</b>	
C.2.1	Analyze ways in which the purposes of the United States government, as defined in the United States Constitution, are achieved.
C.2.3	Explain the distribution of powers, responsibilities, and limits on the

	United States government.
<b>Roles of United States Foreign Policy</b>	
C.3.1	Evaluate the five basic goals of United States foreign policy and explain the role of government in their implementation
C.3.2	Examine the ways that nations work to cooperate with international organizations politically and economically
C.3.3	Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations
C.3.4	Describe ways in which ideas, events, and policies of other nations impact the United States
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS #</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12</b>	
WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i> . a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

## Sample Activities

### Activity 1: Goals of the United States Foreign Policy (GLEs: C.2.1, C.3.1, C.3.3, C.3.4; CCSS: RH.9-10.4, WHST.9-10.10)

Materials List: United States Foreign Policy BLM, secondary sources on the goals of United States' foreign policy

Have students define the term foreign policy using their textbook, encyclopedia, the Internet, or other classroom resources. Discuss with students the meaning of the word in the context of Civics, stressing that foreign policy is the plan nations have for dealing with other nations. Introduce the five goals of the United States foreign policy: national security, economic growth, world peace, promoting democracy, and protecting human rights. Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to record the definition, important facts and concepts, and a historical example for each of the five goals of United States foreign policy (see United States Foreign Policy BLM and sample below ).

Date:	United States Foreign Policy
National Security	<ul style="list-style-type: none"> <li>• <i>Protecting United States territory, citizens, and allies</i></li> <li>• <i>United States maintains a large number of military bases at home and abroad to discourage attacks by foreign governments</i></li> <li>• <i>MAD (Mutual Assured Destruction )</i></li> <li>• <i>War on Terror</i></li> </ul>

Throughout the discussion, circulate around the classroom observing students' notetaking and coach them on the use of *split-page notetaking*. Compare student notes with the key provided. Be sure students are using short, concise statements or phrases rather than long sentences.

Have students, in their *learning logs* ([view literacy strategy descriptions](#)), to reflect on what they learned about the goals of the United States foreign policy by ranking the goals in order of importance and citing evidence from their *split-page notes* to support their rank and order. Call on students to share their responses with the class. Provide appropriate feedback and question students' ranking of the goals to clarify their logic when necessary.

Using their *split-page notes*, have students respond to the following SPAWN ([view literacy strategy descriptions](#)) Problem Solving prompt in their *learning logs*:

**Based on what you learned about the goals of United States foreign policy, if the United States could respond to only one crisis at a time, which of these crises should the United States respond to first and why: a civil war in the Sudan or Iran invading Saudi Arabia?**

*SPAWN* is acronym for five categories of writing prompts used to stimulate student thinking on content. In this activity, students will use a Problem Solving prompt to evaluate the importance of the goals of the United States foreign policy. Students should be encouraged to write for a period of at least ten minutes and cite evidence from their *split-page notes* and historical events, to support their response to the prompt. After ten minutes of writing, have students share, compare, and defend their response with a partner.

After students have had a few minutes to discuss the prompt, ask all students to indicate if they believe the United States should respond to the civil war in the Sudan first, if the United States could respond to only one crisis at a time, by giving a thumbs up (agree) or thumbs down (disagree). Randomly call on students who agree and disagree to explain their reasons to the whole class.

Explain to the whole class that while promoting peace, promoting democracy, and protecting human rights are important goals, historically, the United States puts national security and economic prosperity above the others. The invasion of Saudi Arabia is a direct threat to the national security of an ally and trading partner as well as threatening United States access to Saudi Arabia's large supply of crude oil. Also, growth of the power of the Iranian Republic, a nation hostile to the United States, may cause instability and disrupt the peace of the entire region.

While the civil war in the Sudan would endanger the lives of many of its citizens, the fighting would most likely be limited to Sudan. The United States would work with neighboring countries and the African Union to end the violence, but would be more directly involved in Saudi Arabia by sending military forces and calling on NATO (North Atlantic Treaty Organization) and the United Nations to help end the conflict.

Have students reflect on the ranking of the goals of the United States foreign policy discussed in class and describe reasons why they agree or disagree with the rankings. Call on students randomly to share their response with the class.

**Activity 2: The United States Government and Foreign Policy (GLEs: C.2.3, C.3.1; CCSS: RH.9-10.2, WHST.9-10.7, WHST.9-10.10)**

Materials List: Dividing Up the Job of Foreign Policy BLM, copies of the "Wilson: A Portrait" on the PBS website ([http://www.pbs.org/wgbh/amex/wilson/portrait/wp\\_league.html](http://www.pbs.org/wgbh/amex/wilson/portrait/wp_league.html)), secondary sources on the United States government and foreign policy

Remind students of the principle of separation of powers (constitutional principle that limits the powers vested in any person or institution by distributing the powers among three branches of government). Foreign policy, one of the most impactful set of decisions made by our government, is divided chiefly between the President (executive branch) and Congress (legislative branch). Have students research United States foreign

policy and decide what roles the President and Congress play in making treaties, appointing ambassadors, distributing foreign aid, international trade, and the use of military force. Using textbooks, encyclopedias, and Internet resources have students work in pairs to complete the *graphic organizer* ([view literacy strategy descriptions](#)), *Dividing the Job of Enacting Foreign Policy BLM* (see BLM and sample below). One student should be responsible for researching the roles of the President in foreign policy and the other responsible for the roles of Congress.

Dividing Up the Job of Foreign Policy		
Task	President	Congress
Making Treaties	<i>Negotiates the conditions of the treaty with other nations</i>	<i>Senate ratifies treaties by 2/3 majority vote</i>

Once students have completed their respective parts of the *graphic organizer*, they should share the information with their partner. Each pair should review the information checking that neither the President nor Congress has the same power or responsibility (e.g. both cannot have the power to declare war). When all pairs have finished, have them check the accuracy of the *graphic organizer* with the key provided in the black line masters.

Have students read the article, “Wilson: A Portrait” on the PBS website ([http://www.pbs.org/wgbh/amex/wilson/portrait/wp\\_league.html](http://www.pbs.org/wgbh/amex/wilson/portrait/wp_league.html)) which discusses President Woodrow Wilson and the League of Nations. Using their *graphic organizer* as a guide, have students underline phrases that represent the President’s responsibilities in foreign policy and circle those phrases that represent Congresses’ responsibilities. In their *learning logs* ([view literacy strategy descriptions](#)), have students respond to the following *SPAWN* ([view literacy strategy descriptions](#)) prompt:

*What if:* What might have happened with the League of Nations and the United States if Woodrow Wilson had all the powers dealing with foreign policy?


Reflecting upon what they learned about the division of foreign policy between the President and Congress, encourage students to write for a full ten minutes on the prompt. Have students cite evidence from their *graphic organizer* and research sources to support their response to the prompt. After ten minutes of writing, have students share, compare, and defend their response with a partner. After students have had a few minutes to discuss the prompt, ask all students to indicate if they believe the President should have all foreign policy powers and responsibilities. Students can do this by raising their hand with their thumbs up (agree) or thumbs down (disagree). Randomly call on students who agreed and disagreed to explain their reasons to the whole class.



**Activity 3: Accomplishing Foreign Policy (GLEs: C.2.1, C.3.1, C.3.2, C.3.3; CCSS: RH.9-10.2, RH.9-10.4, WHST.9-10.1, WHST.9-10.9, WHST.9-10.10)**

Materials List: copies of “The U.S Role in the World: Four Futures” [http://www.choices.edu/about/documents/usrole\\_futures.pdf](http://www.choices.edu/about/documents/usrole_futures.pdf) and “A Brief History of NAFTA” <http://www.time.com/time/nation/article/0,8599,1868997,00.html>, paper, colored pencils, markers, three note cards per student, primary and/or secondary sources on protectionism, isolationism, and globalization

Have students use their prior knowledge, text book, and other classroom resources to define the concepts of protectionism, isolationism, and globalization. Call on students randomly to explain what they think the concepts mean and briefly explain their reasoning. Using 3” x 5” index cards, have students create *vocabulary cards* ([view literacy strategy descriptions](#)). See the example below.

Definition: Idea of removing a nation from international relations and limited foreign influences .	i s o l a t i o n i s m	Characteristics Neutral Uninvolved
Example U.S. withdrawing from the international committee after WWI		Illustration 

Using provided resources, have students define, identify characteristics, provide an example, and create an illustration on the note cards for the concepts of protectionism, isolationism, and globalization.

Online resources for each concept:

Isolationism: <http://en.wikipedia.org/wiki/Isolationism>

Protectionism: <http://economicsconcepts.com/protectionism.htm>

Globalization: <http://www.merriamwebster.com/dictionary/globalization?show=0&t=1319398787> , <http://www.infed.org/biblio/globalization.htm>

Have students read the *Time* article, “A Brief History of NAFTA,” and highlight words or phrases that describe the goals of United States foreign policy. Have students circle words and phrases that describe the “pros” and underline those words and phrases that describe the “cons” of NAFTA. In their *learning logs* ([view literacy strategy descriptions](#)), have students list the “pros” and “cons” of NAFTA for the United States according to the highlighted, circled and underlined words or phrases in the article. Using

the lists of “pros” and “cons,” have students evaluate whether they believe NAFTA accomplishes the goals of United States foreign policy.

Have students create a visual that supports either the expansion of free trade agreements such as NAFTA or the repeal of NAFTA and other free trade agreements. The posters can be as small as 8.5” x 11” to make them easier to display them. Posters should be assessed according to how clearly the poster identifies the student’s support for NAFTA or its repeal. Display posters (with student names on the back and a small number on the front to identify it) so they are visible in the classroom. Conduct a gallery walk where each student uses his or her *vocabulary cards* to identify each poster as supportive of protectionism or globalization. After posters have been examined by all students, gather the class back together and discuss the classification of each poster.

Divide the class into four groups assigning each group one of the four futures described in the “The U.S Role in the World: Four Futures.” Each of these futures represents a different position on the ongoing debate of the role of the United States in world affairs. Within each group, give a student or pair of students the responsibility of developing the argument for their team future. The argument will be presented to the whole class and should last between two to three minutes. The other members of the team need to prepare a rebuttal to the other three teams’ possible arguments.

On the board, display the following situation:

Russia’s government has been overthrown by a group of nationalists desiring a return to the glory days of the Soviet empire. The first act of this new government is a large scale invasion of the former Soviet republics and a military buildup to invade Western Europe.

Allow each team a minimum of fifteen minutes to develop their team’s position of what the United States response should be and counter arguments against the other three teams’ decisions based on their assigned future. Coach students preparing arguments for a debate in which they will present alternative reactions to the situation above.

Have students conduct a debate between the four groups. If possible, have other faculty members or adults serve as a panel of judges to score the debate. Assess each student or pair of students on the strength of the argument and how well it connects to their assigned future or counters another team’s argument using the Debate Score Sheet BLM. Allow each team a maximum of three minutes to present their team’s proposed United States’ reaction and one minute for each of the other teams to present rebuttals. Presentations should describe the United States’ reaction to the situation, demonstrate students’ understanding of the group’s future, and explain why their group’s future and reaction is superior. Rebuttals should demonstrate the group’s understanding of how their futures differ from the presenters and persuade classmates to accept their group’s point of view.

Have students record in their *learning logs* which of the four futures they believe will achieve the best outcome for the United States and explain why? Have students discuss and compare their responses with a partner. Ask volunteers to share their responses with the class.

**Activity 4: How Do Nations Interact? (GLEs: C.3.1,C.3.2,C.3.3, C.3.4; CCSS: RH.9-10.2, RH.9-10.4, RH.9-10.10, WHST.9-10.4, WHST.9-10.9)**

Materials List: Ways Nations Interact Vocabulary Checklist BLM, Ways Nations Interact Quiz Cards BLM

Distribute the Ways Nations Interact Vocabulary Checklist BLM (see sample below). Students will use this *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart throughout the activity to check their understanding of terms and concepts listed. *Vocabulary self-awareness* helps students develop an understanding of new concepts and vocabulary by highlighting the terms they know and terms they still need to learn. Have students examine the list of terms before the instruction begins by rating each vocabulary word according to their level of familiarity and understanding. A plus sign (+) indicates a high degree of comfort and knowledge, a check mark (✓) indicates uncertainty, and a minus sign (-) indicates the word is brand new to them. Students should write a definition in their own words for those terms to have a good understanding of them. Throughout the course of the activity, students will have an opportunity to reexamine their list and add any new definitions or correct their original information.

Word	+	✓	-	Example	Definition
diplomacy	+			<i>United States used diplomacy to prevent war between Iran and Israel.</i>	<i>Negotiations between nations to advance peace and end wars between nations</i>

Have students read the foreign policy section of their textbook. As students discover words from their *vocabulary self-awareness* chart, they should reassess and make appropriate changes to their definitions and examples. Once most students have finished reading and reassessing their *vocabulary self-awareness* charts, briefly discuss the foreign policy section of the textbook and each term on the checklist. Have students reassess their vocabulary checklist making any corrections if necessary.

Divide students into groups of three or four students. Make copies of the Ways Nations Interact Quiz Cards BLM (see sample below) enough for each group to have one set. Cut cards out and separate cards into two stacks: Definitions and Terms. Have students spread out the definition cards across their desks or table. Taking turns, have one student select a term and match it to the correct definition using their *vocabulary self-awareness* checklists to guide them. Once the team feels they have matched all terms correctly, allow one member to check the group's matches against the key. Allow students to correct their group's matches. Have students separate the cards back into two stacks. Once all groups have finished, collect the quiz cards from each group. Allow students time to reexamine their *vocabulary self-awareness* chart and make additions or corrections to their definitions.

Terms		Definitions	
Diplomacy	Summit meeting	the management of communication and relationships between nations by members and employees of each nation's government	a meeting or conference of heads of state, especially to conduct diplomatic negotiations and ease international tensions

Have students use their understanding of the terms in the *vocabulary self-awareness* chart to come up with an example for each term. Working in pairs, have students compare their examples for each term. Using textbooks, the Internet, encyclopedia, or other classroom resources, have student pairs check the accuracy of their examples and make corrections if necessary.

Call on students randomly to define and provide their example of each term from the chart. Have other students indicate if they agree or disagree with the definition and example by giving a thumbs up for agree and thumbs down for disagree. Allow dissenting students to give their opinions. Assist students in developing the correct definition and appropriate examples before moving to the next term.

Assign students one of the following three articles to examine:

“Japan Criticizes U.S. for Its Strategy on Balancing Trade”

[http://articles.latimes.com/1994-09-10/business/fi-36776\\_1\\_free-trade](http://articles.latimes.com/1994-09-10/business/fi-36776_1_free-trade)

“U.S. left in the cold at G-20 summit”

<http://articles.latimes.com/2010/nov/13/world/la-fg-obama-g20-20101113>

“Superpowers Aim to Reverse Nuclear Arms Race”

<http://john-kirshon.suite101.com/superpowers-aim-to-reverse-nuclear-arms-race-a177942>

Using their *vocabulary self-awareness* chart, have students highlight words in their assigned article that are found on the chart and underline synonyms (same meaning) for words on the chart. Have students create a single summary paragraph of their article focusing on how nations interact with each other. Have students share their summary paragraphs with a partner who read the same article. Have partners read and edit each other's summary. Coach student partners when checking the summaries to ensure they are concise and accurately portray the article read. Allow students time to make the necessary revisions to their summaries. Once students have edited and revised their summaries, have them take turns reading them aloud in groups of three in which all three articles are represented. Summaries can be assessed with predetermined criteria based on how well the summaries cover the main points of each article. Post exemplary summaries in the classroom.

**Activity 5: American Foreign Policy Impacts Other Nations (GLEs: C.3.1, C3.2, C.3.3; CCSS: WHST.9-10.4, WHST.9-10.7)**

Materials List: copies of the Impacts of Historic American Foreign Policies BLM, Impact of Foreign Policy RAFT BLM, secondary sources on American foreign policy and its impact on other nations

Using textbooks, encyclopedias, the Internet, and other classroom resources, have students research each of the different foreign policies listed on the Impacts of Historic American Foreign Policies BLM (see sample BLM below) which is a *graphic organizer* ([view literacy strategy descriptions](#)). Students should provide a short, concise description of each policy, a list of nations involved (could be general such as European powers or specific like Mexico), and specific impacts on other nations. See the example below.

Historic American Foreign Policies			
Name of Foreign Policy	Description	Nations Affected	Impact of Foreign Policy
Monroe Doctrine	<i>Warned European nations not to interfere with the nations of the Western Hemisphere.</i>	<i>Spain France Britain Mexico</i>	<i>United States used political and military force to end attempts of European colonialism in the Western Hemisphere</i>

Using one of the historic American foreign policies from the above blackline master, have students use *RAFT writing* ([view literacy strategy descriptions](#)) to create a newspaper article that describes the point of view of a foreign country on a particular historic American foreign policy (e.g. Mexican newspaper article describing the impact of Monroe Doctrine on Mexico). Students will utilize the Impact of Foreign Policy RAFT BLM (see *RAFT* sample below).

**Role:** newspaper editor from a foreign nation

**Audience:** general public of the foreign nation

**Form:** newspaper article

**Topic:** the impact of a United States foreign policy on the other nation

The *RAFT* article should reflect the thinking and attitude of a foreign country toward the United States and its foreign policy. The purpose of this activity is to develop an understanding of the different points of view and the impact of American foreign policy on other nations. Once students have completed their articles, have them work with a partner to peer edit the articles, checking both content based on the information in their Historic American Foreign Policies BLM and the form according to the *RAFT* directions. Collect papers and provide feedback. Allow students to revise their work. Have students read their articles aloud to classmates organized in groups of three or four. Collect student work and assess it based on predetermined criteria.

**Activity 6: Impact of Foreign Governments on the United States (GLEs: C.3.1, C.3.4; CCSS: WHST.9-10.10)**

Materials List: Foreign Influence on the United States BLM, copies of the paragraph on the collapse of the Soviet Union (see activity)

Distribute copies of the *anticipation guide* ([view literacy strategy descriptions](#)), Foreign Influence on the United States (see sample BLM below).

**Instructions:** Using your prior knowledge about the impact of historical and current events on changes in foreign policy, distinguish the following statements as either being true or false by circling T for true and F for false. Be prepared to discuss and defend your answer.

1. China's increase in tariffs on American products would hurt the United States economy. T or F

*Anticipation guides* are especially useful for struggling and reluctant readers and learners as they increase motivation and help students focus on important information. Have students use their prior knowledge of the impact of other nations' foreign and domestic policies on the United States to decide if the statements on the *anticipation guide* are true or false. Give students approximately three to five minutes to formulate an opinion for the statements. On two opposing walls of the classroom, hang the words True and False. Make sure there is plenty of room between desks and the area is clear of students' personal items as they will need to move about the classroom. Management tip: For students with freedom of movement problems (e.g., hitting, touching, or pushing), have them remain seated and use the thumbs up and thumbs down procedure to indicate true or false. Randomly read aloud one of the statements. Have students who believe the statement is true move to the wall with the word True and those who believe the statement is false move to the wall with the word False. Tell students to find a partner and discuss why they think that statement is true or false for thirty seconds. Randomly call on students to share with the whole class why they believe the statement is true or false. Continue this strategy until all five statements are read and discussed in this fashion. Tell students to return to their desks and record any changes they wish to make on their *anticipation guides*.

Discuss with students the effects other nations' foreign decisions have had on the United States in regard to political, economic, and military policies; domestic policies in regard to taxation; currency valuation; naturalization and immigration laws; and treatment of certain groups. Instruct students on how world events such as famines, floods, civil war, foreign invasions, economic collapse or boom, and public dissent lead to changes in United States foreign policy. Be sure to focus on how these changes impact the United States. Students should reflect once again on their *anticipation guides* and note any changes of opinion based on their learning.



Have students reflect, in their *learning logs* [view literacy strategy descriptions](#)) on the following Problem Solving *SPAWN* ([view literacy strategy descriptions](#)) prompt.

**Current events, economic, and political situations in Mexico cause some people from Mexico to illegally enter the United States. What actions can the United States take to minimize the number of immigrants entering the United States illegally from Mexico? What should the United States do about the large numbers of immigrants from Mexico already in the United States who entered illegally?**

Randomly call on students to share their responses. Critique responses to help students understand that through foreign policy decisions, such as giving food and military aid to Mexico, the United States helps to improve conditions in Mexico and thereby, reduces illegal immigration to the United States.

Have students read the following paragraph:

The Collapse of the Soviet Union brought an abrupt end to the Cold War that had engulfed the two superpowers and their allies since the end of World War II. Billions of dollars had been spent by the United States and the Soviet Union preparing for a war that never was. Numerous proxy wars between the powers struggling for expanding spheres of influence simply no longer mattered. For the first time in over a half century, the United States was free from the shadow of war allowing billions of dollars to flow into domestic issues rather than military technology. The United States became a global policeman trying to end foreign conflicts and build the foundations of democracy in places where Uncle Sam once supported dictators simply because they were not Communist.

Have students use *GISTing* ([view literacy strategy descriptions](#)) to summarize the paragraph into a sentence of no more than fifteen words. The ability to summarize is an essential skill students need to develop over the course of their academic career as most career fields require a student be able to reduce large amounts of raw data to usable reports. In *GISTing*, students are required to limit the number of words within the gist forcing the student to think about what is essential. Have students take the first sentence of the paragraph and reduce it to fifteen words or less. Now, have students add the next sentence to the gist and reduce both to fifteen words or less. Continue until all four sentences are reduced to fifteen words or less. See the example of the first sentence below:

The collapse of the Soviet Union brought an abrupt end to the Cold War that had engulfed the two superpowers and their allies since the end of World War II.

The collapse of the Soviet Union ended the Cold War.

Have students share their *gist* with a small group of students (three to four). Within these small groups, have students exchange and evaluate other students' gists, making sure they accurately recorded the main idea of the paragraph in fifteen or fewer words. Allow students a few minutes to make necessary corrections. Randomly call on students to share their gists with the whole class. Write the gists on the board and randomly ask students to explain if the gist is appropriate in length and subject. Collect the gists,



checking each for a properly summarized paragraph with fifteen or fewer words, and display exemplary gists in the classroom.

## Sample Assessments

### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### Activity-Specific Assessments

- Activity 1: Present students with short statements that describe the United States carrying out different goals of foreign policy. Assess students on how well they can match the different goals to appropriate statements.
- Activity 2: Have students answer short answer constructed response questions on why the president does not have the power to declare war. Assess students' understanding on how well they can explain the reason why neither the president nor Congress has the power to conduct all foreign policy.
- Activity 3: Have students read a treaty between the United States and another country or a summary of a treaty. Have students explain why that treaty could be classified as protectionist or globalist. Explanations will be assessed according to predetermined criteria.

**Civics**  
**Unit 4: Functions of Government**

**Time Frame:** Approximately five weeks



**Unit Description**

This unit focuses on analyzing and critiquing how the levels of government generate and allocate revenues to carry out the functions of government.

**Student Understandings**

Students understand the ways in which the American government generates domestic policies, collects revenues, and allocates resources among the various expenditure categories in the United States budget. Students differentiate between fiscal and monetary policy, explain the functions and role of the Federal Reserve System, and understand the differing views on the implementation of domestic policy. Students explain the costs and benefits of government policies, programs, and expenditures in relation to their impact on the federal budget.

**Guiding Questions**

1. Can students describe the elements of the United States domestic policy?
2. Can students explain how the United States government finances itself?
3. Can students identify the major revenue sources and expenditures of local, state, and federal budgets?
4. Can students differentiate between fiscal and monetary policy?
5. Can students determine how the United States government allocates resources among the various expenditure categories?
6. Can students analyze the costs and benefits of government programs to American society?
7. Can students explain how the policies of the Federal Reserve System affect American citizens?
8. Can students explain the role of the Federal Reserve System in the United States economy?
9. Can students explain the differing views on the implementation of domestic policies?

**Unit 4 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)**

<b>Grade-Level Expectations</b>	
<b>GLE #</b>	<b>GLE Text</b>
<b>Structure and Purpose of the Government</b>	
C.2.1	Analyze ways in which the purposes of the United States government, as defined in the United States Constitution, are achieved.
C.2.3	Explain the distribution of powers, responsibilities, and limits on the United States government.
<b>Functions of Government</b>	
C.4.1	Describe the elements of United States domestic policy
C.4.2	Explain how government is financed
C.4.3	Evaluate various forms of taxes at each level of government based on principle, incidence, and type
C.4.4	Describe the major revenue and expenditure categories and their respective proportions of local, state, and federal budgets
C.4.5	Predict how federal spending and taxation affect budget deficits and surpluses and the national debt
C.4.6	Evaluate government programs by their cost and benefits to society
C.4.7	Explain how macroeconomic policies of the Federal Reserve System and the federal government affect American citizens
C.4.8	Describe the Federal Reserve System, its functions, and its role in the United States economy
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS #</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12</b>	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
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### Sample Activities

#### Activity 1: United States Domestic Policy (GLEs: C.2.1, C.4.1; CCSS: RH.9-10.4)

Materials List: 3 x 5 index cards, Domestic Policy Vocabulary BLM

Distribute the Domestic Policy Vocabulary BLM. Students will use this *vocabulary self-awareness* ([view literacy strategy descriptions](#)) checklist throughout the activity to check their understanding of terms and concepts listed. *Vocabulary self-awareness* helps students develop an understanding of new concepts and vocabulary by highlighting the terms they know and terms they still need to learn. Have students examine the list of terms and rate each term, before instruction, according to their level of familiarity and understanding. A plus sign (+) indicates a high degree of comfort and knowledge, a check mark (✓) indicates uncertainty, and a minus sign (--) indicates the word is brand new to them. Students should write a definition in their own words for those terms they have a good understanding. Throughout the course of the unit, students will have an opportunity to reexamine their list and add any new definitions or correct their previous responses.

Discuss with students the meaning of domestic policy as a nation's overall plan for protecting its citizens, creating a stable economy, providing public goods, and guiding the nation. Provide students with various examples of each element of domestic policy [e.g., FBI (Federal Bureau of Investigation) helps protect United States citizens by investigating and tracking down criminals]. Using prior knowledge, have students create a *vocabulary card* ([view literacy strategy descriptions](#)) for the term, domestic policy, (see example below).

Definition: <i>government policies on issues within a country</i>	Characteristics: <i>decisions, laws, programs, issues within a country</i>
Example: <i>Education Interstate highways</i>	Illustration:

Call on several students to share their *vocabulary cards* with the class. Critique student cards to refine definitions, characteristics, examples, or illustrations to ensure clarity and accuracy.

Have students refer to their Domestic Policy Vocabulary BLM and make additions or corrections to their definitions or terms on the *vocabulary self-awareness* checklist. Have students come up with their own examples of each element (protecting its citizens, creating a stable economy, providing public goods, and guiding the nation) and record them into their *learning logs* ([view literacy strategy descriptions](#)). Have students share their examples with a partner and categorize their examples into one of the four elements. Remind students to use their *learning logs* as study tools while preparing for assessments.

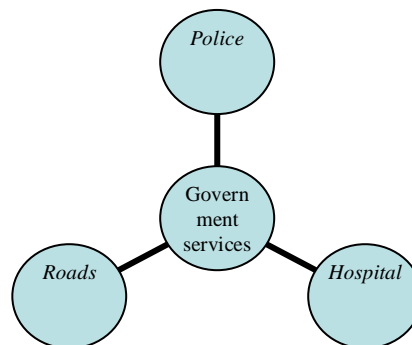
**Activity 2: Government Revenue and Expenditures (GLEs: C.2.1, C.2.3, C.4.2; CCSS: WHST.9-10.7)**

Materials List: copies of Sources of Revenue BLM

Post this question on the board for students to think about as they enter the classroom.

**What services do governments provide?**

Have students create a web diagram, a type of *graphic organizer* ([view literacy strategy descriptions](#)), that indicates the services provided by government. (See example below.)



Ask students to share their responses and add them to a large web diagram on the board. Have students respond to the following question:

**How do governments pay for all the services provided to its citizens?**

Lead a class discussion explaining how all government services must be purchased, just like a family must pay its expenses (e.g. rent, electricity, groceries). Most government funding comes from one of four sources: taxes, sales of bonds, fines, and fees). Have students research the four sources of government income using their textbook, the Internet, and other classroom resources. Have students use the Sources of Revenue BLM (see BLM and sample below) to record their descriptions and examples of each source.

Sources of Revenue		
Ways to collect revenue	Description	Example
Taxation	<i>Sum of money demanded by a government to pay for services</i>	<i>Income tax</i>

Working in pairs, have students discuss and check the accuracy of their findings. Call on individual students to share their findings with the whole class. Critique and correct their responses when necessary.

**Activity 3: Forms of Taxation (GLEs: C.4.2, C.4.3; CCSS: RH.9-10.4, WHST.9-10.4, WHST.9-10.7)**

Material List: copies of the Types of Taxation BLM and Persuasive Writing Rubric found at [http://www.abcteach.com/free/r/rubric\\_persuasivewriting.pdf](http://www.abcteach.com/free/r/rubric_persuasivewriting.pdf)

Distribute copies of the Types of Taxation BLM, a *graphic organizer* ([view literacy strategy descriptions](#)) that describes the different forms of taxes used by governments to obtain funding for public projects and programs. Have students use their textbook, the Internet, and other classroom resources to describe and provide an example of each form of taxation (see Types of Taxation BLM and sample below).

Types of Taxation				
Type of Revenue	Description	Level of Government	Incidence (how collected)	Example
Tariffs	<i>Taxes on imported goods</i>	<i>Federal</i>	<i>At customs, duties are paid by the importer</i>	<i>5% tariff on tires from China</i>

Call on students at random to share their descriptions and examples. Provide appropriate feedback and correct descriptions when necessary.

Instruct students to take out their Domestic Policy Vocabulary BLM from Activity 1 and reexamine their definitions from the *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Students should revise definitions or examples as needed.

Draw students' attention to the terms Benefits Received Principle and Ability to Pay Principle. All taxes are justified based on these two principles. Explain how taxes based on the Benefits Received Principle are only paid by those who use the service the tax supports. Taxes based on the Ability to Pay Principle collect a higher amount of taxes from those who earn a higher income. Draw a T-Chart on the board that has two columns: Benefits Received Principle and Ability to Pay Principle. Working in pairs, have students use their Types of Taxation BLM to categorize the various taxes listed on

the blackline master into those taxes based on the Benefits Received Principle and the Ability to Pay Principle. Call on students at random to share their responses with the whole class. Provide appropriate feedback and correct responses when necessary.

Have students respond to the following question in their *learning logs* ([view literacy strategy descriptions](#)).

**Explain which of the two principles of taxation (Ability to Pay or Benefits Received) is the most fair and why?**

Have students discuss and compare their responses with a partner. Encourage students to be specific and detailed with their explanation and question the details of their partner's explanation. Call on students to share their explanation with the whole class. Provide appropriate feedback and have the other students indicate whether they agree or disagree by thumbs up (agree) or thumbs down (disagree). Call on different students to share their reasons for agreeing or disagreeing.

Have students refer to the terms proportional, progressive, and regressive on their *vocabulary self-awareness* chart. Ask students to share their definitions of these three terms with the class. Provide appropriate feedback and correct responses when necessary.

Instruct students to review their Types of Taxation BLM. Have students categorize the types of taxes into three categories: proportional, progressive, and regressive. For taxes that are proportional, have students write a % sign beside the tax on the blackline master. If taxes are progressive, students should draw a small set of stairs ( \_ \_ \_ ). Students should draw an anchor ( -- \_ | \_ -- ) for taxes that are regressive.

Have students research pros and cons of proportional, progressive, and regressive forms of taxation using their textbooks, encyclopedias, the Internet, and other classroom resources. Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to record their pros and cons for each category of taxes. (See the example below.)

Date	Pros and Cons: Three Categories of Taxation
Proportional	<p><i>Pros:</i></p> <ul style="list-style-type: none"> <li>• <i>all citizens pay an equal percentage in taxes</i></li> <li>• <i>streamline and efficient</i></li> </ul> <p><i>Cons:</i></p> <ul style="list-style-type: none"> <li>• <i>lower income earners feel the burden of the tax more as they have less money to pay for necessities</i></li> <li>• <i>higher income earners feel the tax less as they have more money to pay for necessities</i></li> </ul>

Have students write the three forms of taxation (proportional, progressive, and regressive) on the left side of the paper. Students should write the pros and cons on the right side of the paper. Encourage students to use only short phrases in their *split-page notetaking*. Ask students to think of the effects different forms of taxation have on low,



middle, and high income earners. Call on students to share their pros and cons of the three forms of taxation. Provide appropriate feedback and correct responses when necessary.

Reinforce the concept that all people have the same basic needs (e.g. food, water, shelter), but there are disparities in the amount of disposable income (money left after taxes) among people. Both proportional taxes and regressive taxes impact the lower income earner more as most of their income pays for necessities compared to higher income earners. Recognizing this principle, United States government tax policy attempts to compensate by taxing higher income earners more by using the progressive income tax. Remind students of the benefits of using *split-page notetaking* as a study tool for summative assessments.

Have students review the content on taxes through the *professor know-it-all* ([view literacy strategy descriptions](#)) technique. *Professor know-it-all* is a great strategy to review concepts learned and an excellent opportunity to demonstrate mastery of the content. Divide the class into groups of three or four students to form teams of “experts.” Assign each group of experts one of three areas of expertise (principles of taxation, categories of taxes, and types of taxes). Have each group work together to generate three to five questions from their Types of Taxation BLM or their *split-page notes* to ask the other groups of “experts.” Provide students with appropriate models of questions (e.g.; What is the difference between progressive and regressive taxes?). Each group should select a *professor know-it-all* spokesperson (assign them if necessary) to give the group’s response to questions asked by their classmates. Model how the team should answer questions. When a question is asked of the “experts,” the team should huddle to discuss the answer (allow about 30 seconds) and the spokesperson should give the team’s answer. The other teams should think carefully about the answer and challenge or correct the response if necessary. Have each team of “experts” stand in front of the class to respond to prepared questions of the other teams (three to five minutes each).

Using their Types of Taxes BLM and their *split-page notes* on the forms of taxation, have students write a persuasive essay explaining which of the types of taxes, in their opinion, is the most fair and why. Essays should explain how and when the taxes are collected (incidence), the taxing principle involved, and the categories of the taxes (proportional, progressive, or regressive). The essay should be approximately one page in length. Have student pairs work together as peer editors using the Persuasive Writing Rubric found at [http://www.abcteach.com/free/r/rubric\\_persuasivewriting.pdf](http://www.abcteach.com/free/r/rubric_persuasivewriting.pdf). Have students make necessary corrections. Collect and assess the persuasive essays using the Persuasive Writing Rubric BLM. Post the exemplary essays in the classroom.

**Activity 4: Where Does the Money Go? (GLEs: C.4.2, C.4.3, C.4.4, C.4.6; CCSS: RH.9-10.7, WHST.9-10.10)**

Materials List: team sets of Expenditure Categories BLM cut into sentence strips, colored pencils or markers, chart or poster paper, post-it notes

Discuss with students the different expenditure categories (Social Security, Medicare, income security, health, national defense, interest on debt, and other expenditures) found in federal, state, and local budgets. Have students record information from the class discussion using *split-page notetaking* ([view literacy strategy descriptions](#)). (See an example of *split-page notetaking* below.)

Date: _____	Expenditure Categories
Social Security	<ul style="list-style-type: none"> <li>• <i>federal program that provides monthly payment to those retired or disabled</i></li> <li>• <i>funded by a pay roll tax paid by workers</i></li> <li>• <i>largest expenditure category</i></li> </ul>

Divide the class into groups of three or four students. Distribute the sets of sentence strips to the teams. To create the strips, cut out sentences from the Expenditure Categories BLM (see sample below) to form short fragments that can be used like puzzle pieces.

Social Security is the largest single expenditure category.  
[Social Security] cut here [is the largest single expenditure category.]

Have student teams match the different expenditure categories with the appropriate description. When the team finishes, allow one member to check their answers against the key. Have students write in their *learning logs* ([view literacy strategy descriptions](#)) an explanation of which expenditure category is the most important. Have students share their responses with a partner. Each student should question whether their partner's explanation clearly states why their chosen expenditure is most important. Have students reconsider their explanations and make appropriate changes. Call on students to share their responses with the class.

Using textbooks, encyclopedias, the Internet, and other classroom resources, have students research the current percentages of different expenditure categories for the budgets of federal, state, and local governments. Some categories may appear different from the examples discussed in class (e.g. income security may be broken down into pensions and welfare in some sources). Students should record this data in their *split-page notes*, citing the sources of their data.

Working in teams of three or four, have students create a pie chart with the different expenditure categories (Social Security, Medicare, income security, health, national defense, interest on debt, and other expenditures) for the federal government, state government, and local governments. Students should use their textbooks, the Internet, or

provided handouts to obtain the percentages associated with each expenditure category when creating their pie charts. Have each team display their pie charts in the classroom for review. With their *split-page notes* in hand, have student teams review each group's charts and check the accuracy of the information. If students find data that are different from their data, have students write corrections, citing their sources, on a post-it note to attach to the group's poster. Review posted corrections and make sure all groups have current and accurate budget expenditure data.

Have students compare and contrast the pie charts of the federal, state, and local governments, noting in which categories each level expends the most amount of money and in which categories they expend the least amount of money. Ask students to share reasons for the similarities and differences in the charts with a partner. Have students share their reasons with the class and facilitate any resulting class discussion.

Expenditure data websites:

Congressional Budget Office Historical Budget

<http://www.cbo.gov/sites/default/files/cbofiles/attachments/HistoricalBudgetData.xls>

Heritage Foundation Federal "Spending by the Numbers 2010"

<http://www.heritage.org/research/reports/2010/06/federal-spending-by-the-numbers-2010>

Government Spending: Federal, State, and Local

[http://www.usgovernmentspending.com/state\\_spending\\_2011LA.html](http://www.usgovernmentspending.com/state_spending_2011LA.html)

Have students respond to the following writing prompt in their *learning logs*:

**Do you think the current division of federal expenditures is best? Explain why it is the best division of expenditures or explain how you would change it?**

Call on students to share their responses with the class. Check for accuracy in information and logic.

**Activity 5: The Federal Budget (GLEs: C.4.2, C.4.3, C.4.4, C.4.5; CCSS: RH.9-10.4, RH.9-10.7, WHST.9-10.10)**

Materials List: computer with Internet access and projector or large viewing screen, copies of "All Possible Choices" tab from <http://crfb.org/stabilizethedebt/#>, calculators

Have students read the section in their textbook dealing with the federal budget, national debt, and deficit spending. After reading, have students reexamine their *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)) from activity one. Direct them to pay special attention to the terms federal budget, national debt, deficit spending, and budget surplus making appropriate changes to the definitions if necessary. Call on students to share with the class their definitions of the terms.

Display the US Debt Clock from the website <http://www.usdebtclock.org/>. Ask students, “What does the US Debt Clock show us?”

Write responses on the board. Draw student attention to the numbers related to the United States national debt, revenue, spending, and amount owned per citizen. Point out to students the last time the federal government had a budget surplus. Discuss with students the kinds of national and international events and policies that helped change a budget surplus into a budget deficit.

Ask students the following question:

**What does the difference between United States revenue and spending tell us about the federal budget?**

Responses should include deficit spending and an increasing national debt. Explain the various problems associated with having such a high national debt (e.g. inflation, higher interest rates, currency devaluation). Point out to students some of the causes of the high national debt (e.g. the Iraq/Afghanistan wars, Bush tax cuts to top income earners, decrease in tax revenue due to economical recessions). Have students think about solutions to the United States debt problem. Call on students to share their solutions with the class. Write responses on the board and place a star beside similar responses.

Place students into groups of three or four students and distribute copies of the “All Possible Choices” tab from the website <http://crfb.org/stabilizethedebt/#> to each group. Tell students they will be competing to see which team can reduce the national debt below 60 % of the GDP while preserving their group’s protected areas of interest. Assign each group one of the following four protected areas of interest (it is ok to have duplicate groups):

1. Social Security must be maintained or expanded.
2. Defense spending must be maintained or expanded.
3. Taxes must remain low or reduced.
4. Health Care spending must be maintained or increased

Groups can reduce government spending on any program or expenditures other than their protected areas. Briefly explain the variety of choices from the “All Possible Choices” tab. Clicking your mouse on the “Getting Starting” icon will bring up several choices within an expenditure category. Click in the box beside each choice to select that option. An explanation of the choice can be found by rolling the mouse pointer over the choice. Some categories require certain fields be filled in prior to moving on. Advance to the next category by clicking the next icon at the bottom of the page. Allow each group to input their choices into the website <http://crfb.org/stabilizethedebt/#> and display their results (if possible allow each group access to a computer and print their results). If internet access is an issue in the classroom, students can use calculators to tabulate their results. Teams must reduce spending by \$1.6 trillion in order to reach the 60% of the GDP. Click the retry icon to reset the program for the next team. Recognize the group that was able to lower the debt the most. Ask students if they believe any particular group had an advantage or disadvantage in this competition and if they believe results of the simulation are realistic.

Guide students in recognizing that groups who could not raise taxes were unable to reduce the debt below 60% of the GDP. Explain how the simulation represents only one side of the deficit reduction issue and may contain some bias. For instance, increasing the rate of taxation does not always increase tax revenue, rather higher taxes could lead to an economic contraction and lower tax revenues, thereby increasing the deficit. Help students understand that the simulation does not take into account the effects of the choices on individuals. Out of the Green movement evolved the idea of a tax on carbon dioxide and other greenhouse gas emission to reduce air pollution and the effects of global warming. This Carbon Tax or Cap and Trade would increase potential tax revenue but also significantly increase the cost of the average citizen's electricity costs. On the other hand, the reduction of taxes may increase debt this year, but could stimulate the economy and increase tax revenues in following years, therefore, reducing the deficit. Have students respond to the following *SPAWN* ([view literacy strategy descriptions](#)) prompt in the learning logs:

***What if: What would happen to the national debt if the United States government decided to reduce taxes on all Americans by 5% this year?***

Make sure students explain their thoughts providing details to support their conclusions. Call on students to share their responses with the entire class. Provide appropriate feedback and correct responses when necessary.

**Activity 6: Domestic Programs: Costs and Benefits (GLEs: C.4.1, C.4.5, C.4.6); CCSS: WHST.9-10.10)**

Materials List: primary and/or secondary resources on the effects of the New Deal such as "Rehabilitating the Region"  
<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=51642593&site=ehost-live>, "The Unemployed under the New Deal"  
<http://search.ebscohost.com/login.aspx?direct=true&db=lfh&AN=31770712&site=ehost-live>

Have students respond to the following *SQPL* ([view literacy strategy descriptions](#)) statement concerning United States domestic policy and spending practices:

**Government spending on domestic programs stimulates the economy while ensuring the efficient use of resources.**

*SQPL* prepares students for reading and learning by having them generate questions from a statement designed to provoke thinking and questioning. Pair up students and have them create two to three relevant questions they want answered about the statement. Provide students with a model to help them formulate their own questions (e.g. How does government stimulate the economy?) Call on a student from each pair to share his or her questions with the class. Write the questions on the board. Highlight repeated questions to show their importance. Examine students' questions to make sure the major concepts related to the topic are addressed. If any of the following concepts are not adequately

addressed, create questions and add them to the student list of questions on the board.

- Government influences over the economy
- Effects of government actions and programs in the past and their effects on the economy
- Types of domestic programs
- The costs and benefits of domestic programs to American society
- Ways the American government influences the allocation and use of resources

Number the questions so students can more easily refer to them. Have students read the selected informational text describing the effects of New Deal one paragraph at a time, stopping to check whether the paragraph helps answer any of the questions. When students find a word, phrase, or sentence that helps answer one of the questions, have them highlight it and put the number of the question beside it. Ask students to share what they find with the class. Give appropriate feedback to the students and guide them to phrases and sentences that were missed prior to moving on to the next paragraph. Continue this process until the entire article is read and all questions answered.

Discuss with students the general benefits and costs of government programs (e.g. Medicare, Social Security, public works projects). Introduce students to supporters of more government involvement in market economics (Keynesian economics) and supporters of less government involvement in market economics (*laissez-faire* economics) along with the pros and cons of both.

In their *learning logs* ([view literacy strategy descriptions](#)), have students respond to the following prompt:

**Based on what you have learned about costs and benefits of government domestic programs, evaluate domestic programs (e.g., Medicare, Social Security) in terms of their costs and benefits to society.**

Call on students to share their response with the entire class. Check responses for accuracy and logic. Ask students if their evaluation of these programs would change based on their individual point of view and age. For example, would a 20-year-old college student have a different evaluation of Medicare than a 65-year-old retired steel worker?

### **Activity 7: Effects of Economic Policy (GLEs: C.2.1, C.4.7, C.4.8; CCSS: WHST.9-10.10)**

Materials List: copies of Policy Decisions BLM, Effects of Policy Decisions BLM

Have students respond to the statements from the *anticipation guide* ([view literacy strategy descriptions](#)), Policy Decision BLM, upon entering the classroom. Have students carefully read each statement and decide if the statement is true or false by circling the letter T for true and F for false. (See Policy Decision BLM and sample below).



**Instructions:** Using your prior knowledge of the impact that changes in fiscal and monetary policy have on the United States economy, distinguish the following statements as either being true or false by circling T for true and F for false. Be prepared to discuss and defend your answers.

1. Reducing taxes stimulates growth in the economy. T or F

Read each statement aloud and have students respond by thumbs up (true) or thumbs down (false). Randomly call on students to explain the reasons for their response. Provide appropriate feedback but do not correct students' responses at this time. Have students define the terms monetary policy and fiscal policy. Call on students to share their definitions with the class. Provide appropriate feedback and correct the definitions when necessary.

Have students reexamine their *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart from activity one and make appropriate changes and corrections to the definitions and examples of monetary and fiscal policy. Using their understanding of monetary and fiscal policy, have students create a Venn Diagram *graphic organizer* ([view literacy strategy descriptions](#)) to compare and contrast differing concepts related to these terms. For example, lowering interest rates is an example of monetary policy while lower taxation is an example of fiscal policy. (See example below.)



Draw or display a large Venn diagram on the board. Randomly call on students to share their responses with the class. Write student responses on the large diagram. Provide appropriate feedback and correct student responses when necessary. Draw student attention to the key differences between these two terms (monetary policy deals with growth of the money supply while fiscal policy deals with taxing and spending). Stress the fact that both have an impact on economic activity.

Distribute copies of the *graphic organizer* Effects of Policy Decisions BLM. The *graphic organizer* distinguishes the effects of monetary policy and fiscal policy by describing various policy changes and their economic impact. Have students use textbooks, encyclopedias, the Internet, and other classroom resources to investigate the policy changes listed and the possible economic impact. (See Effects of Policy Decisions BLM and sample below.)



Monetary Policy		Fiscal Policy	
Policy change	Impact	Policy change	Impact
Reducing interest rates	<i>Reduces cost of credit, increases economic activity, increases the money supply, and leads to inflation</i>	Increasing spending on public works projects	<i>Reduces unemployment, long- term economic growth, and may lead to an increase in taxes if deficit spending is occurring</i>

Call on students to share their responses with the class. Provide appropriate feedback and correct responses when necessary.

Good source for background knowledge of fiscal policy and monetary policy:

<http://www.econlib.org/library/Enc/FiscalPolicy.html>

<http://www.econlib.org/library/Enc/MonetaryPolicy.html>

Have students reexamine their *anticipation guide* and make necessary changes. Students should record their reason(s) for changing their initial responses in the spaces provided at the bottom of the page. Call on students who changed their responses to explain their reasoning. Provide appropriate feedback and correct the responses when necessary.

Have students record, in their *learning logs* ([view literacy strategy descriptions](#)) their opinions of which is more effective monetary policy or fiscal policy. Students should explain their answers. Call on students to share their responses with the class. Point out to students that sound monetary policy and fiscal policy are needed for economic growth.

### Activity 8: The FED (GLEs: C.4.7, C.4.8; CCSS: RH.9-10.2)

Materials List: copies of “In Plain English: The Federal Reserve”

<http://www.stlouisfed.org/inplainenglish/PDF/PlainEnglish.pdf> , copies of the Federal Reserve paragraph in the activity for the *GISTing* task

Have students read “In Plain English: The Federal Reserve”

<http://www.stlouisfed.org/inplainenglish/PDF/PlainEnglish.pdf> and take notes using *split-page notetaking* ([view literacy strategy descriptions](#)). A record of students’ learning should include the purpose, functions, and roles of the Federal Reserve System in the United States government and economy (see the sample *split-page notes* below).

Date: <u>11-07-11</u>	The Federal Reserve System
Purpose of the FED	<ul style="list-style-type: none"> <li>• <i>Prevent routine fluctuations in the economy</i></li> <li>• <i>Promote sustained economic growth</i></li> </ul>

Lead a class discussion of the reading and call on students to share their *split-page notes* from the reading. Provide appropriate feedback and correct their responses when necessary.

Have students use *GISTing* ([view literacy strategy descriptions](#)) to summarize the following paragraph that describes the Federal Reserve System, its role, and function in the United States economy and government.

The Federal Reserve System (FED), the central bank of the United States performs several key functions. Most important, the FED controls the supply of money in circulation in the United States through monetary policy. The FED maintains the supply of money by regulating the interest rate of loans and the reserve requirements of its member banks. The FED acts as the financial officer of the United States, managing the accounting, sale, and purchase of government assets. All national banks are required to become members of the FED, and state banks have the option. Member banks store a part of their deposits with the reserve bank in their district and take out short-term loans from the FED when necessary. The FED also clears checks between banks. Although the FED is an independent agency of the United States government, the members of the Board of Governors are appointed by the President of the United States.

In *GISTing*, students summarize a reading assignment and create a short summative statement of no more than fifteen words that captures the main idea or gist of the reading. Have students begin by summarizing the first sentence into 15 words or less. Then model how to use the first gist and combine it with the second sentence to form a new gist of 15 words or less. Below is an example of a *gist* of the first and second sentences.

The FED regulates our money supply and is the central bank of the United States.

Guide students through the *GISTing* of the second gist (first and second sentence together) with the third sentence by asking students to share how they would summarize the third sentence and fit it with the second gist to form a new gist of fifteen words or less. Provide appropriate feedback and correct responses when necessary. Until students master summarizing and *GISTing*, continue to model and guide students through the paragraph. Allow students five minutes to read the paragraph and complete the final gist. Have students share and compare their responses with a partner. Working in pairs students should critique their papers based on how well their gist summarizes the paragraph. Allow students time to revise their *gist*. Call on students to share their responses with the class. Provide appropriate feedback and correct their responses when necessary.

## Sample Assessments

### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### Activity-Specific Assessments

- Activity 1: Have students answer constructed response questions in which they explain the four elements of domestic policy and provide an example of each element. Assess the accuracy, clarity, and quality of writing of the explanation based on predetermined criteria distributed to students before the assignment.
- Activity 2: Have students answer constructed response questions on why the president does not have the power to declare war. Assess students' understanding on how well they can explain the reason the president does not have the power to declare war.
- Activity 7: Have students conduct research on changes in current fiscal and monetary policies and analyze the potential impact of a real-world economic policy change (raising the tax rate or lowering interest rates) on our economy and society. Have students write an essay that explains the effects of that policy change on economic growth, inflation, national debt, and unemployment. Assess students' work based on predetermined criteria.

**Civics**  
**Unit 5: Role of the Citizen in American Democracy**

**Time Frame:** Approximately five weeks



**Unit Description**

This unit focuses on examining how citizens can participate responsibly and effectively in American civic and political life.

**Student Understandings**

Students understand the various rights and responsibilities of a citizen of the United States. Students explore the development and the extension of basic rights of citizenship to various groups in the United States (e.g., African Americans, women). Students distinguish between different types of propaganda and the role propaganda plays in political election campaigns. Students explain the difference between major political parties and special interest groups.

**Guiding Questions**

1. Can students describe the rights of American citizens?
2. Can students distinguish between personal, political, and economic rights of citizenship?
3. Can students describe how the duties and responsibilities of individual citizens protect the rights of all United States citizens?
4. Can students explain how and why the concept of individual rights changed and expanded over time?
5. Can students analyze the modern media's influence on the American political system?
6. Can students distinguish between different types of propaganda and explain the role of propaganda in political election campaigns?
7. Can students analyze the effects of campaigns, campaign finance, elections, the Electoral College, and the United States census in the American political system?
8. Can students evaluate the roles of political parties and special interests groups and describe how they affect the American political system?

**Unit 5 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)**

<b>Grade-Level Expectations</b>	
<b>GLE #</b>	<b>GLE Text</b>
<b>Foundations of American Government</b>	
C.1.1	Describe reasons why government is necessary, explaining competing ideas about the role of government in society
<b>Role of the Citizen in American Democracy</b>	
C.5.1	Distinguish between personal, political, and economic rights of citizenship
C.5.2	Differentiate between civic duties and responsibilities, including various forms of civic participation
C.5.3	Describe how civil rights have evolved over time to include diverse groups of citizens
C.5.4	Evaluate the role of the media and public opinion in American politics, including the use and effects of propaganda techniques
C.5.5	Analyze the effects of campaigns, campaign finance, elections, the Electoral College, and the United States census in the American political system
C.5.6	Describe key platform positions of the major political parties and evaluate the impact of third parties in election outcomes
C.5.7	Explain historical and contemporary roles of special interest groups, lobbyists, and associations in United States politics
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS #</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12</b>	
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

## Sample Activities

### Activity 1: Rights of Citizens (GLEs: C.1.1, C.5.1; CCSS: RH.9-10.4, WHST.9-10.9, WHST.9-10.10)

Materials List: copies of Rights of Citizen BLM, copies of the Declaration of Independence [http://archives.gov/exhibits/charters/declaration\\_transcript.html](http://archives.gov/exhibits/charters/declaration_transcript.html), United States Constitution <http://constitutionus.com/> and Bill of Rights [http://www.archives.gov/exhibits/charters/bill\\_of\\_rights\\_transcript.html](http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html), student access to the Internet, chart paper and markers

Write the following *SQPL* ([view literacy strategy descriptions](#)) statement on the board so that students can see it when they enter the room:

**The rights of United States citizens are granted by and listed in the United States Constitution.**

Working in pairs, have students discuss the *SQPL* statement and generate two or three questions related to the statement. Call on students to share their questions. Write each question on the board and highlight similar questions to indicate their importance. Provide appropriate feedback but do not coach or correct student questions until all students have shared. Be sure that questions cover all of these topics: origin and source of rights, types of rights (personal, political, and economic), number of rights, and limits on rights. If student questions do not cover all topics, create additional questions and add them to the student list of questions.

Distribute copies of the Declaration of Independence. Have students read the second paragraph of the document. A full text version can be found at [http://archives.gov/exhibits/charters/declaration\\_transcript.html](http://archives.gov/exhibits/charters/declaration_transcript.html). Ask students to respond to the *SQPL* questions dealing with the origin and source of rights. Allow several students to respond before directing students' attention to the first sentence of the second paragraph of the Declaration of Independence that reads, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness." Lead students in a discussion of the context and time period in which this statement was written. Ask students to think about and discuss groups of people that this document did not pertain to at the time it was written. Rights in the Declaration of Independence are described as unalienable, meaning they cannot be taken away. The Declaration of Independence identifies "the people" as responsible for ensuring the government does not violate the rights of people.

Have students respond to the *SQPL* questions about the origin and source of rights in their *learning logs* ([view literacy strategy descriptions](#)). Call on students to share their responses. Provide appropriate feedback and correct responses when necessary.

Divide the class into seven groups. Assign each group an article of the Constitution to read. Instruct students to write down any individual rights they come across in the text of the article. Students should quickly realize the absence of any rights or privileges granted specially to United States citizens. Have students respond to the following question:

**Why would the Constitution not include a list of individual rights and do you think this was the correct decision made by the Founding Fathers?**

Have students share and discuss possible answers with their group. Call on students to share their response with the whole class. Provide appropriate feedback. Explain to the students the framers of the Constitution believed the government created to be so well conceived that a declaration of rights would be redundant and unnecessary. Also, many did not want to limit individual rights by listing them.

Give each student a copy of the Bill of Rights to read. On a piece of scratch paper, have students make notes of the rights granted to the individual citizen in the document. Ask students to compare their lists with other members of their group. Using sheets of chart paper, the groups should create a single list titled “Rights listed in the Bill of Rights.” Call on students to share a right their team listed with the class and explain what it means. Provide appropriate feedback and circulate among the groups to ensure groups have all of the rights listed in the Bill of Rights.

Draw students’ attention to Amendment IX and have one student read it aloud to the class. Lead students in a discussion of what the amendment means and why it was added to the Constitution. Students should understand this amendment makes it clear that not all rights of citizens are listed in the Bill of Rights. Draw students’ attention to the *SQL* question dealing with the number of rights United States citizens have. Explain there is no exact number written in the Constitution, the Bill of Rights, or the other amendments. Have groups create a new list on their chart paper titled “Rights not listed in the Constitution” and write down as many rights individual citizens have in the United States as they can in five minutes. These should include rights such as the right to vote or right to privacy. When time is up, have one member from each group display their list of rights on the wall or board and briefly explain those rights to class as a whole. Provide appropriate feedback and correct student responses when necessary.

Discuss the various rights mentioned by all groups. Have students reflect in their *learning logs* on which one of the rights discussed in class is the most important and explain why. Call on students to share their response with the whole class. Provide appropriate feedback and ask probing questions of those students who fail to fully explain their choice.

Distribute copies of the Rights of Citizens BLM, a *graphic organizer* ([view literacy strategy descriptions](#)). Explain how the rights of United States citizens can be divided into three basic categories: personal, political, and economic. Personal rights are those rights which pertain to the individual person, such personal liberty, personal security, or private property. These require no action on the part of the citizen to use or exercise. Citizens simply have them. Political rights allow citizens to participate in the political



process of electing candidates, running for office, the right of citizenship, or joining a political party. These require the citizen to take some action and meet certain qualifications (e.g.; voting requires that you be at least 18 years old and register to vote in the county or parish in which you live). Economic rights involve a citizen's interaction with the economy such as starting a business, buying a car, or selling a baseball card collection on eBay. Have students apply their understanding of personal, political, and economic rights and to place a check in the correct column for each right listed. Add any additional rights from the student lists at the bottom of the chart in the spaces provided (see Rights of Citizens BLM and sample below).

Rights	Personal	Political	Economic	Limits
Speech	√			

Briefly discuss with students each right listed on the Rights of Citizens BLM and call on students to share with the class which category the rights best fit under. Provide appropriate feedback and correct student responses when necessary.

Direct students' attention to the *SQPL* questions about the types of rights of American citizens. Have students define in their own words the types of rights United States citizens have (personal, political, and economic rights) in their *learning logs* providing examples of each. Have students share their definitions and examples with a partner. Ask students to check their responses against a teacher key and display after all students have shared.

Have students examine the list of rights on their Rights of Citizens BLM and on the charts displayed in the classroom. Ask students to respond to this question,

**Are any of these right limitless? Why or why not?**

Lead a class discussion on the limits placed on the rights United States citizens. Placing limits on rights is based on the principle that one person's individual rights end where the rights of others begin. For example, freedom of speech is limited by slander or libel, the act of saying or writing false statements about someone. Also, yelling "fire" or "bomb" in crowded, public places is not protected by freedom of speech as other lives could be endangered. Assign each student a right listed on the Rights of Citizen BLM. Have students use their textbook, classroom encyclopedias, and the Internet to research limits placed on their assigned right. Call on students to explain the limit or limits of their assigned right. Provide appropriate feedback and correct responses when necessary. Have all students record the limits to the various rights of citizens on the Rights of Citizens BLM in the column labeled Limits.


Direct students' attention to the *SQPL* questions related to limits to the rights of United States citizens. Explain how limits on the rights of United States citizens are placed to

ensure that all citizens have the maximum amount of freedom possible while maintaining order and peace. Have students reflect in the *learning logs* on a right they believe to be limited too much or not enough and explain why. Call on students to share their responses with the class. Provide appropriate feedback and when necessary ask for further explanations to assess logic and understanding.

**Activity 2: Duties and Responsibilities of United States Citizens (GLE: C.5.2; CCSS: RH.9-10.4, WHST.9-10.10)**

Materials List: 3 x 5 index cards, copies of Duties or Responsibilities BLM

Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) for the terms duty and responsibility. (See example below.)

Definition: <i>task an individual is obliged to do for moral, legal, or religious reasons</i>	Characteristics: <i>Critical task; possible legal accountability; no reward</i>
<b>Duty</b>	
Example: <i>serve in the defense of the nation</i>	Illustration: 

Using their textbooks, classroom encyclopedias, and the Internet, have students define the terms, duty and responsibility. List characteristics that distinguish the two terms, provide examples of both, and create an illustration to symbolize the terms. Call on students to share their definition, characteristics, example, and illustration of the terms, duty and responsibility. Provide appropriate feedback and correct student responses when necessary.

Both duties and responsibilities are important tasks that should be fulfilled by all United States citizens. The key difference between a duty and a responsibility is that a responsibility is done for reasons other than reward, acknowledgment, or punishment. Acting responsibly is the right thing to do. Duties carry with them the concept of accountability; therefore, the possibility of legal consequences. For example, one of the duties of a citizen is to serve in the defense of the nation. Although citizens have the duty of serving in defense of the United States when it is at war, when the United States is not in a state of war, citizens are not arrested or punished for not serving in the military because today's military is a volunteer force. Citizens who do not volunteer in the military can act responsibly by supporting the United States military in other ways such as donating items for troops abroad or by helping family members of soldiers fighting overseas. However, all males over the age of 18 are required to sign up for the Selective Service. When the nation has a draft, any draft-eligible male has the duty to serve if drafted. If the person chooses not to serve, he can be imprisoned.

On the board draw a T-Chart *graphic organizer* ([view literacy strategy descriptions](#)). On the left side write the word Duties and on the right side write the word Responsibilities. (See example below)

Duties	Responsibilities
<i>Serving in defense of the nation at war</i>	<i>Voting in an election</i>

Instruct students to draw the T-Chart in their *learning logs* ([view literacy strategy descriptions](#)). Using the Duties or Responsibilities BLM, have students discuss with a partner if the task described is a duty or a responsibility. (See BLM and sample below.) Students should record their decisions on their T-Chart. Encourage students to use their *vocabulary cards* to aide in their decision-making. Call on students to share their decisions on the duties and responsibilities of good citizens with the class. Provide appropriate feedback and correct student responses when necessary. Remind students to use their vocabulary cards for review of these and other important terms and concepts.

- |  |
|--|
| 1. Obey the laws of your local, state, and federal government. |
|--|

Have students reflect in their *learning logs* on a duty they feel should be a responsibility of all citizens and explain why. Call on students to share their responses with the whole class. Provide appropriate feedback and question students' explanations when necessary.

### Activity 3: Extending Civil Rights to all Americans (GLE: C.5.1, C.5.3; CCSS: RH.9-10.2, WHST.9-10.7, WHST.9-10.9)

Materials List: chart paper, markers, copies of the Declaration of Independence or textbook, access to the Internet and these websites:

Voting Rights Timeline <http://www.aclu.org/timelines/timeline-voting-rights-act>  
 Women's Rights Timeline <http://www.legacy98.org/timeline.html>  
 Rise of the Common Man <http://www.ushistory.org/us/24a.asp>  
 African American Civil Rights Timeline  
[http://www.pbs.org/wnet/aaworld/timeline/building\\_01.html](http://www.pbs.org/wnet/aaworld/timeline/building_01.html)  
 26<sup>th</sup> Amendment and 18 year old suffrage <http://www.history.com/topics/the-26th-amendment>

Ask students to think of various groups of Americans that have been denied basic civil rights enjoyed by United States citizens today (e.g., voting, equal treatment under the law). List the groups on the board. Discuss the circumstances in which these groups were denied civil rights (e.g., women, African Americans). For example, women were not allowed to vote in most states because they were viewed by society as weak, naive, or incapable of acquiring a "man's wisdom" and judgment to participate in the political process.

Using the Extending Civil Rights BLM as a guide, have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to record obstacles that prevented these groups from enjoying full civil rights, the events and movements that brought about change, important laws, amendments, or Supreme Court rulings associated with these changes. (See BLM and sample below.)

Dates:	Extending Civil Rights
The Common Man	<p>Obstacles: <i>requirement of owning property, poll taxes, and literacy tests restrict voting to the wealthy land-owning elite in many states.</i></p> <p>Event and Movements: <i>In 1792, New Hampshire is first state to eliminate property requirements; election of Andrew Jackson, first president of the “Log Cabin” presidents, encouraged change in the voter qualifications in many states removing property restrictions allowing all white males the right to vote in most states. In 1856, North Carolina is the last state to eliminate property requirement.</i></p> <p>Law, amendment, court rulings: <i>various state constitutional amendments, Constitutional Amendment 26</i></p>

Throughout the course of American history, five groups: the “common man,” African Americans, Native Americans, women, and youth (under 21), have been denied their basic rights of citizenship such as the right to vote, hold public office, or have equal treatment under the law. These groups over long periods of time and with great effort have come to enjoy the same rights as all Americans today. Divide the class into five groups. Assign each group a different category of Americans who were denied full civil rights. Student groups should use available classroom resources (textbooks, encyclopedias, and the Internet) to research the obstacles that prevented these groups from obtaining full civil rights, the events and movements that brought about change, and the important laws, amendments, or Supreme Court rulings associated with these changes. Students should use the Extending Civil Rights BLM to take notes on their research. Have each group check their research for accuracy and make a short presentation to the whole class. The other students should take notes from the presentations, give appropriate feedback for each group presenting and provide additional information when necessary. Remind students of the study aid feature of *split-page notes* for test and assessments.

**Activity 4: The Role of the Media and Public Opinion (GLEs: C.5.2, C.5.4, C.5.5, C.5.6, C.5.7; CCSS: WHST.9-10.7, WHST.9-10.10)**

Materials List: Influencing the Government BLM

Distribute copies of the Influencing the Government BLM *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart. Have students review the list of terms and record their familiarity with each term. A plus sign (+) indicates a high degree of comfort

and knowledge, a check mark (✓) indicates uncertainty, and a minus sign (--) indicates the word is brand new to them. Have students write definitions for the terms in their own words and provide an example as best they can at this stage. As content related to the terms on the chart are covered, allow students to revisit the chart to revise and add additional information. The goal is for students to turn all minuses and checkmarks into pluses by the time they have encountered and learned the key terms from the chart.

Discuss with students the importance of public opinion in American society. Public opinion has three components: direction, intensity, and stability. Direction is expressed in positive or negative terms indicating public support for or against an action, candidate, or law. Intensity refers to how strong opinions are on the issue. Stability means the opinion holds steady in direction and intensity over a long period of time. Public opinion is measured through the use of opinion polls. These are random samples or surveys that ask people or potential voters questions about political issues. The data from these polls are used by politicians, candidates, or interest groups to influence government decisions or to win an election. Have students reexamine their *vocabulary self-awareness* chart and make necessary changes.

Have students draw a T-Chart *graphic organizer* ([view literacy strategy descriptions](#)) to examine the pros and cons of opinion polls. (See example below.)

Opinion Polls	
Pros	Cons
<ul style="list-style-type: none"> <li>• <i>Monitor constituents' feelings on issues between elections</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Distort elections</i></li> </ul>

Have students use their textbook, encyclopedias, and the Internet to research the use of opinion polls in the United States and to record the pros and cons of opinion polls on the T-chart. Call on students to share their responses with the whole class. Provide appropriate feedback and correct responses when necessary.

Ask students to name the various types of media used to distribute news, opinions, and community information. List the responses on the board. Explain that media can be categorized into either print or electronic media. Print media include newspapers, magazines, newsletters, and books. Electronic media include radio, television, and the Internet. Have students examine the types of media listed on the board. Write a "P" beside those that are print media. Write the letter "E" beside those that are electronic media. The importance of electronic media has changed greatly over the last few decades with television and the Internet now dominating how people access news and information. Ideas, news, and information can be quickly transmitted through television and the Internet. This has made the messages of candidates, politicians, and interest groups more readily available to the general public. Have students reexamine their *vocabulary self-awareness* chart and make necessary changes.

Have students create a *graphic organizer* to record the various roles the media play in American democracy (see example below).

The Media's Role in American Democracy					
Setting Public Agenda	Covering Candidates and Elections	Relationship of the Media and Elected Officials	Government Watch Dog	Consumer Advocate	Citizens need to know vs. National Security
<i>Media exposure of an issue increases public call for action.</i>					

Have students use their textbook, encyclopedias, the Internet, or other classroom resources to describe the different roles the media has in American democracy. Call on students to share their responses with the class. Provide appropriate feedback and correct students' responses when necessary. Have students reexamine their *vocabulary self-awareness* chart and make necessary changes.

Lead students in a discussion of the different effects print and electronic media have on public opinion. Print media generally represent the ideas, goals, and plans of a candidate or government official in more detail than electronic media. Electronic media such as television focuses on short, visual representations of a candidate or officials and generally does not provide the same level of detail as print.

Have students reflect in their *learning logs* ([view literacy strategy descriptions](#)) on the effects electronic media have on elections compared to print media. Have students compare their responses with a partner. Call on students to share their response with the class. Provide appropriate feedback and correct student responses when necessary.

Discuss different techniques used by candidates, governments, businesses, and interest groups to change public opinions: name-calling, endorsement, plain folks, symbols, bandwagon, stacked cards, and glittering generality. Display various campaign and advertising posters on the board or projection screen. Ask students to identify different kinds of propaganda exemplified by the ad or poster.

Examples of propaganda:

Wilson Campaign Poster Symbol

[http://images.uprinting.com/article\\_pages/presidential-campaign-posters-01.jpg](http://images.uprinting.com/article_pages/presidential-campaign-posters-01.jpg)

Roosevelt Truman Campaign Poster Glittering Generality <http://media-1.web.britannica.com/eb-media/20/78320-004-FEDF0D46.jpg>

U.K. attack ad Name Calling [http://i.dailymail.co.uk/i/pix/2010/03/28/article-1261303-08E5BF0A000005DC-227\\_634x317.jpg](http://i.dailymail.co.uk/i/pix/2010/03/28/article-1261303-08E5BF0A000005DC-227_634x317.jpg)

JFK Campaign button Bandwagon

<http://0.tqn.com/d/collectibles/1/7/x/k/3/kennedypin.jpg>

McDonald's 99 billion Served sign Bandwagon

[http://4.bp.blogspot.com/\\_v4J5P0vIZhw/TUWpuEOUizI/AAAAAAAAABTQ/GOUO0s\\_ytuM/McDonald's%20and%20the%20Bandwagon%20Appeal.jpg](http://4.bp.blogspot.com/_v4J5P0vIZhw/TUWpuEOUizI/AAAAAAAAABTQ/GOUO0s_ytuM/McDonald's%20and%20the%20Bandwagon%20Appeal.jpg)

Service on the Home Front Plain Folks [http://4.bp.blogspot.com/\\_hzbVFXqz-RA/Tleo6ytXOrI/AAAAAAAAAIw/L1CJA3RyIMM/s1600/family.jpg](http://4.bp.blogspot.com/_hzbVFXqz-RA/Tleo6ytXOrI/AAAAAAAAAIw/L1CJA3RyIMM/s1600/family.jpg)

Briefly discuss each piece of propaganda and the message it portrays. Ask students to consider whether or not the ad or poster is effective and to list the elements that make it effective. Call on students to share their responses with the class. Provide appropriate feedback and correct responses when necessary. Have students reexamine their *vocabulary self-awareness* chart and make any necessary changes.

Have the class create a list of important national (if they can only choose a national issue, then they cannot use a state official) issues (e.g., unemployment, affordable health care, housing, student loan debt, taxes). Assign pairs of students a current candidate for a state or national office or allow students to choose their own (e.g. governor, president, senator). Student pairs should research their candidate's stances on those issues. Using one of the propaganda techniques, have the pairs create a political ad using the *RAFT writing* ([view literacy strategy descriptions](#)) below.

**Role** – Campaign Manager

**Audience** -- General public

**Format** – Political Ad

**Topic** – Present-day issues facing United States citizens

Create a simple opinion poll using the assigned candidates. Administer the poll to the class and post the results on the board. Have each pair present their political ad before the class. Re-administer the poll to the class and track the changes made as a result of the ads. Have students reflect in their *learning logs* which ad they found the most effective and explain why. Call on students to share their response with the class. Provide appropriate feedback. Display the exemplary ads in the classroom.

### **Activity 5: Political Campaigns and Elections (GLEs: C.5.4, C.5.5; CCSS: WHST.9-10.10)**

Materials List: copies of the American Political System BLM, Presidential Election Results 2000 <http://www.uselectionatlas.org/RESULTS/national.php?f=0&year=2000>

Distribute copies of the American Political System BLM. Working in pairs, have students use their textbook, encyclopedias, and the Internet to describe political campaigns, campaign finances, elections, the Electoral College, the United States census and their effects on the American political system. (See American Political System BLM and sample below).



Characteristics	Description	Effects
Campaigns	<i>Candidates compete through debates, political ads, and making speeches to win over voters in primary and general elections.</i>	<i>Well-organized campaigns tend to draw more attention toward the candidate who is leading in the polls.</i>

Call on students to share their research with the class. Provide appropriate feedback and correct responses when necessary.

Lead a class discussion on the Electoral College explaining the process, its benefits (e.g. reduces the “power of mob,” and its criticisms (e.g., outdated). Have the class examine the election results of 2000 pointing out that even though Al Gore won the popular vote by a narrow margin, George W. Bush won the electoral vote and, therefore, the presidency.

Presidential Election Results 2000

<http://www.uselectionatlas.org/RESULTS/national.php?f=0&year=2000>

Have students respond to the following *SPAWN writing* ([view literacy strategy descriptions](#)) prompt into their *learning logs* ([view literacy strategy descriptions](#)).

***Problem Solving: Having learned about the Electoral College System and its shortcomings, how can the system be improved or modified?***

Call on students to share their response with the entire class. Provide appropriate feedback and ask for clarification of students’ logic when necessary.

### **Activity 6: Political Parties (GLE: C.5.6; CCSS: WHST.9-10.7)**

Materials List: copies of Party Platforms BLM, copies of selected issues from both the Republican Party and Democratic Party platforms

Lead a class discussion on the emergence of political parties and the two-party system in the United States. Parties emerged from the debate between Federalists and Anti-Federalists. Both the modern Democratic and Republican parties are in some ways descendents of those groups. Both political parties have embraced various platforms over the years and carried different names but represent two main ideas: conservative and liberal ideologies. Conservative ideology primarily embraces the status quo or traditional ways. Liberal ideology primarily desires to bring about change or reform. American democracy has supported only two major parties due to the winner-take-all system. This

makes it difficult for additional political parties to gain a foothold in the political system as opposed to proportional systems. Proportional systems allow political parties to gain the number of seats in the congress or parliament equal to the percentage of the votes won in the election. Smaller parties do exist in the United States, but third parties have only played a meaningful role in close elections. When a third party's platform is similar to a major party's platform, third parties play the role of "spoiler" in close elections as they receive votes that normally would go for one of the major parties. Such a situation occurred in 1992 when, Bill Clinton, a Democrat, defeated George H.W. Bush, a Republican, by a narrow margin. Ross Perot, a Reform Party candidate, received a small percentage of the vote. Without Perot's running as a third party candidate, many of Perot's supporters would have voted for Bush, potentially changing the outcome. Have students reflect in their *learning logs* ([view literacy strategy descriptions](#)) on the role third parties play in the American democracy. Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary.

Have students respond to the statements in the Party Platform's *anticipation guide* ([view literacy strategy descriptions](#)). Using their prior knowledge of party platforms, students should circle true if they believe the statement is accurate and false if they do not. (See Party Platforms BLM and sample below).

#### Party Platforms Anticipation Guide

**Instructions:** Using your prior knowledge of the party platforms of the two major political parties in the United States, distinguish the following statements as either being true or false by circling a T for true and F for false. Be prepared to discuss and defend your answer.

1. The Republican Party platform supports an individual's right to own a firearm. T or F

Call on students to share their responses to the *anticipation guide* with the class before covering the content. Do not give answers at this point, but instead urge students to listen closely for information about each statement. Explain the purpose of a party platform as the position the party takes on specific issues such as health care reform, foreign policy, domestic spending, or energy.

Working in pairs, have students examine the Democratic and Republican parties' position on these issues: health care reform, the environment, the wars in Iraq and Afghanistan, other foreign policy issues, domestic spending, and energy. Have students use the Internet or provide copies of the current position or party platforms on the issues.

Have students record the parties' positions on a *graphic organizer* ([view literacy strategy descriptions](#)). (See the example which follows).

The Issue	Democratic Platform	Republican Platform
<i>Immigration Reform</i>	<ul style="list-style-type: none"> <li>• <i>Securing the border from illegal traffic in both directions</i></li> <li>• <i>Hold business accountable for exploiting undocumented workers</i></li> <li>• <i>Provide an acceptable path to citizenship for undocumented workers in good standing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Securing the border by completing a border fence, using complementary strategies at our ports of entry, and increase enforcement of existing laws to reduce illegal immigration</i></li> <li>• <i>Require employers to use the E-Verify system to ensure workers are here legally and prevent identify theft</i></li> <li>• <i>Opposes amnesty</i></li> </ul>

Call on students to share their research on the Democratic and Republican parties' platforms with the class. Provide appropriate feedback and correct student responses when necessary.

Have students reexamine their initial responses to *anticipation guide* and make any necessary changes. Have students share the changes to their responses or perceptions of the two parties. Provide appropriate feedback.

### **Activity 7: Special Interest Groups (GLE: C.5.7; CCSS: WHST.9-10.7, WHST.9-10.10)**

Material List: chart paper, markers, Special Interests Split-Page Notes BLM

Explain historical and contemporary roles of special interest groups, lobbyists, and associations in United States politics to the class in the form of a teacher-led discussion, videos, or multimedia presentation.

Lead a class discussion of the functions of special interest groups and lobbyists and the roles they play in American politics. Special interests groups seek to advance one issue, group, or idea in government. Many special interest groups hire lobbyists to meet and speak directly with representatives to convince them to support legislation that favors a special interest group's positions.

Divide the class into ten groups. Assign each group one of the following historic or contemporary special interest groups. Have students research their assigned group and give a basic description of the group's purpose, describe their political goals, and list their political accomplishments.

- Women's Temperance Movement

- Tea Party
- Populists
- Labor Unions
- NAACP
- Women’s Movement
- PETA
- NRA
- BBB
- Green Peace

Distribute copies of Special Interests Split-Page Notes BLM. Using their textbooks, classroom encyclopedias, and the Internet, have each group research one historical or contemporary special interest groups. Have each group use *split-page notetaking* ([view literacy strategy descriptions](#)) to record their research on a piece of chart paper. (See BLM and sample below.)

Date:	Historic and Contemporary Special Interest Groups
Women Temperance Movement	<ul style="list-style-type: none"> <li>• 19<sup>th</sup> and 20<sup>th</sup> Century movement seeking to make the manufacturing, transportation, and sale of alcohol illegal in the United States.</li> <li>• Succeeded in getting the 18<sup>th</sup> Amendment passed</li> <li>• Became part of the foundation of the Women’s Suffrage Movement.</li> </ul>

Have each group make a short presentation of their special interest group posting the *split-page notes* page on the board. Briefly discuss each group presentation, provide appropriate feedback and correct or add to the group’s information if necessary. Have all students copy the *split-page notes* on to their Special Interests Split-Page Notes BLM to study later for summative assessments.

Have students reflect in their *learning logs* ([view literacy strategy descriptions](#)) on whether they feel special interest groups and lobbying helps or hinders the American democratic process. Call on students to share their responses with the whole class. Provide appropriate feedback and ask for clarification of student logic when necessary.

## Sample Assessments

### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.

- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### **Activity-Specific Assessments**

- Activity 1: Have students write a persuasive essay that describes which personal, political, or economic right is the most important and why. Assess the essay based on predetermined criteria.
- Activity 4: Have students examine an election campaign poster and write a short response categorizing it as one the seven types of propaganda and explaining whether the poster is effective in changing public opinion. Assess the accuracy of the categorization and the detail and logic of the explanation based on predetermined criteria.
- Activity 6: Have students identify which political party platform has been traditionally consistent with the following position: Explain.
  - The government should play an active role in preventing discrimination based on race, creed, or gender in the workplace.Assess the accuracy of the response against the current and historic major party platforms.

**Civics**  
**Unit 6: Fundamentals of Economics**

**Time Frame:** Approximately three weeks



**Unit Description**

This unit focuses on explaining how citizens can become effective decision-makers by applying fundamental economic concepts to real world situations.

**Student Understandings**

Students understand various ways different economic systems answer the three basic economic questions: What should be produced? How should it be produced? and For whom should it be produced? Students explain the problems caused by scarcity and the effects on economic decision-making. Students describe the connection between productivity and standard of living. Students demonstrate the effects of supply and demand on economic activity in a market economy.

**Guiding Questions**

1. Can students explain how different economic systems address the three basic economic questions: What should be produced? How should it be produced? and For whom should it be produced?
2. Can students explain why the economic concept of scarcity drives all economic decision-making?
3. Can students demonstrate how changes in the factors of production affect the market?
4. Can students describe the role of the factors of production as part of the circular flow of goods and service model?
5. Can students explain how productivity affects the standard of living and Gross Domestic Product (GDP) of a country?
6. Can students explain why supply and demand is the foundation of economic activity in a market of buyers and sellers?
7. Can students evaluate how different economic systems allocate resources in terms of their benefits to society?

**Unit 6 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)**

Grade-Level Expectations	
GLE #	GLE Text
<b>Fundamentals of Economics</b>	
C.6.1	Explain the basic problem of scarcity and how it drives economic decision making
C.6.2	Describe the role of the factors of production as part of the circular flow of goods and service model
C.6.3	Assess factors that influence productivity and evaluate the relationship between productivity and standard of living and GDP
C.6.4	Apply principles of supply and demand to predict how changes in the market affect prices and incentives for buyers and sellers.
C.6.5	Evaluate how different economic systems allocate resources in terms of their benefit to society.
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
CCSS #	CCSS Text
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12</b>	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences



### Sample Activities

#### Activity 1: Basics of Economics (GLEs: C.6.1, C.6.2, C.6.3, C.6.4, C.6.5; CCSS: RH.9-10.4)

Materials List: copies of Basic Economic Vocabulary BLM

Distribute copies of the Basic Economic Vocabulary BLM, a *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart. Using their prior knowledge, have students self-assess their learning of the terms on the *vocabulary self-awareness* chart. Have students examine the chart placing a plus sign (+) by those terms students know well, a check (✓) by those terms students are familiar with but have some questions, and minus (-) by those terms students have never seen before. Students should record an example and definition for each term in their own words. (See Basic Economic Vocabulary BLM and sample below.)

Word	+	✓	-	Example	Definition
Scarcity		✓		<i>There are only 24 hours in day.</i>	<i>All resources are finite and limited while needs and wants are infinite and unlimited.</i>

Throughout the course of the unit, have students refer to their *vocabulary self-awareness* chart to self-assess their learning and to make corrections and additions when necessary.

#### Activity 2: Problem of Scarcity (GLE: C.6.1; CCSS: RH.9-10.2, WHST.9-10.10)

Materials List: copies of Scarcity BLM, 5 chairs, copies of Natural Resources article found at <http://www.econlib.org/library/Enc/NaturalResources.html>, copies of Making Choices BLM, primary and/or secondary resources on the concept of scarcity

Distribute copies of the Scarcity BLM, an *anticipation guide* ([view literacy strategy descriptions](#)). Have students carefully read each statement and respond either true or false based on their prior knowledge. (See Scarcity BLM and sample below.)

**Instructions:** Using your prior knowledge and logic, identify the following maxim statements as either being true or false by circling a T for true and F for false before reading about the topic of scarcity. Be prepared to discuss and defend your answer.

1. The best things in life are free. T or F

Students should be prepared to share and rationalize their responses to the *anticipation guide* with the class. Call on students randomly to share their responses and their

rationalizations with the class. Provide appropriate feedback and ask students to clarify the logic used in their responses.

Arrange the classroom to allow enough room for a game of musical chairs. Place five chairs in the center of the open space so that students can easily walk around the chairs without obstructions. Randomly select five students to play and have them stand at the edge of the open space. Play a short music clip while students walk around the desks. When the music ends, have the five students find a chair to sit. Students should quickly notice that every student has a chair and no one lost. This situation occurs because the resources available (five chairs) is equal to the wants (five students looking for a seat). This is an ideal situation and is very rare in the real world. Remove one of chairs and replay the music. This time students should notice that someone does not have a chair. Explain how this situation demonstrates the real-world problem of scarcity where wants exceed the amount of resources available. Continue the game until only one student remains. Explain how this simple game represents real-world competition for scarce resources. Help students to understand that all resources are limited, but the needs and wants of people are unlimited.

Distribute copies of the Natural Resources article found at <http://www.econlib.org/library/Enc/NaturalResources.html> and have students closely read the article. Students should reexamine their *anticipation guide* citing evidence that does or does not support the statements in the *anticipation guide*. Call on students to discuss the evidence they found to support their responses on the guide. Provide appropriate feedback and direct students to other examples cited in the document.

Lead a class discussion describing the relationship between scarce resources and choice. Because resources are limited and wants are not, as demonstrated in the musical chairs game, people must choose to trade resources, goods, and services in order to receive other resources they desire. Thus, all choices have a cost, the resource is given up. For example, a student may choose to spend an evening watching TV or studying. If the student chooses to study, he or she must give up watching TV and vice versa. When a dollar value can be given for the choice and its best alternative, that choice is called an opportunity cost.

Divide the class into groups of three or four students. Instruct one member of each group to take out a single sheet of notebook paper for the group. Have each group member write their name at the top of the paper. Explain that each group will write a *text chain* ([view literacy strategy descriptions](#)) using their knowledge of choice, cost, trade-offs, and opportunity cost. *Text chains* allow students to demonstrate knowledge of newly learned material through writing. Each student in the group will be required to add one new sentence to the *text chain* with students taking turns writing new sentences. Have the teams write a *text chain* using the concepts of choice, cost, trade-offs, and opportunity cost beginning with the following prompt:

**With the \$100 dollars that I earned from my part-time job, I went to the mall for the afternoon.**


Each student in the group should write one sentence that continues the story or *text chain*. The last student must bring the *text chain* to a logical end. Have the teams exchange papers and read the other group's *text chain*. Each team should highlight a word or a phrase that uses one of the concepts (choice, cost, trade offs, and opportunity cost) while evaluating how well the *text chain* incorporates the terms. Have the teams make comments and suggestions before returning the papers to the original team. Call on students to read the team's *text chain* aloud to the entire class. Provide appropriate feedback and have students post their team's *text chain* on the wall or board.

Have students reassess their *vocabulary self-awareness* chart from Activity 1, making corrections and additions when necessary.

**Activity 3: Factors of Production and Circular Flow of Goods and Services (GLE: C.6.1, C.6.2; CCSS: WHST.9-10.7, WHST.9-10.10)**

Materials List: 3 x 5 index cards, chart paper, markers or colored pencils, copies of Producing a Product BLM, Internet access for the Circular Flow of Economics <http://www.producingohio.org/action/circular/index.html>, primary and/or secondary resources on the factors of production and the Circular Flow Model

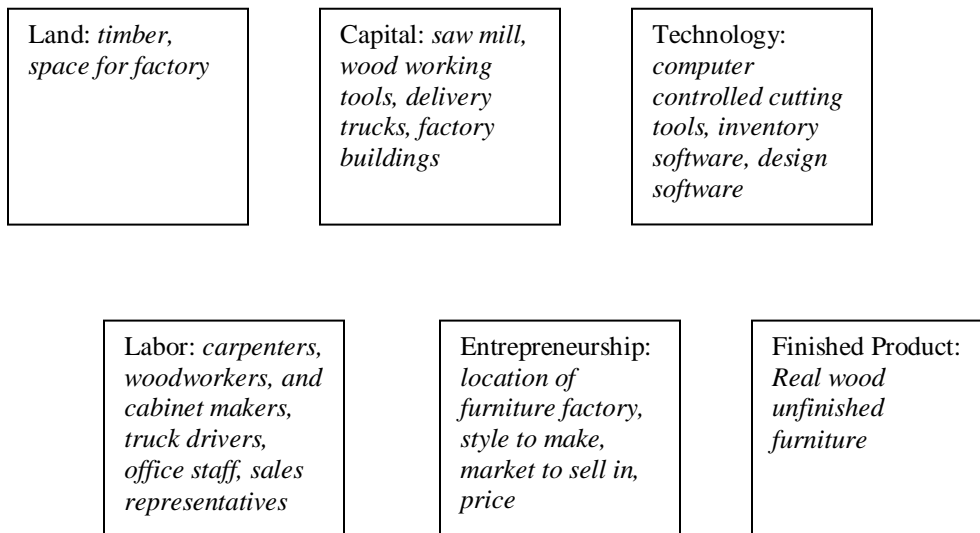
Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) to describe the five factors of production: land, labor, capital, entrepreneurship, and technology. *Vocabulary cards* help students learn content-specific terminology and are excellent visual tools that help to organize content information. Demonstrate how to create a *vocabulary card* with students by writing a key term on the board and drawing a large, rectangular card-like frame around it so that the key term is in the center of the rectangle. In the four corners of the card, write the following words: Definition, Characteristics, Example, and Illustration. Discuss with students how the card may be used to review quickly and easily in preparation for tests and quizzes. (See example below)

Definition: <i>natural resources present without human intervention</i>	Characteristics: <i>surface of land, forest, bodies of water, in and under soil</i>
Example: <i>fish, timber, soil, water, Animals, mineral deposits</i>	Illustration 

Using their textbook, classroom encyclopedias, and the Internet, have students fill in their *vocabulary cards*. Call on students to share their definition, characteristics, example, or illustration of each factor of production. Provide appropriate feedback and correct student responses when necessary.

Distribute copies of the Producing a Product BLM, a *graphic organizer* ([view literacy strategy descriptions](#)). Using their *vocabulary cards* and the Internet, have students

complete the flow map that describes all the factors of production used to produce a product of the student's choice. (See Producing a Product BLM and sample below.)



Call on students to share their *graphic organizers* with the class. Provide appropriate feedback and correct student responses when necessary. Display exemplary *graphic organizers* on the board or wall in the classroom.

Display the Circular Flow of Goods and Service model from the textbook resources, on the board, or projection screen <http://www.producingohio.org/action/circular/index.html>. Have students copy this model into their notebooks using colors or colored pencils. The model should be color coded as follows: payments to the consumers are green, payments to the private sector are blue, goods and services are red, and resources (land, labor, entrepreneurship) are yellow. Using both the model and their understanding of the factors of production, have students describe the relationship between individuals' income, the factors of production, and the production of goods and service in their *learning logs* ([view literacy strategy descriptions](#)). Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary.

Discuss the Circular Flow model with students, explaining the connection between personal income and the factors of production. Within the production process, individuals receive payment in the form of income from businesses when they sell one or more of the factors of production (e.g., land, labor, entrepreneurship). Usually, individuals provide the labor used to produce an item. Private businesses sell that item to consumers who provide the source of revenue used to pay workers' salaries. Wages are then spent on goods and services provided by the businesses. Some models include government as part of the flow of goods and services. Governments take in money as taxes for businesses and individuals. The government purchases goods from private business and hires individuals to work on government projects as well as providing benefits (income) such as Social Security and Medicare.

Have students respond to the following *What If? SPAWN* writing ([view literacy strategy descriptions](#)) prompt in their *learning logs*:

Lesson Impression	Actual lesson content
What if: What would happen to the flow of goods and services if the government increased the tax on individuals from 15% to 30%?	

Call on individual students to share their responses with the whole class. Provide appropriate feedback and ask students to clarify their logic when necessary. Explain that changes to any part of the circular flow affects the entire cycle leading to higher or lower wages, profits, or productivity.

Have students reassess their *vocabulary self-awareness chart* ([view literacy strategy descriptions](#)) from Activity 1 and make revisions where necessary.

#### Activity 4: Productivity, GDP, and Standard of Living (GLEs: C.6.1, C.6.2, C.6.3; CCSS: WHST.9-10.4, WHST.9-10.10)

Materials List: Factors Affecting Productivity BLM, primary and/or secondary resources on productivity, GDP, and standard of living

Introduce the purpose of this activity as understanding the connection between productivity and standard of living. On the board write this list of terms: productivity, output, standard of living, assembly line, and inputs. Have students create a *lesson impression* ([view literacy strategy descriptions](#)) using the terms written on the board. Student interest and anticipation in learning are heightened by writing an impression of the topic and comparing their impression with actual learning. Have students use the listed terms to write a paragraph that describes a manufacturing process becoming more productive. (See the example below).

*The Ford motor company increased their **productivity** by using an **assembly line**. This process of manufacturing reduces the time necessary to complete an automobile. By reducing the **input**, hours of labor per automobile, Henry Ford greatly increased the **output** of his Model T at a price that most Americans could afford. As Ford sold more cars, he expanded his business and hired more workers resulting in the production of more cars. Ford's innovation of the assembly line increased the **standard of living** for many Americans.*

Have students share their paragraphs with a partner who should listen to ensure all key words are used. Allow students a few minutes to correct their writing. Call on individual students to share their *lesson impression* with the class. Provide appropriate feedback and ask students for clarification when necessary.

As the lesson is presented, students should compare their *lesson impressions* with the actual content presented using a Venn diagram, a type of *graphic organizer* ([view literacy strategy descriptions](#)). (See example below.) Discuss with students the basic steps of producing a good or service (planning, purchasing and hiring, manufacturing the good or

providing the service, quality control, and inventory control). Have students record their learning using *split-page notetaking* ([view literacy strategy descriptions](#)) on the Factors Affecting Productivity BLM. (See BLM and sample below).

Date:	Factors Affecting Productivity
Steps of the Production Process	<ul style="list-style-type: none"> <li>• <i>Planning</i> <ul style="list-style-type: none"> <li>○ <i>Choosing a location</i> <ul style="list-style-type: none"> <li>▪ <i>where will it be located</i></li> <li>▪ <i>how to get products to consumers</i></li> </ul> </li> <li>○ <i>Scheduling production</i> <ul style="list-style-type: none"> <li>▪ <i>Hours of operation</i></li> <li>▪ <i>Maintaining smooth operation (changes of shifts, regular inventory, and maintenance of equipment)</i></li> </ul> </li> </ul> </li> </ul>

No matter what product or service is being produced, how well the steps in the production process are managed determines the productivity of the manufacturer. Productivity refers to the value of output (goods and services) produced per unit of input (productive resources). A more productive producer uses fewer resources. For the producer, higher productivity means greater profits. For the consumer, higher productivity means lower prices.

Have students describe the relationship between productivity and standard of living in their *learning logs* ([view literacy strategy descriptions](#)). Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary.

Lead a class discussion on the innovations of the twentieth century that led to increased productivity in the United States. Have students continue their *split-page notes* using the Factors Affecting Productivity BLM. Technological innovations that have increased productivity in the United States include the assembly line, division of labor, mechanization, automation, and robotics. These innovations allow producers to increase productivity and, therefore, increase the United States' Gross Domestic Product (GDP) and our standard of living. GDP measures the total dollar amount of finished goods and service produced each year in the United States. Increasing productivity means increasing the GDP as more goods are produced each year. Standard of living, which is how well Americans live (e.g. income, housing, education), increases along with productivity as cheaper products allow Americans to better use their resources to improve their lives.

Have students reexamine their impression texts and record differences between their impression and the actual content learned in class. Call on students to share their comparison of their *lesson impressions* and the actual content learned. Provide appropriate feedback and correct student responses when necessary.



Have students reassess their *vocabulary self-awareness* ([view literacy strategy descriptions](#)) from Activity 1 making appropriate changes and corrections.

Based on the *split-page notes* from the class discussion, have students reflect upon the concept of productivity in their *learning logs* ([view literacy strategy descriptions](#)) by responding to the following *Next SPAWN* ([view literacy strategy descriptions](#)) prompt:

***Next: Thinking about the innovations that have increased productivity over the last century, what future innovations of the next century do you think will have a dramatic impact on productivity and the standard of living of Americans? Explain your answer.***

Have students share and compare their responses with a partner. Encourage students to question their partner's logic and reasoning. Call on students to share their responses with the whole class. Provide appropriate feedback and correct student responses when necessary.

Online resources to help prepare for classroom discussion  
Productivity <http://www.econlib.org/library/Enc/Productivity.html>  
Innovation <http://www.econlib.org/library/Enc/Productivity.html>  
Standard of Living  
<http://www.econlib.org/library/Enc/StandardsofLivingandModernEconomicGrowth.html>  
Gross Domestic Product  
<http://www.econlib.org/library/Enc1/GrossDomesticProduct.html>

### **Activity 5: Supply and Demand (GLEs: C.6.1, C.6.4; CCSS: RH.9-10.2, RH.9-10.7, WHST.9-10.9, WHST.9-10.10)**

Materials List: graph paper; colored pencils; Supply and Demand BLM; Graphing Supply and Demand BLM; copies of "Economics in the Headlines" worksheets from [http://www.econedlink.org/lessons/docs\\_lessons/317\\_wkst1.pdf](http://www.econedlink.org/lessons/docs_lessons/317_wkst1.pdf); Internet access (optional); newspaper or magazine articles dealing with changes in supply or demand; chart paper, overhead transparency, or interactive whiteboard

Distribute copies of the Supply or Demand BLM (see sample below) which is an *anticipation guide* ([view literacy strategy descriptions](#)). Have students read each statement carefully and decide whether it applies to supply or demand based on their prior knowledge of these concepts. Students should place a check (✓) in the blank beside the term to which the statement best applies. (See sample BLM below.) Students should be prepared to rationalize their choice.



**Instructions:** Using your prior knowledge, identify the following situation as either being related to supply or demand by placing a ✓ in the blank next to the word Supply or Demand. Be prepared to discuss and defend your answer.

1. When prices begin to drop, producers decrease the quantity of items produced.  
Supply \_\_\_\_\_ Demand \_\_\_\_\_

Call on students to share their responses with the class. Provide appropriate feedback and ask students to clarify their logic when necessary. Throughout the activity, have students return to their responses to the *anticipation guide* statements and make any necessary revisions. Call on students to explain any changes they made citing evidence from the new information learned about supply and demand.

Draw a T-Chart *graphic organizer* ([view literacy strategy descriptions](#)) on the board. On the left side of the T-chart, write the word Demand and on the right side write the word Supply. (See example below).

Comparing Supply and Demand	
Demand	Supply
Definition: <i>willingness and ability to buy a good or service. (pg. 170)</i>	Definition: <i>willingness and ability to produce a good or service. (pg. 186-187)</i>
Quantity Demanded: <i>amount of a good or service purchased at a given price (pg.172)</i>	Quantity Supplied: <i>amount of a good or service produced at a given price (pg. 187)</i>
Law of Demand: <i>as price goes up quantity demand goes down; as price goes down quantity demanded goes up (pg.171)</i>	Law of Supply: <i>as price goes up quantity supplied goes up; as price goes down quantity supplied goes down (pg. 187)</i>
Relationship to Price: <i>Inverse (pg.171)</i>	Relationship to Price: <i>Direct (pg. 187)</i>

Using their textbook, Internet sources, or prepared handouts, have student pairs compare and contrast supply and demand on the *graphic organizer*. Have students cite the page number, if using a textbook, on which the term or concept was found. Ask students to share their responses with the class. Provide appropriate feedback and correct student response when necessary.

Using their T-Chart *graphic organizer*, ask students to explain the differences between supply and demand in their *learning logs* ([view literacy strategy descriptions](#)). Have students exchange *learning logs* with a partner and critique the accuracy of their partner's log entry against the information on their *graphic organizer*.

Distribute graph paper, colored pencils, and the Graphing Supply and Demand BLM to the students. Model the correct way to label a supply and demand curve using a piece of

chart paper, overhead transparency, or an interactive whiteboard. Price (\$) goes on the Y axis and quantity (Q) goes on the X axis. Both price and quantity progress at a uniform scale beginning at zero. The scale or number of units between each point should reflect the data in the supply and demand schedule. For example if the supply schedule is (\$5, 25), (\$10, 50), and (\$15, 75), the intervals for price should be 5 units and for quantity 25 units. Using the sample demand schedule data on the Graphing Supply and Demand BLM, demonstrate how to graph a demand curve by plotting each point on the schedule in green. Explain the demand curve shows the inverse relationship between price and quantity demanded. When the price is high, the quantity demanded is low. When the price is low, the quantity demanded is high. Using the sample supply schedule data on the Graphing Supply and Demand BLM, demonstrate how to graph a supply curve by plotting each point on the schedule in green. Explain the supply curve shows the direct relationship between price and quantity demanded. When the price is high, the quantity supplied is high. When the price is low, the quantity supplied is low. (See Graphing Supply and Demand BLM and sample below.)

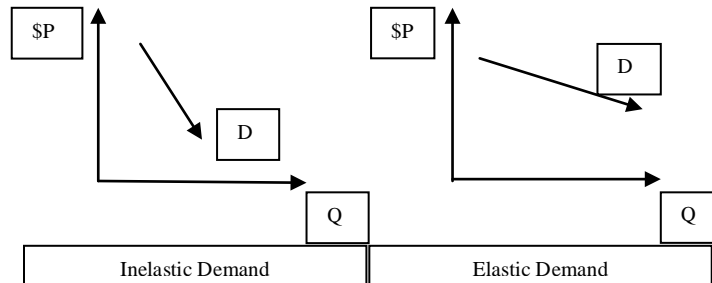
Demand Schedule of Blue Jeans	
Price	Quantity Demanded
\$35	75 million

Have students use the Demand Schedule for Blue Jeans data on the Graphing Supply and Demand BLM to create a demand curve in green using the provided graph. Call on volunteers to plot points on the provided chart paper, overhead, or interactive whiteboard to demonstrate the demand curve as students create demand curves on their BLM graph. Label the demand curve (D1). Provide appropriate feedback and correct students' graphs when necessary.

Repeat this process for the Supply Schedule for Blue Jeans data on the Graphing Supply and Demand BLM in blue. Label the supply curve (S1). Explain the importance of the point where the two curves intersect (the equilibrium price or market price). Label this point (EP) for equilibrium price. At this price, both supply and demand are equal with no resources being wasted. All goods produced are consumed and consumers are willing and able to purchase the goods and services. At the equilibrium price the market is efficient. Any price above the market price or equilibrium price creates a surplus. Have students shade in the area of surplus yellow. Explain that surplus means goods are produced but are not sold at that price. A surplus signals producers to lower their price. Any price below the market price or equilibrium price creates a shortage. Have students shade the area of shortage in red. Explain that a shortage indicates there are fewer goods produced than consumers are willing to buy at that price. A shortage signals producers to increase their price.

The increase in quantity demanded differs for each good or service a producer provides. This is known as the price elasticity of demand. For some goods, usually nonessential goods such as cars and appliances, quantity demanded changes greatly when prices change. This is called elastic demand which has a more horizontal slope on a demand curve. Elastic goods have more substitutes and stable prices as producers cannot change

their prices without losing buyers to competitors. The quantity demanded for inelastic goods changes little in response to price. These goods have inelastic demand which has a more vertical slope. Inelastic goods have few substitutes and are mostly necessities such as food, medicine, and basic clothing. Have students draw the diagrams below into their *learning logs*.



Have students reassess their *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart from Activity 1 making appropriate changes and corrections.

Working in pairs, have students read an informational text from their textbook, the Internet, or teacher handout describing changes in supply and demand. One student in each pair should read the section on changes in demand and the other student should read the changes in supply. Have each student use *split-page notetaking* ([view literacy strategy descriptions](#)) to record their notes from reading the factors that cause change in supply and demand. (See example below.)

Date:	Changes in Supply and Demand
Factors that cause change in demand	<ul style="list-style-type: none"> <li>• <i>Changes in income</i> <ul style="list-style-type: none"> <li>○ <i>Increase in consumer income leads to an increase in demand for all products</i></li> <li>○ <i>Decrease in consumer income leads to a decrease in demand for all products</i></li> <li>○ <i>Example: a new high tech company opens a plant near a town and hires local workers paying them a higher wage than any other employer in the area. These workers now have additional money to spend on goods and services.</i></li> </ul> </li> </ul>

Have students share their *split-page notes* with their partner and compare the differences between changes in supply and changes in demand. Call on students to share the factors that cause changes in supply and demand, their explanation of those changes, and an example of those changes. Provide appropriate feedback and correct responses when necessary. For demand, factors that cause change should include changes in income, population, tastes and preferences, substitutes, and complementary goods. For supply, factors that cause change should include prices of inputs, number of firms in the industry, taxes, and technology.

Distribute copies of the Economics in the Headlines worksheets. Read the summary of McDonald's Uses Dolls to Woo Girls aloud to the class. Guide students through the

questions on the worksheet calling on students to share their responses to the questions. Provide appropriate feedback and correct responses when necessary. Ask students, “Which factor that causes change in demand from your *split-page notes* is at work here?” Student responses should be changes in taste and preferences as McDonalds is including a popular girl’s toy.

Have students read the summary Iran Urges Oil Embargo on their own and answer the questions on the worksheet. Ask students to share their responses with the class. Provide appropriate feedback and correct responses when necessary. Ask students, “Which factor that causes change in supply from your *split-page notes* is at work here?” Students’ responses should be “none” as the oil embargo would not be a market force but a government act of collusion to control price.

Select a pair of Internet news articles describing changes in the supply and demand of four different products or services (e.g., gas prices, housing market, cell phones, and computers). Each pair of articles will have one scenario dealing with demand and the other scenario dealing with supply for one of the four products. Assign one of the eight articles to each student (multiple copies of the articles will be needed). Have students read their assigned article identifying the product or service and indicating whether the article represents supply or demand. Have students partner with someone who has the same product but a different scenario of supply or demand and complete the evaluation activity from the Economics in the Headlines worksheet for each article. In the four corners of the classroom, display the topics of the four pairs of articles (gas prices, housing market, etc). Have students move to the corner where the topic posted best describes their pair of articles. Have students compare their responses with a partner in their corner. Ask students from the different corners to summarize one of the articles, explain the changes affecting supply or demand, identify any changes in the price of the product, identify the factor(s) that caused the change in supply or demand, and whether the changes in price indicate elasticity or inelasticity of the product. Provide appropriate feedback and correct student responses when necessary.

This website provides additional information on supply and demand related to the Economics in the Headlines activity:

<http://www.econedlink.org/lessons/index.php?lid=317&type=educator>.

Have students use their *split-page notes* to responds to the following writing prompt in their *learning logs*:

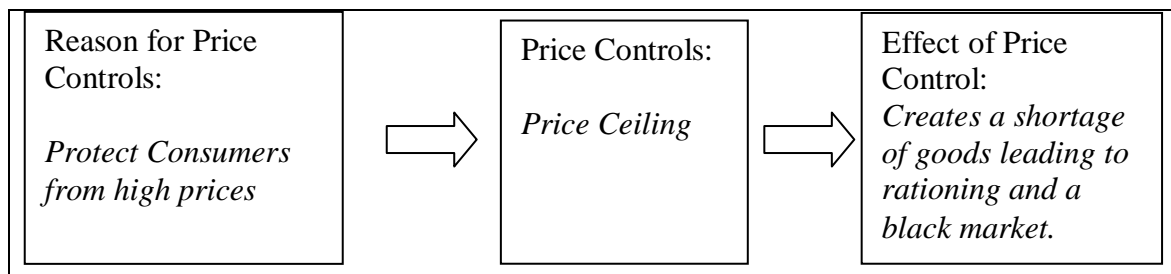
**What actions can governments take to affect both the supply and demand of products? Explain your answer.**

Call on students to share their responses with the class. Provide appropriate feedback and question student reasoning when necessary.

**Activity 6: Price Controls (GLEs: C.6.1, C.6.4; CCSS: RH.9-10.2, RH.9-10.7, WHST.9-10.9, WHST.9-10.10)**

Materials List: Price Control BLM, primary and/or secondary resources on price controls

There are various actions governments can take in relation to supply, demand, and price. Among the government actions that can impact supply, demand, and prices are increasing or decreasing taxes, making certain goods illegal, creating regulations to make products harder to obtain, or enacting price controls. Discuss with students the reasons, methods, and effects of price controls. Distribute copies of the Price Control BLM, a *graphic organizer* ([view literacy strategy descriptions](#)), for students to record information from the class discussion on the reasons for price control and its effects. (See Price Control BLM and sample below.)



There are three basic reasons governments enact price controls. One reason is to protect consumers from high prices. To accomplish this, governments enact price ceilings which make it illegal to charge a price higher than the price set by the government. Price ceilings can lead to shortages of goods and create a situation where the government has to ration goods or limit the amount a person can purchase. Black markets often develop in these situations to illegally sell rationed goods at high prices.

The second reason that governments enact price controls is to protect producers from competition or risks of loss. Governments create a price floor or legal minimum price that can be charged for the product. A price floor can lead to a surplus of goods wasting large amounts of resources on goods that are not demanded by the public.

A third reason to enact price controls is to encourage the production of certain products deemed important by the government or for the purpose of exporting those goods to other countries (excess grain grown in the United States is exported to countries for foreign relations purposes). Governments use price floor or subsidies (dollar value added to market price) to encourage the production of certain goods. Subsidies are also used to help producers (such as farmers) stay in business because they are necessary to the survival of the public.

Have students reassess their *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart from Activity 1, making appropriate changes and corrections.

Have students respond to the following *SPAWN* writing ([view literacy strategy descriptions](#)) prompt in their *learning logs*:

***Problem Solving:* The price of a gallon of gasoline continues rise every year. What action can the government take to protect consumers from the high prices of gasoline and how will the government’s action affect the supply of gasoline?**

Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary.

**Activity 7: Economic Systems (GLEs: C.6.1 C.6.5; CCSS: RH.9-10.7, WHST.9-10.7, WHST.9-10.9, WHST.9-10.10)**

Materials List: copies of Comparing Economic Systems BLM, Economic Systems Passages BLM, Analyzing Economic Systems Passages BLM ,chart paper, Internet access or printed copies of Country Comparison  
<https://www.cia.gov/library/publications/the-world-factbook/rankorder/2004rank.html>

Lead a class discussion of the reasons different nations use their limited resources in unique ways (e.g., culture, heritage, values, beliefs, ideas). Explain the term economic system in reference to the types of economies used to categorize the use of scarce resources. Despite the type of economic system used by a country, all nations must answer three basic questions:

1. What should be produced?
2. How should it be produced?
3. For whom should it be produced?

The manner in which these three questions are answered determines which category the economic system of a nation belongs. There are four basic categories used to distinguish the different type of economies. A market economy is a system in which individuals own and control the factors of production. A command economy is a system in which the government owns and controls the factors of production. A traditional economy is a system in which culture and traditions determine who owns and controls the factors of production. A mixed economy is a system in which most factors of productions are owned by individuals and some are owned, regulated or controlled by the government.

Distribute copies of the Comparing Economic Systems BLM, a *graphic organizer* ([view literacy strategy descriptions](#)), to the class. Have students use their textbooks or other informational sources to research the four basic economic systems and use the information to complete the *graphic organizer*. If a textbook is used, ask students to cite the page numbers on which their answers are found. (See BLM and sample below).

	Market	Command	Traditional	Mixed
Who/what decides what should be produced?	<i>Individuals pg. 562</i>	<i>Government pg. 564</i>	<i>Culture and tradition pg. 563</i>	<i>Government and individuals pg. 565</i>

Call on students to share their responses with the class. Provide appropriate feedback and correct the responses when necessary.

Divide students into four groups. Distribute one of the four reading passages found in the Economic Systems Passages BLM (see BLM and sample below) to each group ensuring each group has a different passage.

Passage 1

John is the son of the village blacksmith. Like his father, John prepares to assume his family traditional occupation by learning his trade through an apprenticeship with his father...

Distribute copies of the Analyzing Economic Systems Passages BLM which is a *process guide* ([view literacy strategy descriptions](#)). Discuss with students the various questions on the *process guide* to ensure students fully understand the purpose of the guide. Have one student from the group read the passage aloud to other members of the group. Using their Comparing Economic Systems BLM, ask the other members in the group to categorize the economy described in the passage as one of the four economic systems and provide evidence that supports their decision. (e.g., *Passage 1 is a traditional system because all of John's choices were based on the tradition of his family being blacksmiths.*) Have students record the characteristics and evidence on the Analyzing Economic Systems Passages BLM (see sample below).

Passage 1 is a <i>traditional system</i> because all of John's choices were based on the tradition of his family's being blacksmiths.	
What is produced	<i>John made the same goods as his father did.</i>
How it is produced	<i>John made things just like his father.</i>
For whom is it produced	<i>John made the goods for the village chief just like his father.</i>
Advantages	<i>John always knew he would be a blacksmith like his father.</i>
Disadvantage	<i>John had no choice but to be a blacksmith.</i>

Have each team make a short presentation and post their teams' chart on the wall or board. Provide appropriate feedback and correct the team's responses when necessary. Pay special attention to the advantages and disadvantages as these will not be directly stated in the text.



Discuss with students the four economic systems and the effectiveness of their allocation of resources (what is produced, how is it produced, and for whom is it produced). Draw students' attention back to the charts on the wall. Point out that each economic system has its unique advantages or benefits in the use and allocation of resources. For example, in Passage 1, John has a great sense of security and importance in his community because he is the blacksmith. Of course, John has no choice as to what he wants to do with his life because tradition in his community is more important than choice. However, in Passage 4, the market price drives Sarah to change careers from secretary to nurse. She made that choice on her own, but it benefited society because the demand for nurses was greater than secretaries. Ask students to determine if the wise use of scarce resources (land, labor, capital, entrepreneurship, and technology) in a traditional system was more efficient than a market system. Explain that a traditional system allocates resources based on tradition which is not always a very efficient or wise use of resources (John may not be a good blacksmith). In contrast, market system uses price which signals to Sarah to give up being a secretary and become a nurse where she can make a higher wage.

Have students compare the GDP - per capita (PPP-purchasing power parity) for the nations of the United State and China, North Korea and South Korea from the website <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2004rank.html>. Call on students to share their initial reaction to the numbers. Explain that GDP - per capita (PPP) is a tool used to compare the purchasing power of two nations' gross domestic product in U.S. dollars per person. An amount of \$30,000 on a GDP-per capita (PPP) chart means there is an average of \$30,000 worth of goods created for each person in the country. Using this data, you can compare the productivity of a nation as well as get a sense of a nation's standard of living. Nations with higher GDP - per capita (PPP) are more productive and tend to have higher standards of living (e.g., personal income, health care, education, leisure time). Ask students to share their thoughts on the types of economies the four nations being compared have and hypothesize on the relationship between the types of economies and the GDP-per capita (PPP). Provide appropriate feedback and correct responses when necessary. Cuba and North Korea are communist or command systems while the United States and South Korea are market systems.

In their *learning logs* ([view literacy strategy descriptions](#)) have students evaluate one of the pairs of nations (United States and China or North Korea and South Korea) based on which nation's economic system provides the greatest benefits to its society and have them explain the reasons for their choice. Encourage students to look back at their completed Comparing Economic Systems BLM and the charts hanging on the wall to help them. Call on students to share their response with the whole class. Provide appropriate feedback and question students' reasoning when necessary.

## Sample Assessments

### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### Activity-Specific Assessments

- Activity 2: Have students write a short essay that describes the connection between scarcity, choices, and tradeoffs. Assess the essay based on predetermined criteria.
- Activity 3: Have students create a circular flow of goods and services diagram for a particular product using the information gathered for the Producing a Product BLM. Assess the diagram based on the accuracy of the placing of goods, services, and income exchanged between the business and households on their diagrams.
- Activity 5: Have students graph a real-world supply and demand scenario correctly plotting the supply and demand curves, changes in supply or demand, and the labeling of price, quantity, equilibrium price, shortage, and surplus. Assess the graph based on the accuracy of their plotting and labeling of all components.

**Civics**  
**Unit 7: Economic Systems and Structures**

**Time Frame:** Approximately three weeks



**Unit Description**

This unit focuses on demonstrating an understanding of the elements of the United States market economy within a global setting.

**Student Understandings**

Students understand the types of market structures found in the United States economy and can describe their characteristics. Students explain the effects of innovation and technology on competition and interdependence in the United States economy. Students understand the difference between types of unemployment and their effects on the economy.

**Guiding Questions**

1. Can students distinguish between the various types of market structures in the United States economy?
2. Can students explain the effect competition has on the economy?
3. Can students describe the challenges facing countries transitioning from one economic system to another?
4. Can students analyze how technology and innovations affect the world's economy?
5. Can students differentiate between the various types of unemployment and explain how they affect the economy?

**Unit 7 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)**

Grade-Level Expectations	
GLE #	GLE Text
<b>Fundamentals of Economics</b>	
C.6.2	Describe the role of the factors of production as part of the circular flow of goods and services model
C.6.3	Assess factors that influence productivity and evaluate the relationship between productivity and standard of living and GDP

C.6.5	Evaluate how different economic systems allocate resources in terms of their benefit to society.
<b>Economic Systems and Structures</b>	
C.7.1	Analyze the four market structures (perfect competition, monopolistic competition, oligopoly, and monopoly) in terms of size of market, ease of entry, similarity of product, and control over price
C.7.2	Explain how competition affects both producers and consumers
C.7.3	Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system
C.7.4	Explain the effects of technology and innovation on global economic interdependence and competition.
C.7.5	Evaluate how various types of unemployment affect the economy
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS #</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12</b>	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

## Sample Activities

### Activity 1: Systems and Structures Vocabulary (GLEs: C.7.1, C.7.2, C.7.3, C.7.4, C.7.5; CCSS: RH.9-10.4)

Materials List: copies of Systems and Structures BLM

Distribute copies of the Systems and Structures BLM which is a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Using their prior knowledge, have students self-assess their learning of the terms on the *vocabulary self-awareness* chart. Have students examine the chart placing a plus sign (+) by those terms students know well, a check mark (✓) by those terms with which students are familiar but have some questions, and a minus sign (-) by those terms students have never seen before. Students should write a definition and an example for each term in their own words (see BLM and sample below).

Word	+	✓	-	Example	Definition
Perfect Competition		✓		<i>Agricultural markets such as corn or wheat</i>	<i>A large market with many buyers and sellers, identical products, ease of entry and exit, obtainable information, and no price control.</i>

Throughout the course of the unit, have students refer to their *vocabulary self-awareness* chart and continue to self-assess their learning making corrections and additions when necessary.

### Activity 2: Market Structures (GLEs: C.7.1, C.7.2; CCSS: RH.9-10.2, RH.9-10.10, WHST.9-10.10)

Materials List: copies of Market Structures BLM, primary and/or secondary sources on market structures, the Internet (optional)

Distribute copies of the Market Structures BLM which is a *graphic organizer* ([view literacy strategy descriptions](#)). Using their textbook, primary and/or secondary sources, or the Internet, have students describe the various market structures along with the advantages and disadvantages of each (see BLM and sample below.)

Market Structure	Description	Advantage	Disadvantage
Perfect Competition	<ul style="list-style-type: none"> <li>• <i>Large market</i></li> <li>• <i>Similar product</i></li> <li>• <i>Easy entry and exit</i></li> <li>• <i>Easily obtainable information</i></li> <li>• <i>No price controls</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Efficient use of resources</i></li> <li>• <i>Lowest possible price for consumer</i></li> <li>• <i>High quality product</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>High risks for producers as prices can change quickly.</i></li> </ul>

Call on students to share their responses with the class. Provide appropriate feedback and correct their responses when necessary.

Lead a class discussion on the four different market structures. Help students to understand that perfect competition rarely exists in the real world as most producers guard their products' recipes or designs while trying to make their products stand out from the competitors. True monopolies are also rare in the United States because most types of monopolies are considered illegal. For a monopoly to legally exist in the United States, it must be granted permission by a government agency (e.g., electrical services, water and sewerage).

Have students reassess their *vocabulary self-awareness* charts from Activity 1 and make appropriate changes to their definitions and examples.

Have students reflect in their *learning logs* ([view literacy strategy descriptions](#)) by responding to the following prompt:

**Describe which market structure benefits the consumer the most and explain why.**

Ask students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary.

### Activity 3: Competition (GLEs: C.7.1, C.7.2; CCSS: WHST.9-10.10)

Materials List: chart paper, colored pencils or markers, primary and/or secondary sources on competition and its impact on the four market structures

Lead a class discussion on how the amount of competition within the various market structures affects consumer prices, product quality, ease of starting a new business, and the use of scarce resources. Explain how the more competitive markets (those with more buyers and sellers) have lower prices, better quality goods, easier start-up for business, and use resources more efficiently. In highly competitive market structures, producers seek to gain advantage over their competitors in various ways (e.g., advertising, securing access to raw materials) including employing highly skilled employees. Highly skilled and productive workers receive higher pay and benefits as companies try to attract them

away from competitors. There are more jobs available overall because of the large number of producers seeking to hire workers. Also, stress the fact that market structures with less competition have higher prices, poor quality, more difficult start-ups, and use resources less efficiently. Businesses in these structures have a more stagnant workforce as there is little competition for highly skilled workers and less of an impact on the profitability of the company which means fewer jobs will be available.

Have students reassess their *vocabulary self-awareness* chart and make appropriate changes to their definitions and examples.

Additional resources:

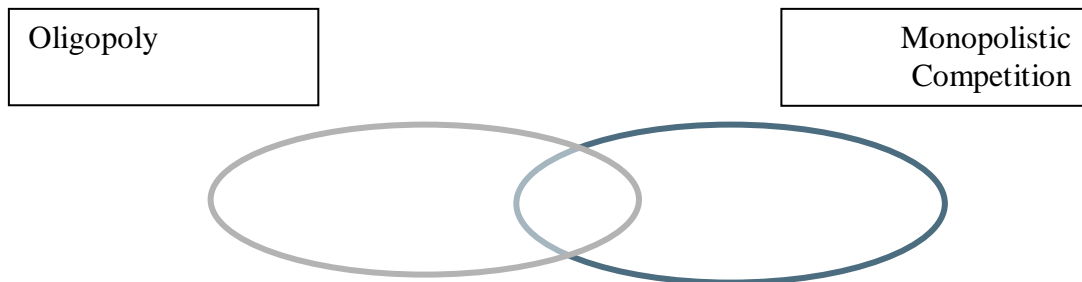
Market Structures <http://economicsonline.net/tutor.com/MarketStructures.html>

Have students reflect in the *learning logs* ([view literacy strategy descriptions](#)) on the following *SPAWN* writing ([view literacy strategy descriptions](#)) prompt using the *graphic organizer* ([view literacy strategy descriptions](#)) from Activity 2 as an aid.

**What if: What if a nearly perfectly competitive market suddenly became a government-run monopoly, how might the market change in terms of the number of sellers, control over the consumer price, quality of the product and employment opportunities?**

Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary.

Discuss with students the most common market structures found in the United States economy: oligopolistic and monopolistic competition. In both structures, competition is based on advertising and product differentiation rather than price. Draw or display a Venn diagram, a type of *graphic organizer*, on the board. Have students create the Venn diagram in their *learning logs* to compare and contrast oligopolistic and monopolistic competitions using information from their Market Structures BLM (see the Venn diagram example below).



Call on students to share their responses with the class. Provide appropriate feedback and correct responses as necessary. Record student responses on a large Venn diagram on chart paper, overhead, whiteboard, or interactive white board.

Ask students to name products and brand names of goods. Most brand name goods produced in the United States are produced in either an oligopoly or monopolistic



competition market structures. Write the products and brand names under the appropriate side of the Venn diagram. Have students think about the commercials and advertisements for these goods. Billions of dollars are spent on commercials and advertisements each year by producers in an attempt to convince consumers their products are superior to their competitors. Discuss with students the concept of brand loyalty. Some consumers will only purchase a certain brand of product (e.g., Tide laundry detergent or Green Giant canned vegetables). Brand loyalty is a direct result of advertising and marketing by producers and allows producers to charge a higher price for their product.

Have students reassess their *vocabulary self-awareness* chart and make appropriate changes to their definitions and examples.

Have students reflect in their *learning logs* on the following writing prompt:

**Why is advertising a more important form of competition in the monopolistic competition and oligopoly market structures than in other market structures?**

Ask students to share their responses with the class. Provide appropriate feedback and correct student responses as necessary. Ensure that students understand that in these market structures, advertising is used to both differentiate the product from their competitors' products and demonstrate the superior quality of their product. Price is not as much of an issue because advertising is used to convince consumers that the two competitors' products are very different even though, for all practical points of comparison, they are the same.

#### **Activity 4: An Economic System in Transition (GLEs: C.6.5, C.7.3; CCSS: RH.9-10.2, WHST.9-10.7, WHST.9-10.10)**

Materials List: copies of "Who'll benefit first from China's economic boom?" <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=3971238&site=ehost-live>, Economic Transitions BLM, copies of "GDP growth in China 1952-2011" (<http://www.chinability.com/GDP.htm>)

Have students review the Comparing Economic Systems BLM from Unit 6. Discuss with students how economic systems can change over time. For example, the United States over the last 100 years has incorporated more elements of a command economy in the form of farm and oil subsidies, government regulations of foods and drugs (FDA), and social insurance programs such as Social Security.

Distribute copies of the Economic Transitions BLM, a *process guide* ([view literacy strategy descriptions](#)), and the article, "Who'll benefit first from China's economic boom?" As students read the article they should underline words and phrases that describe elements of a market economy and circle those that describe elements of a command economy using their Comparing Economic Systems BLM from Unit 6 as a

guide. After they have read the article, have students work with a partner to answer the questions from the *process guide*. Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary.

Distribute copies of “**GDP growth in China 1952-2011**”

(<http://www.chinability.com/GDP.htm>) and have students examine both the numbers and the text. Ask students, “What does this data show us about China’s economy?” Explain the GDP data and how it shows China’s economy is growing and expanding during the same period that China introduced more market-based principles to encourage growth. The text of the document indicates the concern China has over growing inflation and has used command principles to correct the problem.

Have students reflect in their *learning logs* ([view literacy strategy descriptions](#)) by responding to the following writing prompt:

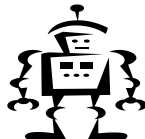
**Based on what you learned from your reading today, should China continue its transition from a command system to a market system or remain a mixed economy with strong government controls? Why or Why not?**

Call on students to share their responses with the class. Provide appropriate feedback and probe student logic and reasoning when necessary.

### **Activity 5: Technology and Innovation (GLEs: C.6.3, C.7.2, C.7.4; CCSS: RH.9-10.4, WHST.9-10.4, WHST.9-10.9, WHST.9-10.10**

Materials List: 3 x 5 index cards; copies of “TRANSPORTATION: THEY SAY WE HAD A REVOLUTION” Part 2 (<http://www.econedlink.org/lessons/EconEdLink-print-lesson.php?lid=725&type=student>); Transportation BLM; chart paper, overhead transparency or interactive whiteboard

Using 3 x 5 index cards and their textbook, encyclopedias, the Internet, or other classroom resource, have students create *vocabulary cards* ([view literacy strategy descriptions](#)) for the following terms: technology, innovation, global interdependence, competition (see sample vocabulary card below).

<b>Definition:</b> <i>Advance in knowledge leading to new and improved goods and services; new and better ways of producing them.</i>	<b>Characteristics:</b> <i>tools, machines, methods of production, communication equipment increases productivity</i>
<b>Example:</b> <i>Assembly line, steam engine, computers, robotics</i>	<b>Illustration</b> 

Call on students to share their *vocabulary cards* with the class. Provide appropriate feedback and correct student responses when necessary. Discuss each term briefly explaining the connection between the development of new technologies and innovations with the increase in global interdependence and competition. Allow time for students to review their vocabulary cards individually and with a partner to reinforce understanding.

Websites for additional information:

Technology and Innovation <http://www.econlib.org/library/Enc/Innovation.html>

Competitiveness <http://www.econlib.org/library/Enc1/Competitiveness.html>

Economic Glossary: Interdependence <http://www.econedlink.org/economic-resources/glossary.php?alpha=i>

Advances in technology generally lead to increases in production, lower prices for consumers, ability to compete in new markets, and the production of new products. Advances in technology also impact the everyday lives of most Americans. Such is the case with transportation technology. Distribute copies of “TRANSPORTATION: THEY SAY WE HAD A REVOLUTION” to students. Display images of the internal combustion engines from the teacher version found at <http://www.econedlink.org/lessons/index.php?lid=725&type=educator>. Click on words “Visual 1” and “Visual 2” in the Introduction portion to view the images. Ask students to identify the item pictured in the photo. Explain to students the importance of the internal combustion engine as an innovation that changed peoples’ lives and now is the major source of power in most automobiles, planes, trains, and ships. Write on the board the words Invention, Innovation, and Infrastructure along with the definitions provided in the article, “TRANSPORTATION: THEY SAY WE HAD A REVOLUTION” Part 2. Have students create a foldable by folding a sheet of notebook paper into three vertical columns. At the top of the three columns, write the words Invention, Innovation and Infrastructure. Have students write the definition of each and provide five examples of each as they progress through the activity.

Prepare a short presentation on the advances in automobiles, roads, airplanes, and airports for class discussion using the following web pages:

Automobiles:

[http://www.econedlink.org/lessons/docs\\_lessons/725\\_nn725\\_automobiles1.pdf](http://www.econedlink.org/lessons/docs_lessons/725_nn725_automobiles1.pdf)

Roads: [http://www.econedlink.org/lessons/docs\\_lessons/725\\_roads1.pdf](http://www.econedlink.org/lessons/docs_lessons/725_roads1.pdf)

Airplanes: [http://www.econedlink.org/lessons/docs\\_lessons/725\\_airlines2.pdf](http://www.econedlink.org/lessons/docs_lessons/725_airlines2.pdf)

Airports: [http://www.econedlink.org/lessons/docs\\_lessons/725\\_airports1.pdf](http://www.econedlink.org/lessons/docs_lessons/725_airports1.pdf)

Distribute copies of the Transportation BLM (see BLM and sample below). After presenting information on the advances in automobiles, roads, airplanes, and airports, lead a class discussion of those advances in transportation. Have students use the Transportation BLM *split-page notetaking* ([view literacy strategy descriptions](#)) chart to record their learning.

Date:	Advances and Innovations in Transportation Technology
Automobile	<p>Origins</p> <ul style="list-style-type: none"> <li>• 1885, German inventor Karl Benz used an internal combustion engine to create a three-wheeled automobile</li> <li>• Early automobiles were only handmade toys of the wealthy</li> </ul> <p>Widespread use</p> <ul style="list-style-type: none"> <li>• Ransom Olds built the first commercially successful automobile</li> <li>• Henry Ford's Model T provided an affordable car for most Americans.</li> </ul> <p>Today</p> <ul style="list-style-type: none"> <li>• More than 220 million automobiles are on the road</li> <li>• There are nearly two cars for every person over 18 in the United States</li> </ul>

Monitor student work throughout the lesson to ensure students are recording the appropriate information in their *split-page notes*. After completing the lesson, ask students to share some of the facts and information recorded on their *split-page notes* for each of the categories on the Transportation BLM. Provide appropriate feedback and correct students' responses when necessary. Remind students of the value of *split-page notes* when preparing for summative tests and assessments.

Have students reassess their Economic Systems and Structures BLM (vocabulary chart) from Activity 1 and make appropriate changes to their definitions and examples.

Distribute copies of "TRANSPORTATION: THEY SAY WE HAD A REVOLUTION" Part 2 <http://www.econedlink.org/lessons/EconEdLink-print-lesson.php?lid=725&type=student>. Have student read the article and respond to the following question in their *learning logs* ([view literacy strategy descriptions](#)).

**Of the four advances in transportation technology we are learning about today, which one has changed the lives of Americans most? Explain your answer.**

Ask students to share their responses with the class. Provide appropriate feedback and correct responses when necessary.

Lead a class discussion on the concepts of outsourcing, online services, job displacement, and specialization in relation to advances in technology. Developments in transportation technology have allowed trade to increase among nations and an increase in the specialization of one product. Specialization in one product has led to the outsourcing of jobs because certain products are more efficiently produced overseas or in another area of the country. The development of the Internet has put many retailers unable to keep with the increase in competition out of business.

Using their *vocabulary cards*, *split-page notes*, “TRANSPORTATION: THEY SAY WE HAD A REVOLUTION,” and other classroom resources (e.g. textbook, encyclopedias, and the Internet), have students write a short essay to describe how advancements and innovations in transportation technology have impacted the interdependence and competitiveness of businesses in the United States. Essays should include the benefits (e.g., lower prices, wider variety of products) and consequences (e.g., outsourcing of jobs) of technological advances and innovations in transportation.

Have students work with a partner to peer-edit their essays marking corrections for content, grammar, and spelling. Allow students time to make revisions to their essays. Ask students to share their essays with the class and facilitate any resulting discussions. Collect students’ essays and assess each based on predetermined criteria. Display exemplary essays in the classroom.

**Activity 6: Unemployment (GLEs: C.6.2, C.6.3, C.7.5; CCSS: WHST.9-10.7)**

Materials List: copies of Unemployment Effects BLM, “Focus on Economic Data U.S. Employment and the Unemployment Rate, January 6, 2012”  
<http://www.econedlink.org/lessons/index.php?lid=1072&type=student>

Distribute copies of the Unemployment Effects BLM which is an *anticipation guide* ([view literacy strategy descriptions](#)). Have students read the statements related to unemployment before any information is presented or informational texts read. Students should circle T if they believe the statement is accurate and F if they believe the statement is not accurate. (See BLM and sample below).

**Instructions:** Using your prior knowledge of unemployment in the United States, distinguish the following statements as either being true or false by circling a T for true and an F for false. Be prepared to discuss and defend your answer.

1. People who are fired because they do not get along with their boss would be classified under frictional unemployment. T or F

Call on students to share their responses to the statements on the *anticipation guide* and their rationale. Provide appropriate feedback and question students’ rationale to clarify their logic and reasoning but do not give the correct answers at this time. Have other students demonstrate their approval of a response by giving a thumbs up for agree and a thumbs down for disagree.

Have students create a *graphic organizer* ([view literacy strategy descriptions](#)) in their *learning logs* ([view literacy strategy descriptions](#)) like the example below. Students should record their learning from their research and class discussion of the types of unemployment (frictional, structural, and cyclical).

Unemployment		
Type	Description	Effect on Economy
Frictional Unemployment	<i>Temporary unemployment from normal job search process. People looking for better jobs. Always exists</i>	<i>Improves efficiency and productivity</i>

Workings in pairs, have students use textbooks, encyclopedias, the Internet, or copies of the website <http://www.econedlink.org/lessons/index.php?lid=1072&type=student> to research the different types of unemployment. Have students record their research information on the graphic organizer. Ask students to share their *graphic organizers* with the class. Provide appropriate feedback and correct responses when necessary. Lead a class discussion on the types of unemployment and their effects on the economy. Below is a great resource on the types of unemployment to guide the class discussion.

Types of Unemployment - BLS Definitions from

<http://www.econedlink.org/lessons/index.php?lid=1072&type=educator>

There are generally three types of unemployment typically identified by economists, each of which describes the particular circumstances of the individual and his/her employment situation.

- **Frictional unemployment** is temporary unemployment arising from the normal job search process. Frictional unemployment helps the economy function more efficiently as it simply refers to those people who are seeking better or more convenient jobs and those who are graduating and just entering the job market. Some frictional unemployment will always exist in any economy.
- **Structural unemployment** is the result of changes in the economy caused by technological progress and changes in the demand for goods and services. Structural changes eliminate some jobs in certain sectors of the economy and create new jobs in faster growing areas. Persons who are structurally unemployed do not have appropriate job skills and may face prolonged periods of unemployment, as they must often be retrained or relocated in order to find employment.
- **Cyclical unemployment** is unemployment caused by a drop in economic activity. This type of unemployment can hit many different industries and is caused by a general downturn in the business cycle. Lower demand for goods and services reduces the demand for workers. Much of the increase in unemployment in 2008 was cyclical as a result of the economic downturn and recession.

Have students re-examine their responses on the *anticipation guide* and make any corrections needed. Ask students to explain why they made the corrections in the space provided. Call on students to share changes they made and their rationale for the changes. As a monitoring technique, have other students signal their approval of the changes by giving a thumbs up for agree and a thumbs down for disagree.

Have students reassess their Economic Systems and Structures BLM (vocabulary chart) from Activity 1 and make appropriate changes to their definitions and examples.

Have students reflect on the various types of unemployment by ranking them in order of the most harmful to the least harmful to the economy and explain their reasoning in their *learning logs*. Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary.

## Sample Assessments

### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### Activity-Specific Assessments

- Activity 2: Have students examine advertisements for various products from the four different market structures. Have students explain which market structure the product's advertisement falls under. Assess the accuracy of the explanation based on the descriptions found in the Market Structures *graphic organizer*.
- Activity 5: Have students research a technological advance and make a presentation that describes the innovation's impact on interdependence and competition. Assess the presentation's content and quality of presentation based on predetermined criteria distributed when the assignment was made.



- Activity 6: Have students select one of the three types of unemployment and write a descriptive paragraph explaining the causes of that type of unemployment and potential solutions to reduce unemployment. Assess students' work based on the accuracy of their description and the feasibility of their solution using predetermined criteria.

**Civics**  
**Unit 8: Financial Literacy**

**Time Frame:** Approximately four weeks



**Unit Description**

This unit focuses on applying economic principles in making sound, personal financial decisions.

**Student Understandings**

Students understand the relationship between high levels of skills and education with higher wages and benefits. Students demonstrate how to manage household finances by developing personal financial goals, creating a family budget to achieve those goals, and managing a checking and savings account. Students differentiate between the various financial institutions and services while determining which will best help them achieve their financial goals. Students understand the benefits and risks associated with credit including the role credit scores play in the lending process.

**Guiding Questions**

1. Can students explain the relationship between educational attainment and earnings?
2. Can students describe the benefits of a family budget?
3. Can students evaluate the types of financial services institutions provide to individuals?
4. Can students analyze the benefits and risks to obtaining credit?
5. Can students use real-world financial data to make informed personal financial decisions?
6. Can students explain the importance of credit scores to individuals and to a financial institution?

**Unit 8 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)**

Grade-Level Expectations	
GLE #	GLE Text
<b>Fundamentals of Economics</b>	
C.6.1	Explain the basic problem of scarcity and how it drives economic decision making

C.6.4	Apply principles of supply and demand to predict how changes in the market affect prices and incentives for buyers and sellers.
<b>Financial Literacy</b>	
C.8.1	Explain the relationship between education, training, and career options to future earning potential
C.8.2	Create a family budget and explain its importance in achieving personal financial goals and avoiding negative financial consequences
C.8.3	Compare and evaluate types of credit, savings, investment, and insurance services available to the consumer from various institutions
C.8.4	Apply given financial data to real life situations such as reconciling a checking account, reading bank and credit card statements, purchasing major goods, and avoiding consumer fraud
C.8.5	Analyze the benefits and risks of using credit and examine the various uses of credit scores
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS #</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12</b>	
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

### Sample Activities

#### Activity 1: Financial Literacy Vocabulary (GLEs: C.8.1, C.8.2, C.8.3, C.8.4, C.8.5; CCSS: RH.9-10.4)

Materials List: copies of Financial Literacy Vocabulary BLM

Distribute copies of the Financial Literacy Vocabulary BLM which is a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Using their prior knowledge, have students self-assess their learning of the terms on the *vocabulary self-awareness* chart. Have students examine the chart placing a plus sign (+) by those terms students know well, a check mark (✓) by those terms with which students are familiar but have some questions, and a minus sign (-) by those terms students have never seen before. Students should attempt to write a definition in their own words and state an example for each term (see BLM and sample below) with which they are familiar.

Word	+	✓	-	Example	Definition
minimum wage		✓		\$5.75 per hour	Lowest legal wage a worker can earn.

Throughout the course of the unit, have students refer to their *vocabulary self-awareness* chart and continue to self-assess their learning making corrections and additions when necessary.

#### Activity 2: How to make more CA\$H! (GLEs: C.6.1, C.6.4, C.8.1; CCSS: RH.9-10.2, WHST.9-10.7, WHST.9-10.10)

Materials List: copies of Categories of Workers BLM

Display in the classroom the following *SQLP* ([view literacy strategy descriptions](#)) statement:

**Workers with four-year degrees from prestigious universities always make more money than workers with only a high school diploma.**

Have students work with a partner to create two to three questions they would like answered about the statement. Call on a student from each pair to share one of their questions. Write each question on the board, chart paper, or overhead. If a student shares a question that is already recorded, place a star by that question to emphasize its importance. When all teams have shared their questions, add any additional questions necessary to ensure all points of the lesson are covered. Student questions should include the following topics: types of jobs, factors that affect wages, difference between careers and jobs, benefits, and perks. Instruct students throughout the activity to write down the questions and answers as they are covered in their *learning logs* ([view literacy strategy descriptions](#)).

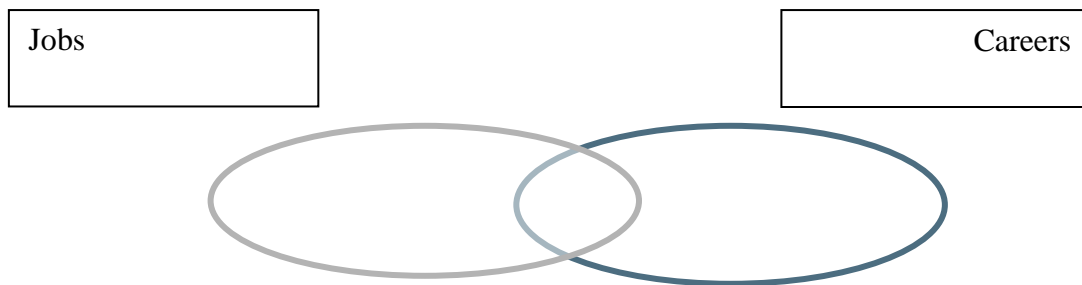
Distribute copies of the Categories of Workers BLM which is a *graphic organizer* ([view literacy strategy descriptions](#)). Using their textbook, primary and secondary sources, or the Internet, have students describe the categories of workers based on the type of skill levels (skilled, semi-skilled, unskilled), level of training or education, and examples of each. (See BLM and sample below.)

Category of Worker	Description	Type(s) of skill level	Level of Training or Education	Example
Blue Collar	<i>Worker engaged in manufacturing jobs that produce goods.</i>	<i>Semi-skilled and unskilled</i>	<i>Vocational or trade school</i>	<i>Carpenter</i>

Call on students randomly to share their responses with the class. Provide appropriate feedback and correct their responses when necessary.

Lead a class discussion on the seven different categories of workers and the impact of skill level and type of job on the wage earning potential of workers. For example, a blue collar worker such as a roofer, compared to a white collar worker such as the manager of a construction company, may have a lower potential to earn a living over the course of his or her career. Instruct students to find a question from the list on the board that deals with categories of workers. Have students record that question and their response in their *learning logs*. Call on students to share their responses with the class. Provide appropriate feedback and correct responses when necessary.

Ask students to distinguish between a job and career. Have students work in pairs to create a Venn diagram, a form of a *graphic organizer*, which can be used to compare and contrast jobs and careers along with their benefits and perks using textbooks, encyclopedias, the Internet, or other classroom resources (see example below).



Call on students to share their responses on the Venn diagram with the class. Provide appropriate feedback and correct responses when necessary. Have students identify a question from the list on the board about jobs and careers as well as benefits and perks. Have students record that question and their response into their *learning logs*. Call on students to share their responses with the class. Provide appropriate feedback and correct their responses when necessary.

Supply and demand play a critical role in determining the amount of income a worker will earn and the benefits the job will offer. In their *learning logs*, have students create a T-chart, which is a form of a *graphic organizer* to track the effects of supply and demand on a worker's wages in relation to the skill of the worker, type of job, and location (see example below).

Effect of Supply on Labor	Effects of Demand on Labor
<i>High supply of labor = too many workers applying the same job → lower wages</i>	<i>High demand of labor = business need more employees → higher wages</i>

Discuss with students the concept of supply and demand in terms of its effects on labor including the effects supply and demand has on wages and salaries.

Have students identify a question from the list on the board about factors affecting wages and salaries. Have students record that question and their response into their *learning logs*. Call on students to share their responses with the class. Provide appropriate feedback and correct responses when necessary.

Students will reassess their *vocabulary self-awareness* charts from Activity 1 and make appropriate changes to their definitions and examples.

Students will analyze the following two scenarios and write a paragraph to explain which worker will likely earn a higher wage/salary and why.

**Scenario 1**

Timothy just graduated with honors from a prestigious university with a Masters degree in Anthropology. He has been hired by a documentary film maker as a consultant for an upcoming documentary on languages in Asia. Timothy has little work experience other than the library job where he worked during his undergraduate studies.

**Scenario 2**

Maria just completed a tour of duty in the United States Air Force where she received numerous commendations for excellence as a senior avionics technician. While Maria considered reenlisting, she has accepted a job with a major international airline as head mechanic. Maria has over 15 years of experience in aviation.

Have students work with a partner to read each other's paragraph and conduct a peer edit of the paragraphs. Allow students five to ten minutes to complete their edits. Ask for volunteers to share their paragraphs with the class. Have students indicate whether they agree or disagree with the paragraph's conclusion by thumbs up for agree and thumbs down for disagree. Call on both thumbs up and thumbs down students to explain their reasoning for agreeing or disagreeing. Collect all the paragraphs and display exemplary paragraphs in the classroom.

Discuss the reality that even though Timothy has a very advanced degree and would be classified as a professional, Maria will most probably earn the higher salary. Maria has more work experience in the related field, and her career as an avionics technician is in higher demand than that of a documentary film consultant.

Have students reflect on the following writing prompt in their *learning logs*:

**In selecting a career, which of the following is the most important factor to you and why: the amount of money you will make, your passion for the career, or the prestige the career brings you?**

Call on students to share their responses with the class. Provide appropriate feedback and correct their responses when necessary.

### **Activity 3: Financial Goals and Planning (GLEs: C.6.1, C.8.2; CCSS: WHST.9-10.10)**

Materials List: chart paper, markers

Ask students to identify the group of people in the United States they think are most likely to experience bankruptcy. Allow several students to respond to the question before explaining that lottery winners are twice as likely to experience bankruptcy as the average American according to “The Ticket to Easy Street? The Financial Consequences of Winning the Lottery” (*The Review of Economics and Statistics*, August, 2011, Vol. 93). Ask students to explain how someone who wins millions of dollars in the lottery may not be able to pay their debts? Many Americans, including lottery winners, struggle with managing their money and making sound financial decisions. Availability of credit cards and low payment loans make going into debt easy but paying it off difficult. Explain that effective financial planning and budgeting are essential tools that prevent bankruptcy and help build a family’s wealth.

Prior to making a budget, the development of financial goals and plans are important steps to becoming financially stable and building wealth. Goals are something to achieve or reach, such as buying a car or owning a home. Explain the difference between short-term, intermediate, and long-term goals.

Divide the class into groups of four and distribute chart paper and markers to each group. Instruct each group to use *text chains* ([view literacy strategy descriptions](#)) to create goal statements. Demonstrate the process by having the groups write this statement on the board or a sheet of chart paper displayed on the wall:

**Within the next year, I will buy a new boat, save \$1000 for Christmas, and find a part-time job for the summer.**

Ask students to provide statements to complete the sample *text chain* to include short, intermediate, and long-term goals. Have one member of the group start the group’s *text chain* by write the following prompt:



**Student 1: Within the next year, I will . . .**

Have each member of the group write a portion of the *text chain*, with the fourth member's writing a concluding statement. Have a member of each group read their goal statement aloud and post it on the board or wall. Have students create their own set of personal goals and record them in their *learning logs* ([view literacy strategy descriptions](#)). Ask students to share their goals with the class. Provide appropriate feedback and coach students to reassessing their goals to improve their viability.

Beyond setting goals, creating a plan to achieve those goals is equally important. Explain that a good financial plan can help someone achieve his or her dreams. For example, if a person's goal is to buy a car within the next year, he or she will need to start saving for a down payment, decide on the amount of money to be spent on a car, whether to pay cash or borrow money for the purchase, and whether to buy a new or used car. Point out that anyone purchasing a car needs to think about taxes and car insurance as well. Have students select one of their short-term, intermediate, and long-term goals to develop a plan to achieve each of those three goals. Students should research their goals and create a plan to achieve them. The plans should be similar to the sample below:

**Within the next year, I will buy a car, get a part-time job and save \$200.00 each month from my paycheck over the next 12 months. I will purchase a used car at a price, including tax, title, and licenses, of no more than \$2,000 dollars.**


Have students share their financial goals and plans with the class and display them in the classroom. Provide appropriate feedback and ask students to clarify and expound upon their goals and plans when necessary.

Have students reassess their *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart and make appropriate changes to their definitions and examples.

**Activity 4: Creating a Budget (GLEs: C.6.1, C.8.2; CCSS: RH.9-10.4, RH.9-10.7, WHST.9-10.7, WHST.9-10.10)**

Materials List: index cards, copies of Budgeting Exercise BLM, Family Budget Process Guide BLM, and Budget Scenarios 1 - 4 BLMs

An important step in achieving one's financial goals is maintaining a budget. Explain how budgeting helps track household income and expenses to ensure that money remains to go into savings. Using 3" x 5" index cards and their textbook, encyclopedias, the Internet, or other classroom resources, have students create *vocabulary cards* ([view literacy strategy descriptions](#)) for the following terms: essential, non-essential, fixed, and variable (see sample vocabulary card below).

Definition: <i>Not necessary, not essential</i>	Characteristics: <i>What we could live without</i>
Non-essential	
Example: <i>Luxury goods, jewelry, video games</i>	Illustration 

Call on students to share their *vocabulary cards* with the class. Provide appropriate feedback and correct student responses when necessary. Discuss each term briefly explaining the connection to creating a good budget.

Distribute copies of the Budgeting Exercise BLM and lead a class discussion on the important steps and the process to creating a family budget. Begin by tracking the monthly income by recording all sources of income for the month (e.g., \$25 per week from paper route, \$50 dollar birthday gift from your grandmother). Add all sources of income together to get a total income, remembering that weekly income should be multiplied by four. Expenses should be categorized into three categories: essential fixed expenses, essential variable expenses, and nonessential expenses.

Essential expenses are those people need and cannot do without (e.g., mortgage or rent, groceries, clothing, medicine). Some essential expenses are fixed or do not change each month (e.g., mortgage, rent, car note). Other essential expenses vary from month to month and are known as variable expenses (e.g., grocery, medical bills, gas).

Goods and service you can live without but want are known as nonessential expenses (e.g., entertainment, video games, concert tickets). It is important to limit or even eliminate nonessential expenses to achieve financial goals. Add all expenses together to create total expenses. Subtracting expenses from income produces either savings or losses. The goal of budgeting is to generate monthly savings to achieve your financial goals such as buying a new car.

Have students read the scenario on the Budgeting Exercise BLM (see BLM and sample below) and track the income and expenses, categorizing the expenses into essential fixed, essential variable, and nonessential expenses. Students should find the total income and expenses. Subtract total expenses from total income to generate either a savings or loss.

Jim works 20 hrs a week at the local hardware store as a stock boy making \$160 per week. Jim spent \$45.00 on gas this month.

<b>Income:</b>		
<i>Hardware paycheck</i>	<i>\$640</i>	
	<b>Total Income</b>	<i>\$640</i>

<b>Expenses:</b>		
<b>Fixed</b>		
<b>Variable</b>		
<i>Gas</i>	<i>\$45</i>	
<b>Nonessential</b>		
	<b>Total Expenses</b>	<i>\$45</i>
	<b>Saving /Losses</b>	<i>\$595</i>

Call on students to share their responses to the Budgeting Exercise BLM with the class. Provide appropriate feedback and correct student responses when necessary. Explain to students that tracking income and expenses are important to achieving financial goals. It is important to keep monthly expenses lower than your monthly income in order to save.

In addition to tracking income and expenses, budgets are also great planning tools. By anticipating variable expenses and limiting nonessential expenses, money to cover emergency expenses can be set aside to allow for savings desired to achieve long-term goals.

Set up four stations in the classroom. At each station, place copies of one of the Budget Scenarios BLMs (1-4). Each station should have a different scenario. (See sample below).

### Scenario 1

Sarah's parents want to buy a new home for their growing family in the next two years. They need to save \$10,000 for a down payment. Sarah's father works as a computer technician at a cable company and Sarah's mother is a manager at a local deli. Sarah's parents have two children, Sarah who is ten years old and Jason who is five years old. Sarah's parents would like to save \$20,000 per child for their children's college education. The family enjoys going to the movies each week and buys toys regularly for the two children. They try to limit their spending to no more than \$200 per month. Below is the family's budget for the last month.

<b>Income:</b>		
<i>Father's paycheck</i>	<i>\$2,500</i>	
<i>Mother's paycheck</i>	<i>\$2,200</i>	
	<b>Total Income</b>	<i>\$4,700</i>
<b>Expenses:</b>		
<b>Fixed</b>		
<i>Rent</i>	<i>\$700</i>	
<b>Variable</b>		

Divide the class into four equal groups and distribute copies of the Family Budget Process Guide BLM. This *process guide* ([view literacy strategy descriptions](#)) will be used in conjunction with the budget scenarios. Assign each group a starting station and allow them approximately five minutes to work through the scenario and complete their *process guide* for that scenario. (See BLM and sample below).

### Family Budget Process Guide

1. Read the scenario and write a statement that best describes the financial goals and plans of the family.

Have students rotate every five minutes to the next station. After all groups have completed all four scenarios, reassign students to four new groups with at least one student from each of the original groups present. Have students compare their group's responses to the four scenarios and discuss which scenario is the best example of a good budget and which is the worst. Have the groups make changes to the worst budget to achieve the scenario's financial goals. Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary.

Have students respond to the following writing prompt in the *learning logs* ([view literacy strategy descriptions](#)):

**Describe the important characteristics of a good budget and how a good budget can help a person achieve his or her financial goals.**

Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary. Have students reassess their *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart and make appropriate changes to their definitions and examples.

### **Activity 5: Financial Institutions and Services (GLEs: C.6.1, C.8.3; CCSS: WHST.9-10.7, WHST.9-10.9, WHST.9-10.10)**

Materials List: Financial Institution BLM, chart paper and markers

To accomplish financial goals, various financial institutions offer services that are both necessary and beneficial. Choosing the right institution for the type of service needed is an important step in achieving financial goals.

Distribute copies of the Financial Institution BLM (see BLM and sample below). Have students use their textbook, encyclopedias, the Internet, or classroom resources to research the various types of financial institutions, the services offered, and advantages and disadvantages of each type of financial institution. Have students use the Financial Institution BLM *split-page notetaking* ([view literacy strategy descriptions](#)) to record their learning.

Date:	Financial Institution
Commercial Banks	<ul style="list-style-type: none"> <li>• Description</li> <li>• Services</li> <li>• Advantages</li> <li>• Disadvantages</li> </ul>

Monitor student work throughout the lesson to ensure students are recording the appropriate information in their *split-page notes*. After completing the lesson, ask students to share some of the facts and information recorded on their *split-page notes* for each of the institutions on the Financial Institution BLM. Provide appropriate feedback and correct students' responses when necessary. Remind students of the value of *split-page notes* when preparing for summative tests and assessments.

Lead a class discussion on what to consider when choosing the right financial institution to accomplish personal financial goals. It is important to consider the cost (e.g., fees, interest rates), convenience (e.g., number of branches, access to funds), and other considerations (e.g., the institution's financial stability, track record) when choosing a good financial institution to meet your goals.

Websites for financial institutions

<http://answers.yourdictionary.com/answers/invest/what-are-the-different-types-of-financial-institutions.html>

[http://www.g-w.com/PDF/SampChap/60525\\_0892\\_CH08.pdf](http://www.g-w.com/PDF/SampChap/60525_0892_CH08.pdf)

[http://wwwdev.cuna.org/download/23398\\_ch4.pdf](http://wwwdev.cuna.org/download/23398_ch4.pdf)

Divide students into groups of four and assign each group one of the following actions (may have multiple groups working on the same topic):

- opening a checking account,
- opening a savings account,
- taking out a loan, and
- investing for college.

Using the Internet or teacher-provided resources, have each team research an example of each financial institution that provides the service it is assigned. Have each group evaluate which type of institution would be the best to use for their assigned action based on the cost, convenience, and considerations (perks, bonus, and stability) of each institution. Have each group prepare a short presentation that describes the service their group is seeking, compares the various institutions that offer it, and explains which institution best provides that service including a real-world example. Each group should create a visual aide using chart paper and markers to compare and contrast the different institutions providing their assigned service. Display each group's visual on the wall or board. Provide appropriate feedback and make any corrections or suggestions when necessary.

After all groups have presented, allow students to review each visual while responding to the following prompt in their *learning log* ([view literacy strategy descriptions](#)):

**Describe the service that is best provided by each of the different types of financial institutions.**

Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary.

Have students reassess their *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart and make appropriate changes to their definitions and examples.

**Activity 6: Understanding the Household Finances (GLEs: C.6.1, C.8.2, C.8.4; CCSS: RH.9-10.7, WHST.9-10.7, WHST.9-10.10)**

Materials List: copies of Household Finances BLM, copies of Balancing the Checkbook BLM, sample bank <http://www.mocpa.org/leap/Item%201-%20Balancing%20Your%20Checking%20Account%20~%20Statement%20Sample.pdf> and credit card statements <https://staff.rockwood.k12.mo.us/redmandave/FM/Documents/Credit%20Card%20Statement.pdf>

Distribute copies of the Household Finances BLM which is an *anticipation guide* ([view literacy strategy descriptions](#)). Have students read the statements related to household finances before any information is presented or informational texts read. Students should circle a T for true if they believe the statement is accurate and an F for false if they believe the statement is not accurate. (See BLM and sample below.)

**Instructions:** Using your prior knowledge of household finances, distinguish the following statements as either being true or false by circling a T for true and an F for false. Be prepared to discuss and defend your answer.

1. Paying the minimum balance on a credit statement is a good way to pay off your credit card debt. T or F

Call on students to share their responses to the statements on the *anticipation guide* and their rationale. Provide appropriate feedback and question students' rationale to clarify their logic and reasoning but do not give the correct answers at this time. Have other students demonstrate their approval of a response by thumbs up for agree and thumbs down for disagree.

Discuss the importance of maintaining an accurate record of money spent out of a checking account and money deposited into a checking account. Over-drafting or withdrawing more money from a checking account than is in the account results in expensive fees from the bank, damage to credit and in extreme cases legal problems.

Even though most banks offer online banking, balancing a checkbook by paper register helps track expenses.

Distribute copies of the Balancing the Checkbook BLM. Explain the process of balancing a checkbook by modeling how to record withdrawals and deposits on the check registry. (See BLM and sample below).

<b>Balancing the check book</b>						
<b>Directions:</b> On the blank register below record the following transactions. Record your new balance after each entry.						
<ul style="list-style-type: none"> <li>Your balance on October 29 is \$237.47.</li> <li>You forgot to ask your mom to write a check for a field trip. The check is due today, October 29, so you write a check of your own (#115) for \$18.00 to Any Town High School.</li> </ul>						
Check No.	Date	Transaction description (If check, note to whom check is written)	Payment/ Debit	Deposit/ Credit	Fees	Balance
	10-29	Balance				\$237.47
115	10-29	Check for Field Trip	\$18.00			\$219.47
	10-30	Paycheck 10-15-30		\$62.75		\$282.22

Have students complete the check registry activity recording each deposit and each withdrawal on the register. Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary. Explain the importance of checking the paper registry against the bank's statement.

Distribute copies of the sample bank statement. Explain the various components of a bank statement including beginning and ending dates, beginning and ending balances, checks or debits, deposits, credits, fees, and interest earned. Keeping an accurate check registry allows a bank customer to check the deposits and checks on the statement against those in the registry.

Ask students to respond to the following prompt in their *learning logs* ([view literacy strategy descriptions](#)):

**While opening your monthly bank statement, you notice that your balance is lower than expected. Describe the method you would use to reconcile the difference between the balance shown on your bank statement and the balance in your check registry.**

Call on students to share their responses with the class. Provide appropriate feedback and correct responses when necessary.



Bank statements are not the only financial documents that require close inspection each month. Explain that credit card statements can be both confusing and misleading. Distribute copies of sample credit card statements and explain each element on the statement including credit limit, payment due date, new balance, minimum payment due, annual percentage rate, principal balance, and transaction details.

Have students respond in their *learning logs* to the following writing prompt:

**A friend has maxed out his credit limit on three credit cards and has been making the minimum payments on all three cards. He asks you for advice on how to reduce or eliminate his debt more quickly. What advice would you give to your friend?**

Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary. Explain that making the minimum payment on a credit card pays off very little of the principal balance. A good strategy to pay off multiple cards is to pay off the card with the highest interest rate first as quickly as possible.

Websites for reference:

Basic of a Checking Account

<http://www.pennstatefederal.com/pdf/youthsharedraft.pdf>

Understanding credit card statements

Understanding bank statements

<http://www.howtowritechecks.com/Checking-Account-Statement.htm>

Have students re-examine their responses on the *anticipation guide* and make any corrections needed. Ask students to explain why they made the corrections in the space provided. Call on students to share changes they made and their rationale for the changes. As a monitoring technique, have other students in the class signal their approval of the changes by giving a thumbs up for agree and a thumbs down for disagree.

Have students reassess their Financial Literacy BLM (vocabulary chart) from Activity 1 and make appropriate changes to their definitions and examples.

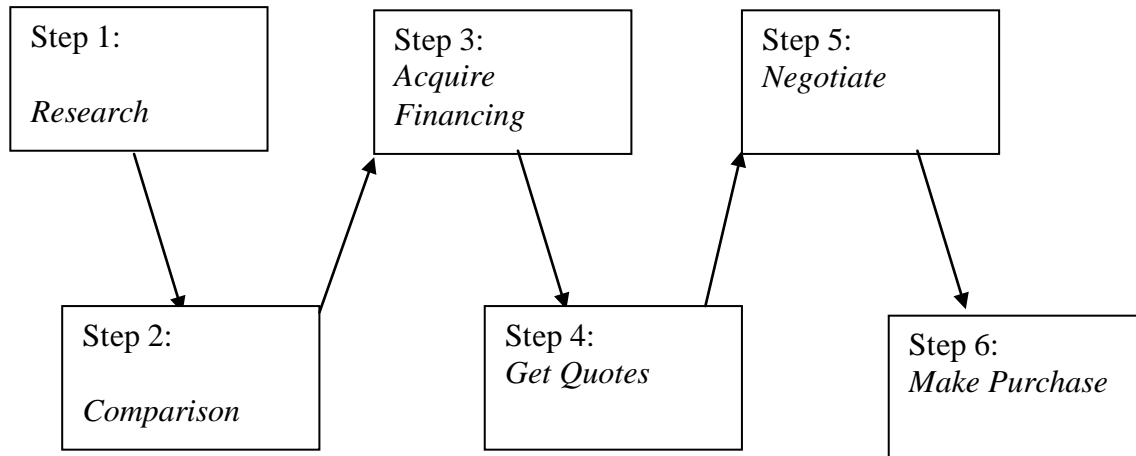
**Activity 7: Making a Major Purchase (GLEs: C.6.1, C.8.2, C.8.4, C.8.5; CCSS: WHST.9-10.7, WHST.9-10.10)**

Materials List: copies of Purchasing Flowchart BLM, copies of the script “Emma Soinstyle Buys a Used Car” found at <http://www.elevateurbanyouth.org/v2/new/Resources/ScriptEmmaSoinstyle.pdf>, props listed in the script

Some goods purchased in American households are necessities that are generally low in cost and purchased from the same store out of convenience. While some goods may cost less at another store, the hassle of driving to that location is not worth the savings to some people. For expensive goods such as cars, appliances, homes, and other large purchases,

comparison shopping and negotiating prices can save the consumer a significant amount of money.

Distribute copies of the Purchasing Flowchart BLM which is a *graphic organizer* ([view literacy strategy descriptions](#)). Have students use the *graphic organizer* to record their learning on the six steps of making a major purchase (see BLM and sample below).



A major purchase should be a part of the overall financial plan and budget for the household. While situations sometime arise that make it difficult to plan for these purchases (e.g., accident, illness), it is important to take the time to make the best decision possible. Lead a class discussion of the six steps of making a major purchase. The first step is to research the item being purchased and all the substitutes available. For example, if buying a new car, research all similar models for the various manufacturers. Research the retail price, specifications (e.g., miles per gallon, square feet, materials used in construction, warranties), resale value, depreciation (how the value of the item decreases over time), and quality of the item.

The second step is to compare the item with its substitutes using the information collected in step one. Select three or four items in the same price range and carefully examine each to find the best one.

The third step is to acquire financing if necessary. When buying a house, having a pre-approved loan letter from a bank is recommended. Various sources of credit including commercial banks, savings and loans, credit unions, and finance companies are usually available. It is common for car dealerships, appliance stores, and mobile home dealers to have their own finance company. It is important to have multiple sources of credit to choose from.

The fourth step is to get quotes from several retailers for the desired item and close substitutes.

The fifth step is to negotiate the price with the retailer.

The final step is making the purchase. This includes the signing of legal documents. Be aware of warranties and return and exchange policies. Always read the fine print on legal documents.

Websites for reference and reinforcement

General finance tips and interactive lessons for students

<http://www.handsonbanking.org/en/>

Buying a car mini-lesson

[http://www.elevateurbanyouth.org/v2/new/Grades9-12/buying\\_used\\_car.htm](http://www.elevateurbanyouth.org/v2/new/Grades9-12/buying_used_car.htm)

Distribute copies of the script “Emma Soinstyle Buys a Used Car” found at <http://www.elevateurbanyouth.org/v2/new/Resources/ScriptEmmaSoinstyle.pdf> to seven students chosen to make up the cast of a three scene skit. Allow students a few days preparation for the skit. Prepare the props listed in the skit and arrange the classroom to accommodate movement and scenes in the skit. Have the selected students perform the skit for the class. Immediately following the skit, have the students respond in their *learning log* to the following writing prompt:

Throughout the skit, Emma made several decisions in buying a used car.

Describe the mistakes she made in purchasing a used car and how you think she could have done better.

Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary. Have students reassess their *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart and make appropriate changes to their definitions and examples.

### Activity 8: Credit (GLEs: C.8.3, C.8.4, **C.8.5**; CCSS: **RH.9-10.1**, **RH.9-10.2**)

Materials List: copies of the “Six C’s of Credit”

[http://www.cbmfoundation.org/downloads/six\\_c.pdf](http://www.cbmfoundation.org/downloads/six_c.pdf) , Credit Predictions BLM, white board or chart paper, markers

There are times when paying cash is not an option, making credit necessary (e.g., buying a home, car, paying for college). On large purchases, banks and other financial institutions may loan money to a consumer which must be paid back over an agreed period of time and with interest. For small amounts, stores and banks offer short-term credit usually in the form of a credit card which will have higher interest rates and shorter payback periods. Have students draw a T-chart in their *learning logs* ([view literacy strategy descriptions](#)). A T-Chart is a type of *graphic organizer* ([view literacy strategy descriptions](#)) that can be used to analyze the pros and cons of using credit to purchase goods. (See example below.)

Using Credit	
Pros:	Cons:
<i>Pay for goods over time</i>	<i>Paying interest</i>

Have students work with a partner to discuss their thoughts on the pros and cons of using credit. Then call on students to share their pros and cons of using credit. Provide appropriate feedback and correct student responses when necessary. Explain to students that credit can be a good thing allowing for the purchase of items now and paying for them over a longer period of time. Credit, however, can also be an easy way to overextend budgets and cause financial stress. Without credit, buying a house or a car would be much more difficult. Good credit is built over time and requires a lot of discipline and responsibility.

Distribute copies of the “Six C’s of Credit” and have students quickly scan the document formulating predictions about the text for *DL-TA* ([view literacy strategy descriptions](#)). *Directed learning-thinking activity* reinforces and encourages students to self-monitor their learning as they progress through an unfamiliar text. By making predictions and modifying their predictions as they read, students enhance their comprehension, attention, and achievement. After students have scanned the article, ask students to share their ideas and knowledge about what is needed to obtain credit. Record students’ responses on the board or on chart paper. Provide appropriate feedback and correct students when necessary. Have students read the introduction of the article and ask, “What do you think the main idea of the article will be, based on the introduction?” The article’s main idea is that a money lender looks at six qualifications to determine whether he or she will make a loan to someone. Have students make predictions about what they will learn about each of six qualifications of good credit and how the qualifications affect their ability to obtain credit. Have students record those predictions on Credit Predictions BLM a *graphic organizer*. (See example below.)

Six C’s of Credit		
Prediction of what I will learn	Changes to my prediction	What I learned
<i>Character means being good.</i>	<i>Character means being responsible with money and paying bills on time (Paragraph 1)</i>	<i>A lender feels comfortable loaning money to a person of good character.</i>

Call on students to share their predictions and record them on the board or chart paper. Provide appropriate feedback. Instruct students to read the paragraph on the first qualification “Character” and reread their prediction about the qualification. Have students rethink their prediction and make any necessary change citing evidence from the text. Call on students to share the changes to their predictions and state the evidence from the text. Provide appropriate feedback and model how students should make changes and cite evidence while recording student responses on the board or chart paper. Students should record the changes on their Six C’s of Credit *graphic organizer*. Repeat this process for the next six paragraphs.

Have students reexamine their *graphic organizer* and think about what they have learned from the article. Call on students to share their responses with the class. Provide appropriate feedback and correct student responses when necessary. Record student

responses on the board or chart paper. Explain to students that the six qualifications form the basis of a credit score. A person's credit score is a determining factor in the availability and amount of credit someone can access. Increasing income earned, paying off debts, and paying bills on time will likely increase a credit score, while losing a job, missing payments, or defaulting on a loan will likely decrease a credit score. Good credit scores are essential in obtaining financing for a house or car.

Websites for reference on Credit

Credit education materials <http://www.cbmfoundation.org/educational-materials/>  
<http://www.practicalmoneyskills.com/personalfinance/creditdebt/cards/proscons.php>

## Sample Assessments

### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- Student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be selected to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### Activity-Specific Assessments

- Activity 2: Have students research a career of their choice and indicate the qualifications, training required, certifications or degrees, average annual salary, and standard benefits. Have students prepare a presentation that includes an informative speech and visual. Assess the presentation based on the accuracy and creditability of the information; creativity and design of the visual, and the quality

of the presentation using predetermined criteria distributed to students at the beginning of the assignment.

- Activity 5: Have students write a comparative essay that compares and contrasts two different financial institutions including the various products and services provided, benefits, and cost to consumers. Assess the essay based on the accuracy and completeness of the comparison using predetermined criteria.
- Activity 7: Have students work in small groups of three or four students to write a script for a short skit detailing the process of making a major purchase. Have students perform the skits in class or video the skits and play them to the class. Assess the skit based on the accuracy of the process demonstrated of making a major purchase.